

## Pupil Premium Strategy 2018/19

| Summary Information – October 2018 |                            |                 |                |
|------------------------------------|----------------------------|-----------------|----------------|
| School                             | Holmer Green Senior School | Next PP review  | September 2019 |
| Year                               | 2018/19                    | Total PP Budget | £108,343.33    |
| Total Pupils (Years 7-11)          | 787                        | Total PP pupils | 124            |

| Progress 8 for 2017/18                     |                                 |   |            |
|--|---------------------------------|---|------------|
| Number of students eligible for PP funding |                                 |   |            |
|  | Disadvantaged Students (School) | Non- Disadvantaged Students (2016 national average) | Difference |
| P8   | +0.10                           | +0.01   | +0.09      |
| Maths P8                                   | +0.28                           | +0.10   | +0.18      |
| English P8                                 | +0.32                           | +0.08   | +0.24      |

| Progress 8 for 2017/18                         |                                 |                                      |            |
|--|---------------------------------|--------------------------------------|------------|
| Number of students eligible for PP funding: 27 |                                 |                                      |            |
|  | Disadvantaged Students (School) | Non- Disadvantaged Students (School) | Difference |
| P8   | +0.10                           | +0.60                                | -0.50      |
| Maths P8                                       | +0.28                           | +0.92                                | -0.64      |
| English P8                                     | +0.32                           | +0.30                                | +0.02      |

| Three year trend in Progress 8        |              |              |              |
|---------------------------------------|--------------|--------------|--------------|
|                                       | 2015/16      | 2016/17      | 2017/18      |
| All students Progress 8               | -0.02        | +0.17        | +0.52        |
| Disadvantaged Students Progress 8     | -0.30        | +0.05        | +0.10        |
| Non-disadvantaged Students Progress 8 | +0.03        | +0.19        | +0.60        |
| <b>Progress Gap</b>                   | <b>-0.33</b> | <b>-0.14</b> | <b>-0.50</b> |

| Three year trend in Maths Progress 8  |              |              |              |
|---------------------------------------|--------------|--------------|--------------|
|                                       | 2015/16      | 2016/17      | 2017/18      |
| All students Progress 8               | +0.49        | +0.61        | +0.80        |
| Disadvantaged Students Progress 8     | +0.32        | +0.78        | +0.28        |
| Non-disadvantaged Students Progress 8 | +0.52        | +0.59        | +0.92        |
| <b>Progress Gap</b>                   | <b>-0.20</b> | <b>+0.19</b> | <b>-0.64</b> |

| Three year trend in English Progress 8 |              |              |              |
|--|--------------|--------------|--------------|
|  | 2015/16      | 2016/17      | 2017/18      |
| All students Progress 8                | -0.13        | +0.32        | +0.30        |
| Disadvantaged Students Progress 8      | -0.54        | -0.03        | +0.32        |
| Non-disadvantaged Students Progress 8  | -0.07        | +0.36        | +0.30        |
| <b>Progress Gap</b>                    | <b>-0.47</b> | <b>-0.33</b> | <b>+0.02</b> |

## Barriers to Learning for Disadvantaged Students

### Internal barriers

These barriers are issues that come from within the student. At Holmer Green Senior School they are issues such as:

- Self confidence
- Resilience
- Determination
- Self-analysing skills
- Motivation
- Self-worth
- Passive attitude to learning
- Low aspirations
- Behavioural issues
- Low attendance

These barriers to learning were determined by student voice surveys of a cohort of disadvantaged and high prior attaining students in both lower and upper school. Most students talked about being reluctant to answer questions in class, not having the confidence to approach teachers with their problems and too easily giving up if their tasks got too hard. When asked about their homework, many said that they didn't feel they could get their parents to help them and lacked the resources or ability to look for help from somewhere else.

