

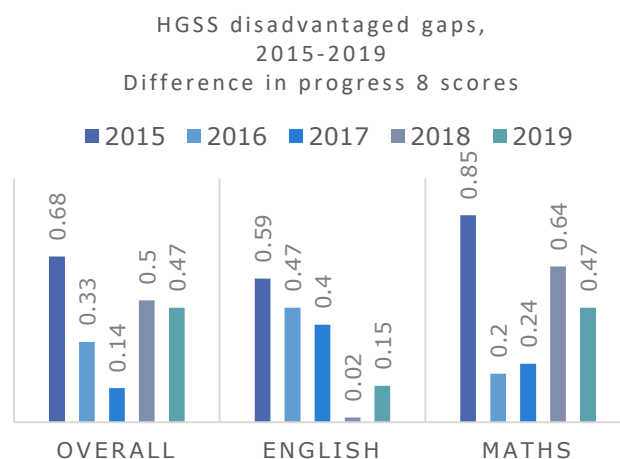
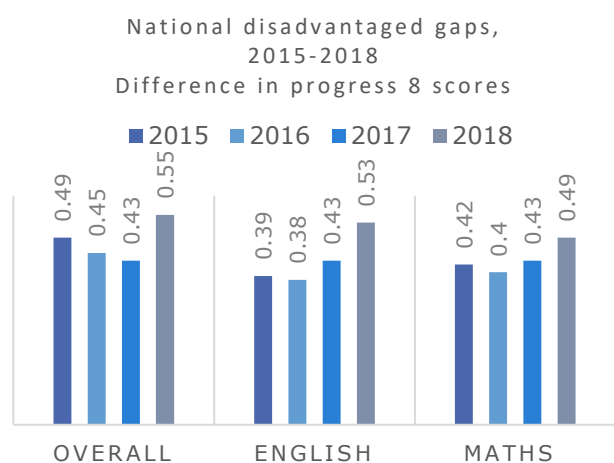
## Holmer Green Senior School Pupil Premium funding and Disadvantaged Students: Impact Report

We recognise that the progress and attainment of our students who are eligible for Pupil Premium funding is a benchmark of our success at Holmer Green Senior School. Our primary strategy is to ensure high quality first wave teaching for all students eligible for Pupil Premium funding. Students who are eligible for Pupil Premium funding are a diverse and non-homogenous group of students, and therefore have different needs. At Holmer Green Senior School we have a strategy of bespoke intervention to ensure all our disadvantaged students flourish.

### HGSS compared to national average Progress 8

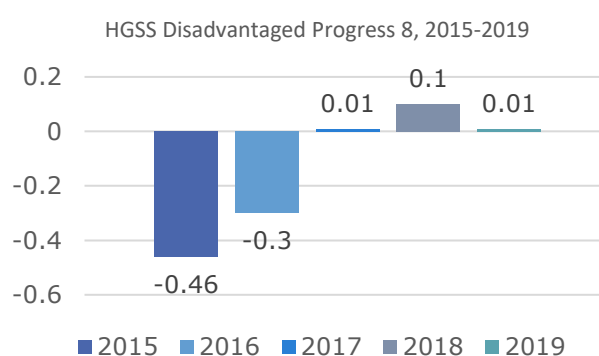
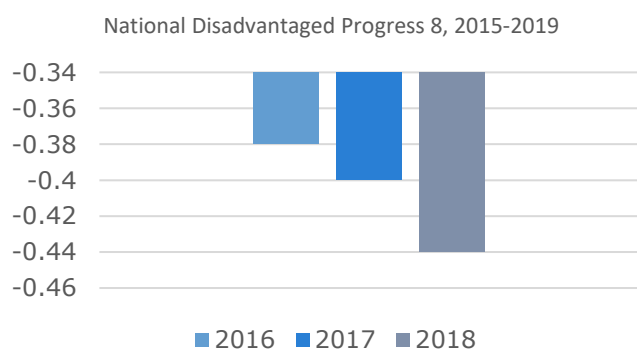
	Disadvantaged (2018/19 HGSS)	Disadvantaged (2017/18 national average)	Non- Disadvantaged (2017/18 national average)
P8	+0.01	-0.44	+0.13
English P8	+0.21	-0.44	+0.11
Maths P8	+0.02	-0.39	+0.12
EBacc P8	-0.22	-0.49	+0.15
Open P8	+0.10	-0.46	+0.12

