

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2022 to 2023 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and works alongside our three-year plan (attached at bottom of document), on how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school

School overview

Detail	Data
Number of pupils in school	1133
Proportion (%) of pupil premium eligible pupils	10.5 % (109 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	14.11.23
Date on which it will be reviewed	
Statement authorised by	Ed Hillyard
Pupil premium lead	Alan Wooller
Governor / Trustee lead	Rebecca Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,092
Recovery premium funding allocation this academic year	£40,929
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£162,021

Part A: Pupil premium strategy plan

Statement of intent

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 student's flourish.

We also recognise that some disadvantage students will have financial difficulties and not be exposed to cultural experiences in line with their non-disadvantage peers. We aim to ensure that no student is unfairly disadvantaged because of financial constraints and to ensure all students are part of a rich cultural capital at HGSS.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Academic performance – to close the progress and attainment gaps between disadvantaged students and their non-disadvantaged peers
2	Attendance – to close the attendance gap between disadvantaged students and their non-disadvantaged peers
3	Destinations – to ensure disadvantaged students do not become NEET by providing detailed careers support and guidance and supporting applications to higher-level apprenticeships and jobs
4	Enrichment/Culture Capital - to ensure that disadvantaged students are exposed to a number of different cultural experiences and that they attend at least one trip each year during their time at HGSS.
5	Parental Engagement - to foster a more effective culture of communication with parents of disadvantaged students to support their child's/children's progress and attainment
6	Financial Challenges - to ensure that no disadvantaged students are put at an unfair disadvantage to their peers due to financial challenges.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To reduce the gap in attainment between disadvantaged pupils and non-disadvantage students across the curriculum at the end of KS4.	By the end of the current three-year plan (2021-24), the progress and attainment gaps will have reduced to 0
Destinations – All disadvantaged students attend a university visit or workplace visit.	More students securing University places / High level apprenticeships / attendance to Brilliant Club

Improved reading comprehension among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Close Cultural Capital Gap	All PP students attend a school trip /15% of all trips reserved for PP students / 50% discounted places for PP students.
Higher % of parental engagement	100% attendance at Parents Evening / Support with their students attending HWK club and Intervention.
Financial Support offered	All students have access to a laptop and internet / All students have equipment
All staff know their students / Organisation of students	Reduce suspensions, class removals, behaviour points, increase achievement points / Even distribution of disadvantaged students across sets

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Senior Leader	A senior leader dedicated to the needs and support of the disadvantaged pupils. Looking diagnostically at different aspects, as well as attainment, such as, attendance, behaviour etc. https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	1-6
Pupil Premium Learning Support assistants	Learning support assistants specifically running intervention and catch-up programs based around literacy and improving literacy and mathematics, in order that pupils reach the standardised scores for these subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1
Whole Staff CPD on developing core routines and non-negotiable practice	These strategies can assist pupils in developing more positive learning behaviours. There is strong evidence that these skills can have a positive impact.	1, 3
Use of NGRT, Bedrock and Beanstack, e-Platform for students in year groups 7-9. Along with the purchase of reading books for guiding reading.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,643

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing ongoing Careers Support to enable pupils to make informed choices	Targeted careers support in order that students are able to make informed and aspirational choices when picking options and considering careers. https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match?utm_source=/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match&utm_medium=search&utm_campaign=site_search&search_term=careers	1, 3, 4
Providing a tuition program for disadvantaged students	Targeted tuition to meet specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind their peers, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm_source=/education-evidence/teaching-learning-toolkit/one-to-one-tuition&utm_medium=search&utm_campaign=site_search&search_term=one%20to%20one And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group Using peers: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 3, 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £126,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 2

DfE's <u>Improving School Attendance</u> advice by employing an attendance office to diagnostically check the attendance of pupils.	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	
Counselling students where the pandemic and other social/personal issues have had a dramatic impact on their well being	Targeted counselling for any individuals who have been affected by the pandemic or have ongoing issues around mental well-being. https://www.mentalhealth.org.uk/coronavirus/school-guidance-for-coping-with-coronavirus	1, 2, 3
Purchase of school uniform and required equipment, including laptops, along with travel to school.	School uniform can support the development of the whole school ethos and allow that student to feel a sense of belonging with the school. It can also aid discipline and a sense of social equality. This included a 50% subsidy on laptops https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1-6
Continuing to provide an alternate provision for those students who struggle with main stream school.	To try and avoid exclusion and to aid those with long term absence to be reintegrated back into main stream school. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/500918/Alternative_provision_findings_from_Ofsted_threeyear_survey_of_schools_use_of_off-site_alternative_provision.pdf	1, 2