We have, and will continue to, take the following steps to negate these challenging circumstances as well as build students cultural capital:

- Pastoral support
  - Outreach
  - CAMHS
  - Addaction
  - RUSafe
- In school councillor
  - For year 7 to 11 who are finding school difficult, have anxiety about how to approach study and learning. She will work through feeling with them and how to best approach situations. These sessions usually last around 6 weeks.
- Raising Standards
- Mentors
- The Brilliant Club
- Penn Resilience Program
- Homework club
- Rotary youth speaks
- HPA and PP writing skills sessions
- Arts mark award
- UKMT Maths Challenge
- Enterprise days
- Impartial one-on-one meetings with a careers adviser
- Options assemblies and evenings and masterclasses
- Monthly careers assemblies
- Pedagogy, CPD and morning briefings
- University visits
- Extra-curricular and trips
- Excellence evening, celebration assemblies and post-cards home

We are looking to further build bridges to negating these challenging circumstances by:

- Increasing the profile of student voice
- Increasing the scope of raising standards
- Increasing the cultural provision of the school

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### External barriers

External barriers are when the process, activities, resources or situations themselves create a barrier to someone accessing a learning opportunity. The main external barriers faced by our students are:

- Monetary concerns
- Family responsibility (young carers)
- Lack of parental engagement and/or parental confidence in supporting
- Lack of family role models
- Lack of cultural provision and enrichment opportunities from home

These external barriers can lead to:

- Lack of access to enrichment opportunities (trips, music lessons, clubs etc.)
- Lack of equipment
- Lack of places/ time to study at home
- Problems with getting to school and attendance
- Not knowing how to approach self-study time
- Not knowing what options are available post 16
- Low aspirations

These barriers to learning are identified in several ways, by parents, by the student and by teachers or LSAs.

We have, and will continue to, take the following steps to negating these challenging circumstances as well as build students cultural capital:

- Homework clubs
- Impartial one-on-one meetings with a careers adviser
- Support with trips
- Support with clubs and extra-curricula
- Support with study resources and equipment
- Laptops
- Revision guide and support
- Bus passes
- Careers support and Morrisby testing
- Subject intervention
- Options assemblies and evening
- Parent information evening
- Cultural support group
- Pedagogy
- CPD and morning briefings

We are looking to further build bridges to negating these challenging circumstances by:

- Using staff members to increase parental engagement within the local Asian community
- Developing ways to increase attendance of students

**Specific Year group barriers and interventions**

**Year Seven**

- Resilience
- Homework support
- Scaled score below 100
- Cultural Capital

To breakdown these barriers to learning students in year seven have eight specific interventions:

- Penn Resilience Program lessons built into their curriculum offer
- Year seven transition days in September with Paralympic athlete to build confidence
- Year seven transition days in September with talk the talk to build oratory and confidence
- Homework clubs to support them with the transition from primary to secondary homework
- Small English and Maths intervention groups
- Residential trip in the Summer term
- Help with funding for different trips throughout the year
- Help with music lesson payment throughout the year

**Year Eight**

- Options choices

To breakdown these barriers to learning students in year eight have four specific interventions:

- Individual support and guidance with options choices
- Careers guidance available for students finding options choices difficult
- Small English and Maths intervention groups to ensure students are KS4 ready
- 'The brilliant club' working with disadvantaged high prior attaining students

**Year Nine**

- Parental engagement
- Attendance

To breakdown these barriers to learning students in year seven have five specific interventions:

- Parental information evening at the beginning of year 9 to inform parents about GCSEs and their role in supporting the student
- Careers guidance available for students with their aspirations
- Attendance monitoring by HoY, and meetings with parents when attendance drops below a set threshold.
- 1a and 1b letters followed by EWO support
- 'The brilliant club' working with disadvantaged high prior attaining students

**Year Ten**

- Passive attitude to education
- Aspirations

To breakdown these barriers to learning students in year seven have four specific interventions:

- Morrisby testing
- University and work places visits
- Raising Standards report focused on the improving attitude to learning of PP students
- 'The brilliant club' working with disadvantaged high prior attaining students

**Year Eleven**

- Self confidence
- Apathy
- Aspirations
- Revision and self-study spaces and time

To breakdown these barriers to learning students in year seven have six specific interventions:

- Small group counselling sessions on self-confidence and managing exam pressure
- Individual meetings with careers guidance to help with next steps
- Morning interventions for both English and Maths
- Afternoon interventions
- Spaces to study available both before and after school
- SLT Parents evening and mentoring for identified students