### HGSS compared to national average progress gap



Compared to the national rise in the disadvantaged progress gap, the progress gap at HGSS has reduced over the last five year. It has dropped 0.21 overall and 0.44 and 0.38 in English and Maths respectively.

### Trends in the disadvantaged Progress 8



Compared to the national Progress 8 score for disadvantaged students which is -0.44 in 2017/18 year, the progress of disadvantaged students at HGSS is positive. The Progress 8 for these students has risen over the last five years from -0.46 to +0.01.

## Overall Progress 8

	2014/15	2015/16	2016/17	2017/18	2018/19
All students	+0.11	-0.02	+0.14	+0.50	+0.41
Disadvantaged pupils	-0.46	-0.30	+0.01	+0.10	+0.01
Non- disadvantaged pupils	+0.22	+0.03	+0.15	+0.60	+0.48
<b>Progress Gap</b>	<b>-0.68</b>	<b>-0.33</b>	<b>-0.14</b>	<b>-0.50</b>	<b>-0.47</b>

## English Progress 8

	2014/15	2015/16	2016/17	2017/18	2018/19
All students	+0.07	-0.13	+0.32	+0.30	+0.33
Disadvantaged pupils	-0.21	-0.54	-0.09	+0.32	+0.21
Non- disadvantaged pupils	+0.38	-0.07	+0.31	+0.30	+0.36
<b>Progress Gap</b>	<b>-0.59</b>	<b>-0.47</b>	<b>-0.40</b>	<b>+0.02</b>	<b>-0.15</b>

## Maths Progress 8

	2014/15	2015/16	2016/17	2017/18	2018/19
All students	+0.23	+0.49	+0.59	+0.80	+0.42
Disadvantaged pupils	-0.73	+0.32	+0.81	+0.28	+0.02
Non- disadvantaged pupils	+0.12	+0.52	+0.57	+0.92	+0.49
<b>Progress Gap</b>	<b>-0.85</b>	<b>-0.20</b>	<b>+0.24</b>	<b>-0.64</b>	<b>-0.47</b>

## EBacc Progress 8

	2016/17	2017/18	2018/19
All students Progress 8	+0.16	+0.55	+0.23
Disadvantaged pupils Progress 8	+0.18	+0.06	-0.22
Non- disadvantaged pupils Progress 8	+0.16	+0.67	+0.31
<b>Progress Gap</b>	<b>+0.02</b>	<b>-0.61</b>	<b>-0.53</b>

## Open Progress 8

	2016/17	2017/18	2018/19
All students Progress 8	-0.28	+0.40	+0.62
Disadvantaged pupils Progress 8	-0.67	-0.13	+0.10
Non- disadvantaged pupils Progress 8	-0.23	+0.52	+0.72
<b>Progress Gap</b>	<b>-0.44</b>	<b>-0.65</b>	<b>-0.62</b>

## Sixth Form

A Levels	2016/17	2017/18	2018/19
All students L3VA	+0.40	+0.70	+0.30
Bursary pupils L3VA	-0.30	-0.60	+0.20
Non- bursary pupils L3VA	unknown	+0.80	+0.30
<b>Progress Gap</b>		<b>-1.40</b>	<b>-0.10</b>

Vocational Subjects	2016/17	2017/18	2018/19
All students L3VA	+0.60	-0.20	-0.02
Bursary pupils L3VA	+0.20	-0.90	+0.30
Non- bursary pupils L3VA	unknown	-0.17	-0.06
<b>Progress Gap</b>		<b>-0.73</b>	<b>+0.36</b>

n.b all data published here is preliminary until published by the DfE

## Destinations

98% of the 2017/18 cohort went on to either sixth form, college or an apprenticeship.