Total budgeted cost: £ 240,610

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

Destinations

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:

- The P8 score of disadvantaged students (12 in total) at HGSS was -1.14 compared to the national average P8 score for non-disadvantaged students of +0.17 and the HGSS all student P8 score of +0.43
- SISRA Analytics predicts that Pupil Premium students (16 in total) have a P8 score of +0.17, compared to the whole cohort of +0.43
- Disadvantaged students at HGSS had an A8 score of 41.53, compared to a score of 50.41 for their non-disadvantaged peers and 49.39 for all students
- Average A8 scores are as follows:

Element	Disadvantaged (cohort)	Non-disadvantaged	All Students
English	4.72	5.67	5.57
Maths	4.00	4.93	4.83
E-Bacc	3.77	4.46	4.38
Open	4.26	5.28	5.17

- 5 disadvantaged students (31% of cohort) achieved a grade 5+ in English and Maths, whilst 8 (50%) achieved a grade 4+ in English and Maths (86 (58%) and 114 (77%) respectively for their non-disadvantaged peers)

Attendance

- Pupil Premium students had an overall average attendance of 82.1% last academic year. The whole school average was 90%
- A total of 47 1a letters, 19 1 b letters and 8 EWO meetings were held to support attendance of Pupil Premium students.

Pastoral Support

- Three Pupil Premium students accessed the support of a Year 12 Mind Mentor across the year
- Five PP students from Year 8 were supported by outside agencies across the year (MHST, School Counsellor, Family Support Services, Aspire Outreach and CAMHS)
- Two PP students from Year 10 were supported by outside agencies (MHST and Cranstoun Hear4Youth)

Extra Curricular/Resources

- A total of £15, 047 was spent on resources and uniform for Pupil Premium students. This includes £6,353 of subsidies towards the purchasing of a personal laptop for each child.
- Across the academic year, 85 places on a range of school trips were part funded for Pupil Premium students. These trips included residential to Ypres and Valencia, theatre trips, Geography fieldtrips and whole cohort trips (Year 10 – Bucks Skills Show, Year 7 – Whipsnade Zoo)
- Twenty-four took part in the Brilliant Club' Scholar's programme
 - 21 of the students submitted final assignments as part of the Brilliant Club's Scholars Programme.
 - 67% of the cohort were Pupil Premium and 54% of the cohort had no parental history of higher education
 - 12 of the cohort (57%) achieved a 100% tutorial attendance
 - 13 of the cohort (62%) achieved either a 1st or 2:1 grading after moderation
 - Students made above national average progress in written communication, subject knowledge and critical thinking

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Brilliant Club	The Brilliant Club

Further information

- Targeted disadvantaged students in year 11 will receive Assertive Mentoring sessions with SLT
- All disadvantaged students will participate in a cultural trip during their time at HGSS
- All trips will ensure 15% of places are held for disadvantage students and be offered 50% off the cost of the trip
- There will be funding available for disadvantaged students for all trips
- All disadvantaged students will have access to a laptop and equipment

Summary Information

Year	2022/23	Total PP Budget £162,021
		Total PP Spend £240,610
Total Pupils (Years 7-11)		Total PP pupils 109
Lead	KST (Assistant Headteacher)	

Five- year trend in Progress 8

	2018-19	2019-20	2020-21	2021-22	2022-23
All students	+0.41	N/A	N/A	+0.54	+0.45
Disadvantaged	+0.01	N/A	N/A	-0.18	-1.14
Non-Disadvantaged	+0.48	N/A	N/A	+0.73	+0.47 (non PP) +0.53 (non Ever6)
No. of pupils	150	144	153	161	145

Key Improvement Areas

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

Quality of Education

1. All disadvantaged students are given opportunities every year to broaden their cultural capital, both in and out of school
2. All disadvantage students engage in reading and are confident in the use of key, subject specific, vocabulary
3. All disadvantaged students have access to quality first wave teaching
4. All disadvantaged student's attainment 8 and progress 8 is in line with their peers