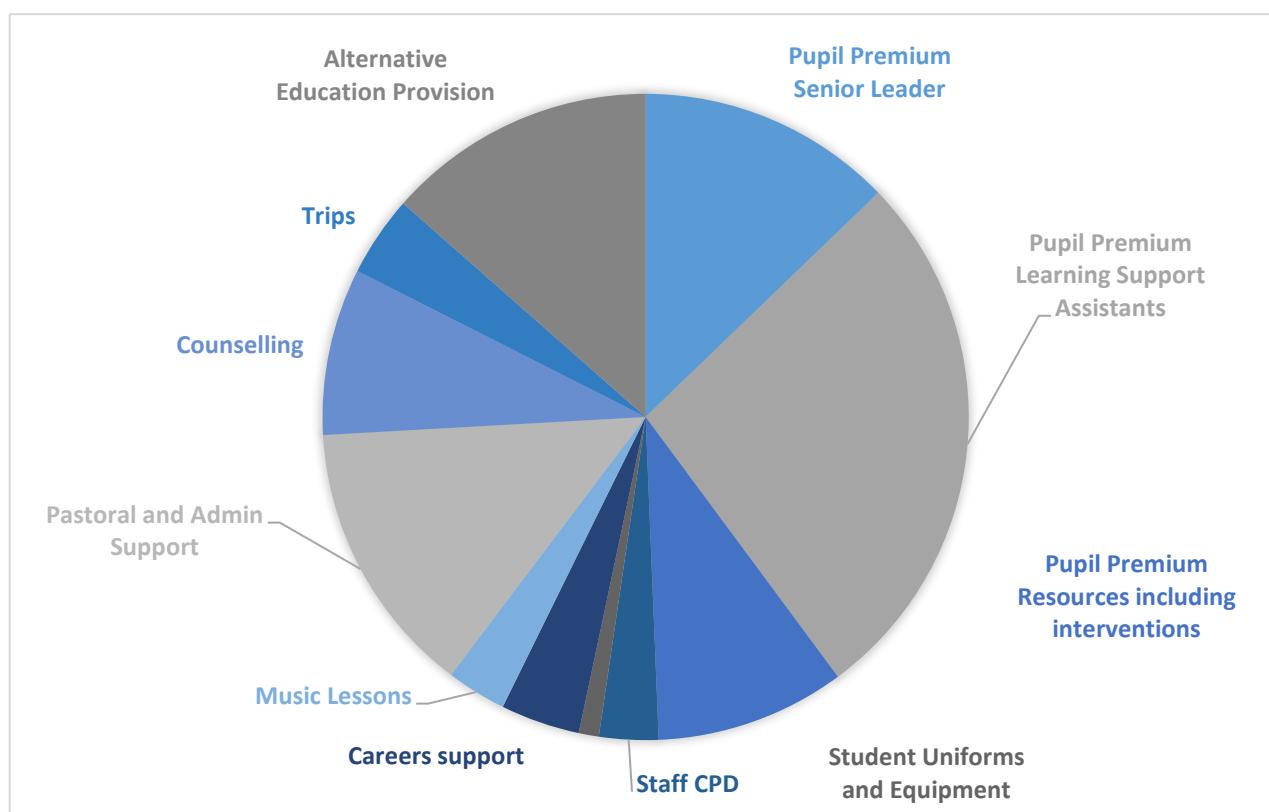
## Pupil Premium Strategy 2018/19

### Expenditure Breakdown: 2017/18

#### Expenditure 2017/18

|                     |          |
|---------------------|----------|
| 2017/18 Income      | £101 293 |
| 2017/18 Expenditure | £101 328 |

| Resource  | Expenditure 2017/18 | Change from 2016/17 |
|---|---------------------|---------------------|
| Pupil Premium Senior Leader                     | £ 12 970            |                     |
| Pupil Premium Learning Support Assistants       | £ 27 416            | -£9 984             |
| Pupil Premium Resources including interventions | £ 9 626             | -£10 399            |
| Staff CPD                                       | £ 3 000             |                     |
| Student Uniforms and Equipment                  | £ 1 019             | -£1 981             |
| Careers support                                 | £ 4 019             | +£19.04             |
| Music Lessons                                   | £ 3 042             | -£2192              |
| Pastoral and Admin Support                      | £ 14 000            |                     |
| Counselling                                     | £ 8 460             | +£660               |
| Trips   | £ 4 090             | -£925               |
| Alternative Education Provision                 | £ 13 686            | +£13 014            |