All disadvantaged students were given comprehensive careers support from a careers' advisor. This included impartial advice regarding next steps, discussions about possible careers and support with applications forms and interviews.

Disadvantaged students received bespoke mentoring in order to ensure that they achieved the grades required for their next steps. This included SLT mentors, regular meetings, support with revision and intervention sessions.

## Key figures and findings

1. The Progress 8 score of disadvantaged students at HGSS is significantly higher than national averages, +0.01 compared to -0.44 nationally
2. The Progress 8 of disadvantaged students is 0.12 lower than non-disadvantaged students nationally
3. The progress gap overall, and in English and Maths are smaller than the national average.
4. The overall progress gap has decreased from 2017/18 by 0.03. This trend is the same from Maths, EBacc and Open elements.
5. The progress 8 of disadvantaged students at HGSS in 2018/19 is positive in English, Maths and the Open element.
6. The progress of disadvantaged students in the open element has increased considerably over three-years, from -0.67 to +0.10. This figure is in-line with non-disadvantaged students nationally.
7. The progress of disadvantaged students in maths has fallen over three-years, from +0.81 to +0.02. However, this still remains above the national progress of disadvantaged students.

## Key improvement areas

<b>Quality of Education</b>	<ol style="list-style-type: none"><li>1. All disadvantaged students are given opportunities every year to broaden their cultural capital, both in and out of school</li><li>2. All disadvantage students engage in reading and are confident in the use of key, subject specific, vocabulary</li><li>3. All disadvantaged learners have access to quality first wave teaching</li><li>4. All disadvantaged students attainment 8 and progress 8 is in line with their peers</li></ol>
<b>Behaviour and Attitudes</b>	<ol style="list-style-type: none"><li>1. Attendance and punctuality of disadvantaged students is in line with their non-disadvantaged peers</li><li>2. The number of fixed term exclusion of disadvantaged students is in line with their non-disadvantaged peers</li></ol>
<b>Personal Development</b>	<ol style="list-style-type: none"><li>1. All disadvantaged students have appropriately aspirational next steps for post-16</li><li>2. All students have a range of strategies to deal with challenging situations appropriately</li></ol>
<b>Sixth form</b>	<ol style="list-style-type: none"><li>1. All bursary funded students make progress in line with their peers</li><li>2. All bursary funded students have appropriately aspirational next steps for post-18</li></ol>

## Expenditure

2018/19 Income £113 735

2018/19 Expenditure £114 493

Resource	Expenditure 2018/19	Change from 2017/18
Pupil Premium Senior Leader	£18500	+ £5530
Pupil Premium Learning Support Assistants	£36792	+ £9376
Pupil Premium Resources (including interventions)	£700	- £8926
Staff CPD	£4500	+ £1500
Student Uniforms and Equipment	£2712	+ £1693
Careers support	£4200	+ £181
Music Lessons	£3282	+ £240
Pastoral and Admin Support	£16100	+ £210
Counselling	£11070	+ £2610
Trips (including Brilliant Club)	£6312	+ £2222
Alternative Education Provision	£10325	- £3361
	<b>£114 493</b>	



## Evaluation of Expenditure

This year the funding focused on increasing a disadvantaged student's cultural and academic capital.

Cultural capital was increased for disadvantaged students in the following ways:

- Music lessons
- Residential Trips
- Day Trips
- University experience (including Brilliant Club)

Academic capital was increased by:

- Ensuring quality first wave teaching through staff CPD and LSA support in lessons
- Counselling with a focus on academic issues and exams. This includes resilience training for Year 11 students
- Alternative education provision (where appropriate)
- Careers advice and support
- Access to uniform and equipment