1. All disadvantaged students are given opportunities every year to broaden their cultural capital, both in and out of school

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All disadvantaged students in 9-11 have been on at least 2 trips by 2023	Cultural visits are offered to students in each year group – Whole year group trips to be arranged for 2021-22	2021-22 – Whole Year 10 trip to Bucks Skills Show		KST/SL

<i>Evidence</i>	Trips for whole year groups to be arranged for 2022/23 – 15% of all non-residential trips to be reserved for PP students	2022/23 – Whole Year 10 trip to Bucks Skills show and whole Year 7 trip to Whipsnade Zoo
	50% Funding available for trips	2022/23 - 85 places on a range of trips subsidised for PP students
	Attendance to extra-curricular/enrichment tracked	15% of all non-residential trips to be reserved for PP students – trip lists to be monitored and PP families contacted with regards to funding

2. All disadvantaged students engage in reading and are confident in the use of key, subject specific, vocabulary

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead																				
All students benefit from quality first wave teaching	Accelerated reader and an hour of reading for all students from 7-9	Reading Age Growth as of January 2022	LSAs	VW																				
All students in 7 – 9 have a reading age in line with their actual age	Reading groups during tutor time for years 7-10. Students in Years 7 & 8 participate in Book Buzz	Reading Age Growth as of June 2021 for whole year: <table border="1"> <thead> <tr> <th></th> <th>NonPP</th> <th>Growth</th> <th>PP</th> <th>Growth</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>12.00</td> <td>+1.00</td> <td>10.11</td> <td>+0.08</td> </tr> <tr> <td>8</td> <td>12.06</td> <td>+0.05</td> <td>10.05</td> <td>+0.00</td> </tr> <tr> <td>9</td> <td>13.05</td> <td>+0.05</td> <td>12.07</td> <td>+0.08</td> </tr> </tbody> </table> Reading groups during tutor time year 7-10 from 2022/23.		NonPP	Growth	PP	Growth	7	12.00	+1.00	10.11	+0.08	8	12.06	+0.05	10.05	+0.00	9	13.05	+0.05	12.07	+0.08		
	NonPP	Growth	PP	Growth																				
7	12.00	+1.00	10.11	+0.08																				
8	12.06	+0.05	10.05	+0.00																				
9	13.05	+0.05	12.07	+0.08																				

Commented [EJH1]: Out of date?

Evidence

-
- Analysis of reading ages
 - Analysis of the use of Bedrock

Access to Bedrock learning and SENECA

3. All disadvantaged students have access to quality first wave teaching

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All lessons are highly effective lessons	Personalised intervention programme that includes coaching and mentoring	Coaching programme being delivered for 2022/23	Staff CPD	AWO
High degree of consistency of teaching across subject areas and key stages.	The development of teacher's pedagogy continues each year through effective CPD	Monitoring of SISRA observe and use of IRIS		AWO
	CPD for staff on expectations of sub-groups, including SEN and disadvantaged students	INSET and CPD are monitored and evaluated to ensure effectiveness and value for money and their impact on students		
		2022/23 – INSET evaluation report complied – positive reactions from staff		
All students are well supported, represented & challenged	Development of all through curriculum (Primary to Uni) to include diversity	Student voice and Middle leaders meetings.		STO
				KST
Data is used incisively to identify areas to develop, both on a department level and student level.	Review of setting for all students happens regularly to ensure students are in the correct set for their ability, not behaviour	Setting regularly reviewed to encourage more mixing of ability and raising of aspirations.		
	Student data is evaluated at each assessment point and students are given appropriate interventions to support their progress			
	Schemes of work reviewed and mastery made explicit.			
Schemes of work all include mastery in each subject area		All departmental SOW reviewed and adjusted to be inclusive and include the use of mastery		STO

	AHE to lead, recruit and train Lead Practitioners		
First Wave Teaching	Coaching available for all staff		AHE AWO
Target Supported	Allocation of LSAs is effective and has an impact on the desired students.	Regular review through PSP/EHCP	KJO
Collaboration with Primary (Feeder) Schools	Work effectively with primary schools to understand pupils' prior learning and ensure teachers build on this during KS3	2022/23 – seven PP students regularly attending homework club CAP meetings involve all core subjects, plus PSHCE. Ongoing curriculum planning with KS1/2.	VWI/AZA
<i>Evidence</i>		2022/23 - SEND training with manor Green and two other primaries coordinated by LHA	
	<ul style="list-style-type: none"> • Learning walks (SISRA Observe) • Curriculum reviews • Student voice • AP data • Evaluation of INSET and CPD 	2022/23 - Online training with NASEN around OAP	