## Pupil Premium Strategy 2018/19

| Review of Expenditure: 2017/18 |                            |   |   |   |         |
|--------------------------------|----------------------------|---|---|---|---------|
| Desired outcome                | Action                     | Impact  | Evidence  | Evaluation  | Cost    |
| 1, 2 and 3                     | Senior Leader for PP       | <p>Senior leader increased attainment of disadvantaged students and over saw how the budget was spent and that the students were supported.</p> <p>The P8 of disadvantaged students rose for the third year.</p> <p>This did not impact on non- disadvantaged students</p>  | <p>With the implementation of a senior leader in charge of disadvantaged students there was an increase in students' progress 8 scores.</p> <p>There was a significant increase over three years in the P8 score of disadvantaged students from -0.33 to +0.10.</p> <p>See impact report for more information.</p>  | <p>This gave a greater focus on disadvantaged students and made it a lot more high profile within the school. There was also someone who could monitor how staff used the Pupil Premium funds and information and could hold others accountable for their progress. Staff, Students and parents and carers knew who to contact with any concerns.</p> | £12 970 |
| 2                              | LSAs                       | <p>These LSAs were able to support students within the lessons they were in. This had an impact on the progress of the students.</p> <p>This did have an impact on non-PP students as they were also support in these lessons and their progress may have gone up as well.</p>  | <p>SEN student progress 8 result rose across the school.</p> <p>The SEN PP P8 score rose from -0.87 in 2015 to -0.20 in 2018 (+0.29 without one significant outlier).</p>   | <p>These LSAs helped some students who struggle in class to focus and help them with work they did not understand. They were able to give one-on-one support to students to help them progress in areas they struggled in. However, this did not have the desired effect and had more of an impact on non-PP students than the PP EHCP students.</p>  | £27 416 |
| 2 and 3                        | Resources and Intervention | <p>All departments across the school had access to these funds to buy textbooks/ revision guide and other useful equipment.</p> <p>Intervention was put in place in maths and English. Tutors were employed to tutor targeted students</p> <p>This only impacted disadvantaged students as the equipment and resources were bought specifically for each student.</p> | <p>There was an increase in PP students' progress 8 scores. The gap also narrowed in all other year groups showing the expansion of our intervention strategies had a positive impact on all disadvantaged students.</p> <p>A large proportion of this intervention took place in English and Maths how achieved P8 scores for disadvantaged students of +0.32 and +0.28, respectively, these are significantly above national average.</p> | <p>This had the desired impact. Disadvantaged students were able to progress as they had the tools they needed to do so.</p> <p>This will continue this year but hopefully more departments will apply to use this funding.</p>   | £ 9 626 |

### Pupil Premium Strategy 2018/19

|         |                                   |  |  |   |         |
|---------|-----------------------------------|--|--|---|---------|
| 1 and 2 | Staff CPD                         | <p>The P8 of disadvantaged students rose compared to their non- disadvantaged peers.</p> <p>This did impact on non- disadvantaged students as the quality of teaching would have increased for them. The impact was a rise in P8 across the whole cohort.</p>  | <p>With the funding used on staff CPD there was an increase in the quality of lessons, this was observed through learning walks and book looks.</p> <p>There was a significant increase over three years in the P8 score of disadvantaged students from -0.33 to +0.10.</p> <p>See impact report for more information.</p> | <p>This increased the impact of the first wave teaching and had the desired impact of raising the standards for all students, including those eligible for Pupil Premium.</p>   | £3 000  |
| 1       | Connexions Interviews and Support | <p>All disadvantaged students had at least one interview. This helped them transition on to further education. It allowed them to explore their options.</p> <p>These were individual interviews that all students attend throughout the year. Only funding for the disadvantaged students comes out of this budget.</p> | <p>All pupils receive independent advice and guidance.</p> <p>All year 11 disadvantaged students are now at appropriate destinations for them including Grammar school, HGSS sixth form and college.</p>   | <p>This had the desired outcome. All disadvantaged students went on to further education and felt supported in that transition.</p> <p>This approach will continue but will be adapted. Disadvantaged students will have an interview in the first half term and, time permitting, a follow up interview later in the year.</p> | £ 4 019 |
| 1 and 2 | Trips                             | <p>Xyz students took advantage of the funding for trips and activities.</p> <p>Did not impact on non- disadvantaged students</p>   | <p>The use of the Pupil Premium grant ensures everyone has access to these activities.</p>   | <p>This will continue to happen this year. In the past the process has been very parent led. Due to this we have sent a letter to all disadvantaged parents and carers to advise them how to get in touch if they require assistance in this area.</p>  | £4 090  |
| 2       | Alternative Education Provision   | <p>Did not impact on non- disadvantaged students</p>   | <p>The use of the Pupil Premium grant allowed two students to be educated off site with a curriculum which was more suited to their needs. This allowed one student to achieve 4 GCSEs, which was a significant achievement for her.</p>   | <p>One of these student will continue to be educated at an alternative provision this year. Visits to the education establishment show that he is making good progress, and this is the correct provision for him.</p>  | £13 686 |