4. All disadvantaged student's attainment 8 and progress 8 is in line with their peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
Students set themselves challenging targets, and have the skills necessary to meet those targets.	Detailed exam analysis to identify priorities from the GCSE results last academic year.	Termly target setting and review completed in form by students 2022/23 – designation of MS School status underpinned by Teams reflections		ASH

All subject's outcomes to be higher than national average for 9-7% and 9-4%.	SLT line managers raise concerns and put appropriate interventions in place where necessary	SLT line managers regularly review after each data drop.	SLT
An A8 score of Overall 52.0	Disadvantaged student's strategy document to identify the support students receive. This strategy is reviewed regularly to ensure all student have the academic and pastoral support they need within school.	Each data drop is reviewed and appropriate intervention put in place.	KST
A P8 score of +0.50		2021-22 – P8 score +0.00 2022/23 – P8 score of -1.14	
	SLT parents evening, disadvantaged focus. This will focus on year 11.		
<i>Evidence</i>	Small group, targeted, intervention in Maths and English, in years 7, 8 and 11.		
<ul style="list-style-type: none"> • IDSR • Parents evening attendance • MER • SISRA Analytics • Pearson Tutoring Programme 	Tutoring program for year 11s.		

Behaviours and Attitudes

1. Attendance and punctuality of disadvantaged students is in line with their non-disadvantaged peers
2. The number of fixed term suspensions of disadvantaged students is in line with their non-disadvantaged peers

1. Attendance and punctuality of disadvantaged students is in line with their non-disadvantaged peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All disadvantaged students to be in line with the national figures for overall absence (4%)	Attendance of key students is closely monitored and meetings with parents take place when necessary	Attendance 2021/22 – 86.5%		KST
The % of persistent absence to be below national average	EWO involvement and the use of 1a and 1b letters will continue	PP Attendance 2022/23 – 82.1% Whole cohort (1133) – 90% PP (109) – 82.1%		
<i>Evidence</i>	Ensure local authority fixed penalty notices are issued for unauthorised absences.	PP breakdown <ul style="list-style-type: none"> • Under 50% - 8 students • 50-80% - 19 students • 80-90% - 23 students • 90-95% - 28 students • 95-100% - 29 students 		
<ul style="list-style-type: none"> • Internal attendance figures • Number of students with EWO involvement • Number of fines issued • Number of letters 1a and 1b issued 	Fines issued for term-time holidays. Early help strategies used for attendance related concerns (team around the child/family meetings)	2022/23 - 47 1a letters, 19 1b letters and 8 EWO meeting held to support PP attendance		
	2022/23 –Monitoring of persistent absence			
	Use of Bridge to support students returning after a period of long absenteeism			

2. The number of repeat fixed term suspensions of disadvantaged students is in line with their non-disadvantaged peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
The percentage number of disadvantaged student exclusions does not exceed the percentage of their non-disadvantaged peers	Increase the engagement of students and parent with both behaviour reports and academic support plans	Suspensions 2022-23 Permanent PP 100% NonPP 0% (only 1 permanent suspension in year) FTS PP – 30% - NonPP 70%		ASH
The percentage of repeat exclusions for disadvantaged students does not exceed the percentage of their non-disadvantaged peers	Effectiveness of outreach support offered by external agencies is monitored and amended as necessary	Repeat Suspensions of two or more PP – 27% NonPP – 73%		
<i>Evidence</i>	SLT mentoring for students with repeat incidence of exclusion			
<ul style="list-style-type: none"> Internal inclusion figures Analysis of number of students on behaviour report Analysis of behaviour points 	Use of MIND mentors to support students			
	Use of school councillor where appropriate			

Personal Development

1. All disadvantaged students have appropriately aspirational next steps for post-16
2. All students have a range of strategies to deal with challenging situations appropriately