### Pupil Premium Strategy 2018/19

|         |                       |   |  |  |         |
|---------|-----------------------|---|--|--|---------|
| 1       | Counselling           | <p>Select students were given counselling in school. This was at the description of the HUB.</p> <p>There were two forms of counselling, one for behaviour and one for emotional support. This supported students with their emotional development and allowed them to stay in school were this may not have been possible without it. More detailed impact, and a breakdown of the issues faced by students, can be seen on counselling feedback forms.</p> <p>This did have an impact on non-disadvantaged students as some of them also accessed this service.</p> | <p>There was a decrease in the number of behaviour incidence and an increase in attendance of disadvantaged students.</p> <p>From the written reports received, students were able to deal with their issues by putting in place strategies. The impact can be seen from the reduction in time over the year that they felt they needed to see the councillor, most students saw her for 6 weeks and then sporadically when they needed it throughout the rest of the year.</p> <p>The resilience training offered to PP year 11 students also allowed them to better cope with their feelings of anxiety during the exam period ultimately resulting in better results.</p> | <p>This had the desired outcome of supporting students through difficult times in their lives.</p> <p>This year we have several new disadvantaged students that require access to this service to support them with their home lives.</p> <p>This approach will slightly change, but continue this year.</p> | £ 8 460 |
| 2       | Uniform and Equipment | <p>Students eligible for disadvantaged funding were able to fully participate in all lessons.</p> <p>Did not impact on non- disadvantaged students</p>  | <p>Disadvantaged student's progress increased across the school. Student in all years were able to access the books and equipment they needed to better study at home and in school.</p>   | <p>This will continue to happen this year. In the past the process has been very parent led. Due to this we have sent a letter to all disadvantaged students parents and carers to advise them how to get in touch if they require assistance in this area.</p>  | £1 019  |
| 1 and 2 | Music Lessons         | <p>Did not impact on non- disadvantaged students</p>  | <p>The use of the Pupil Premium grant ensures everyone has access to these activities.</p>   | <p>This will continue to happen this year. In the past the process has been very parent led. Due to this we have sent a letter to all disadvantaged parents and carers to advise them how to get in touch if they require assistance in this area.</p>   | £3 042  |



## Pupil Premium Strategy 2018/19

### Outcomes: 2018/19

1.

#### Raise expectations for levels of progress for all disadvantaged pupils

- Ensure that all subject areas follow consistent policy for monitoring progress of all disadvantaged students
- Aspirational targets for all disadvantaged students
- Student books and teacher planning show on-going progress
- Teachers specifically target disadvantaged students in lessons as well as the interventions that take. This is shown to have significant impact.

#### Evaluation focus

##### Year 11

Progress 8 for all disadvantaged pupils compared to their non-disadvantaged peers

The EBacc and Open element Progress 8 for all disadvantaged pupils compared to their non-disadvantaged peers

PASS survey to evaluate the changes in student attitudes

##### Years 7 -10

Analysis of end of year assessments across all subjects

PASS survey to evaluate the changes in student attitudes

2.

#### Improve the quality of teaching for disadvantaged pupils in all areas

- Ensure that all lessons and independent learning activities are planned to stretch, challenge and support disadvantaged students
- Focused CPD and pedagogy sessions to ensure all staff have the requisite
- Coaching and ISPs in place to support and develop teaching
- Homework is monitored

#### Evaluation focus

Quality of teaching for disadvantaged pupils in all subject areas. This will be monitored through the MER cycle, learning walks, book looks as well as individual student achievement.

3.

#### Review and improve impact of intervention strategies

- Ensure that effective intervention strategies are in place to give timely support to ensure there is no gap in the attainment and progress of disadvantaged and non-disadvantaged students.
- A co-ordinated plan for funding intervention across ALL departments (this will be communicated to staff)
- Funding and impact monitored at each assessment point.
- Funding and impact monitored through attendance learning walks, book looks and assessment point data.

#### Evaluation focus

Impact of expenditure on the Pupil Premium grant on progress made by disadvantaged pupils in all subject areas. This will take place in September of 2019. This will include analysis of internal and external data from 2018/19 as well as input on impact from other staff members involved in different aspects of Pupil Premium funding (e.g. analysis from the councillor employed for PP students or reports from the external maths and English tutor)

### Governors Involvement 2018/19

The governors at Holmer Green Senior School are regularly informed about the progress of disadvantaged students as well as expenditure.

Four times a year a report is compiled for the Learning and Curriculum committee. This outlines the progress data from year 7-11 as well as data on ex-pupil premium students in the sixth form. Twice a year they are informed about the spending of the pupil premium funding. There is a link governor overseeing disadvantaged students within the school. They are kept up to date with both progress and expenditure and come in for a link visit once a year.

**Pupil Premium Strategy 2018/19**

| Planned Expenditure: 2018/19 |  |                           |   |        |                  |                |
|------------------------------|--|---------------------------|---|--------|------------------|----------------|
| Desired Outcome              | Action                                   | Evidence for use          | Implementation  | Led by | Planned spending | Review date    |
| 1, 2 and 3                   | Senior leader for Disadvantaged Students | Impact from 2017/18       | KJ will continue to oversee disadvantaged students across the school  | KJ     | £12970           | September 2019 |
| 2                            | Staff CPD                                | Impact from 2017/18       | This is led by AW and will increase the first wave teaching of students. Staff members apply to AW to go on courses and justify the impact of these.  | AW/ KJ | £3000            | September 2019 |
| 1                            | Counselling                              | Impact from 2017/18       | The delivery of this will be altered this year.<br>We will now use one councillor for all students. She will be in eight hours a week to talk with students.<br>Our councillor will also work with small groups of students to develop their resilience, perseverance and techniques to cope with exam anxiety. | KJ/ KT | £8000            | September 2019 |
| 1                            | The Brilliant Club                       | Impact from other schools | This will be led by KH and involve 8-10 disadvantaged students from year 8- 10. It will be used to increase the aspirations of disadvantaged, high prior attaining students and inspire them to go to university in the future.   | KJ/KH  | £3840            | September 2019 |
| 3                            | Staff and peer mentoring                 | Impact from 2017/18       | This was done on a smaller scale last year with SLT members having mentees after the January mock exams. This will be done again. It will also be expanded to start earlier with a focus on boys, particularly HPA and disadvantaged.   | KJ/KS  | £0               | September 2019 |

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|         |                          |                     |   |             |         |                |
|---------|--------------------------|---------------------|---|-------------|---------|----------------|
| 1 and 2 | Equipment and Uniform    | Impact from 2017/18 | <p>Students and parents regularly request help with technology, equipment and uniform.</p> <p>Resources for individual subjects was requested by HoFs. This will carry-on this year but the system has been evaluated and adapted to make the process more streamlined.</p>   | HoFs        | Unknown | September 2019 |
| 3       | Small group intervention | Impact from 2017/18 | <p>This had a dramatic impact on the English and Maths results last year, as well as the other subjects who accessed this funding (see impact report for more details).</p> <p>This process will be rolled out over all subjects to narrow the gap further across the school.</p> <p>HoFs have also been shown the impact from 2017/18 and have been advised that they can request funding for this if they would like to set this process up.</p>  | KJ/ HoFs    | £5000   | September 2019 |
| 1 and 2 | LSAs                     | Impact from 2017/18 | <p>These LSAs helped some students who struggle in class to focus and help them with work they did not understand. They were able to give one-on-one support to students to help them progress in areas they struggled in.</p> <p>Each teacher will have disadvantaged students identified on their context sheets and will discuss the students with the LSA in their lessons to ensure that disadvantaged students get the extra support that they need. The effectiveness of this will be monitored during learning walks.</p> | CH          | £25000  | September 2019 |
| 1 and 2 | Trips and Music Lessons  | Impact from 2017/18 | <p>One barrier to learning identified for our students was the availability of extra-curricular activities they could participate in. Spending some funding on trips gives them these experiences that they may not otherwise get.</p>  | KJ/ EC/ HoF | £7000   | September 2019 |
| 1       | Careers Support          | Impact from 2017/18 | <p>One part of the SIP is to raise the aspirations for disadvantaged students. Part of this process will be the continuation of bespoke careers interview.</p>  | KJ          | £4000   | September 2019 |