1. All disadvantaged students have appropriately aspirational next steps for post-16

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All disadvantaged students have visited another education establishment before the end of year 11	The Brilliant club for year 9, 10 and 12	Student Voice 2022/23 – Update:	Brilliant club	KST/DSH
All disadvantaged students have had an experience of a work place before the end of year 11	Appointment and training of an in-house careers advisor	<ul style="list-style-type: none"> • JSE now in place for 1:1 interviews with all PP cohort • Assemblies delivered to all Year groups focusing on Careers 	Transport costs	
All disadvantaged students have had at least 3 meetings with a career advisor before the end of year 11	Work with Bucks careers HUB and businesses to set up experiences for all disadvantaged students		Career advisor	RGO/KRH
<i>Evidence</i>	Assemblies to engage students and introduce different careers.			
<ul style="list-style-type: none"> • Attendance on excursions to education providers • Feedback and impact from Brilliant Club • Student career action plans • Assemblies 	Year 7 – ‘Go to work with an Adult’ day currently postponed until career lead in place.			STO/RGO

Departments to incorporate and link careers to subjects and to be written into curriculum plans.

2. All students have a range of strategies to deal with challenging situations appropriately

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
Reduction in behaviour points and fixed term suspensions	Resilience Training run by senior staff and the schools councillor for year 10 and 11 students			KJO/ ASH
Increase in positive achievement points	Staff mentoring, including tutors, HOYs and SLT, for students with poor behaviour and/or low academic self-esteem			
High self-expectations	In school counselling offered to students, including using MIND Mentors from sixth form	2022/23 – Update		
	PASS survey results are analysed and actioned regarding students' attitudes towards school	<ul style="list-style-type: none"> 2 x PP students accessing MIND mentor peers IN years 8 and 10, two students access support from the MHST A further three PP students in Year 8 access Family Support, Aspire Outreach and CAHMS One further Year 10 PP student accesses CarnstounHear4Youth 		
<i>Evidence</i>	Increase in the number of positive points issued, 5 a-day by all teachers			
<ul style="list-style-type: none"> Analysis of behaviour points and student exclusions Student voice Evaluation and impact document from resilience training PASS Survey analysis 				

Sixth Form

1. All bursary funded students make progress in line with their peers
2. All bursary funded students have appropriately aspirational next steps for post-18

1. All bursary funded students make progress in line with their peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
% Disadvantaged (ex PP / Bursary) students performing on/above target in half termly assessments are in line with Non-disadvantaged cohort	To carry all Disadvantaged labelling of students over from year 11 into year 12/13 irrespective of bursary applications so that they can be tracked.	Some bursary students also been loaned laptops for the duration of their time at HGSS. 2021-22 – 3 to date.		RGO
<i>Evidence</i>	To monitor, support and challenge Disadvantaged learners throughout KS5 through lesson planning and delivery.			
<ul style="list-style-type: none"> • IDSR • Analysis of internal data 	Head of Sixth Form to hold half termly 1-2-1 meetings with relevant HODs to identify underperforming Disadvantaged students and implement interventions.			

To work in partnership with these students to overcome barriers to learning whether that be financial, practical or educational.

To encourage disadvantage students to apply for new STEAM scholarship where applicable.

2. All bursary funded students have appropriately aspirational next steps for post-18

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All bursary funded students have visited a higher education establishment in year 12 and 13	The Brilliant club for year 10 and 12	Completed in 2021-22		RGO
		Will be repeated in Spring term - 2022/23		DSH
All bursary funded students have had a meaningful experience of a work place before the end of year 13	Full time careers advisor employed to monitor and support with student destinations, as well as their work experience placements in year 12			
All bursary students have had at least 3 meetings and practice interviews with a careers' advisor before the end of year 13				

Evidence

- Feedback and impact from Brilliant Club
- Student career action plans

Governor Involvement

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

A full report is compiled for the FGB once a year. This outlines the progress data from year 7-11 as well as data on bursary funded students in the sixth form. Twice a year they are informed about the spending of the pupil premium funding.

Governors are invited into the school for a visit three times a year. They investigate key areas for the school and produce a report for both senior leaders and other governors.

Summary of planned expenditure

Action	Evidence	Implementation	Expenditure	Lead
Senior leader for Disadvantaged Students	Impact from three-year data trend and 2018/19	KST will continue to oversee disadvantaged students across the school and monitor the school's three-year development plan. KST will meet with PP student to ascertain barriers to learning.		KST
Staff CPD	Continuing Professional Development: Annual Review	This is led by AWO and will increase the first wave teaching of students. An increase in staff INSET and pedagogy sessions will lead to an increase in quality first wave teaching.		AWO
Counselling	Impact from 2020/21 Student feedback Staff feedback Parental feedback	A councillor will be available for eight hours a week to talk with students. The councillor will also work with small groups of students to develop their resilience, perseverance and techniques to cope with exam anxiety. A 'Clinical Score' is recorded at the start and end of the work with each student to measure its impact. Trained MIND Mentors will work with students on anxiety, stress, dealing with school pressures and other issues.		CHE/ JSM

The Brilliant Club	https://thebrilliantclub.org/ Students feedback Brilliant club impact documentation Parental feedback	This will be led by KST/DSH and involve disadvantaged students from year 9, 10 and 12. It will increase the aspirations of disadvantaged, high prior attaining students and inspire them to go to university in the future.	DSH/ KST
Equipment, Uniform and travel	Impact 2021/22	Students and parents regularly request help with technology, equipment and uniform. Resources for individual subjects was requested by HoDs and HoYs. This will continue this year, but the system has been evaluated and adapted to make the process more streamlined.	KST
Accelerated Reader	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/ <u>Internal data</u> <u>Staff feedback</u>	This will be over seen by VW. All students in years 7 to 9 will follow the accelerated reader program as impact has shown it increases student reading ages.	VW
English Mastery	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/english-mastery/	This will be overseen by VW. All English staff have been to training on Mastery in order to effectively use this within their lessons. This is now concluded and will not be continuing. However, the resources that worked well will be maintained and built into the curriculum.	KST
Small group intervention Tutoring	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ Impact report	This will be overseen by STO and JOR. This is to attempt to catch up for lost learning hours due to COVID. This continues to have a significant impact on English and Maths, at all key stages. Pearson National tutoring programme to be used.	STO/ JOR
LSAs	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/	LSAs help 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. The effectiveness and implementation of LSAs will be monitored during learning walks. They will also be provided with more CPD to help them in the classroom. LSAs will also run homework club for those students requiring it.	KJO

Trips	<p>Jæger M (2017); Cultural capital, teacher bias, and educational success: New evidence from monozygotic twins</p>	<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> <p>15% of spaces on all trips will be reserved for disadvantaged students, along with assistance in payment for the trips.</p>	ASH/ KST
Careers Support	<p>DfE (2014); School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation</p> <p>Impact from 20</p> <p>Destinations da/ta</p> <p>Student voice</p>	<p>The school are currently looking to employ a full-time careers advisor. They will see students from 7-13 to support them with career guidance and next steps in their education. All disadvantaged students across the school will receive at least one interview a year. The effectiveness of this will be reviewed regularly</p>	RGO
Coaching	<p>https://www.walkthrus.co.uk/</p>	<p>The coaching programme using the 'walkthrus' concept. Working with a number of UPS3 holders and HOFs to improve first wave teaching.</p>	AWO

Expenditure 2022.23

2022/23 Income	£162,021
2022/23 Expenditure	£240,610

Resource	Expenditure 2022/23	Change from 2021/22
Pupil Premium Senior Leader	£ 16974	+£ 808
Pupil Premium Learning Support Assistants	£ 30547	+£ 1454
Pupil Premium Resources including Interventions and mentors	£ 20627	+£ 9669
Staff CPD	£ 3000	£ 0
Student Uniforms and Equipment incl transport	£ 8694	-£ 2669
Careers support (15% of HGSS Careers Officer)	£ 3776	+£ 50
Music Lessons	£ 0	£ 0
Pastoral and Admin Support	£ 12389	-£ 1611
Counselling	£ 17430	+£ 2490
Trips (including Brilliant Club and Jamie's Farm)	£ 7478	+£ 54
Alternative Education Provision – The Bridge	£ 94222	+£ 7915
Accelerated Reader	£ 7194	+£ 2064
Bedrock	£ 6305	+£ 74
Book Club Books	£ 4992	-£ 1618
TTRS Education (Spelling program)	£ 359	£ 0
Laptops – 50% subsidy	£ 6353	+£ 699