



## Holmer Green Senior School Pupil Premium Impact Report: Academic Year 2017/18

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 as such

	Disadvantaged Students (School)	Non- Disadvantaged Students (2017 national average)	Difference
P8	+0.10	-0.03	+0.13
Maths P8	+0.28	-0.02	+0.30
English P8	+0.32	-0.04	+0.36

The information below shows the progress of students from 2015/16 to 2017/18;

### All Subjects

	2015/16	2016/17	2017/18	Change 2016-18
All students Progress 8	-0.02	+0.14	+0.50	+0.52
Disadvantaged pupils Progress 8	-0.30	+0.01	+0.10	+0.40
Non- disadvantaged pupils Progress 8	+0.03	+0.15	+0.60	+0.57
<b>Progress Gap</b>	<b>-0.33</b>	<b>-0.14</b>	<b>-0.50</b>	<b>-0.17</b>

### Maths

	2015/16	2016/17	2017/18	Change 2015-17
All students Progress 8	+0.49	+0.59	+0.80	+0.31
Disadvantaged pupils Progress 8	+0.32	+0.81	+0.28	-0.04
Non- disadvantaged pupils Progress 8	+0.52	+0.57	+0.92	+0.40
<b>Progress Gap</b>	<b>-0.20</b>	<b>+0.24</b>	<b>-0.64</b>	<b>-0.44</b>

### English

	2015/16	2016/17	2017/18	Change 2015-17
All students Progress 8	-0.13	90.26	+0.30	+0.43
Disadvantaged pupils Progress 8	-0.54	-0.09	+0.32	+0.86
Non- disadvantaged pupils Progress 8	-0.07	+0.31	+0.30	+0.37
<b>Progress Gap</b>	<b>-0.47</b>	<b>-0.40</b>	<b>+0.02</b>	<b>+0.49</b>

## EBacc

	2015/16	2016/17	2017/18	Change 2015-17
All students Progress 8		+0.16	+0.55	+0.39
Disadvantaged pupils Progress 8		+0.18	+0.06	-0.12
Non- disadvantaged pupils Progress 8		+0.16	+0.67	+0.51
<b>Progress Gap</b>		<b>+0.02</b>	<b>-0.61</b>	<b>-0.59</b>

## Open

	2015/16	2016/17	2017/18	Change 2015-17
All students Progress 8		-0.28	+0.40	+0.68
Disadvantaged pupils Progress 8		-0.67	-0.13	+0.54
Non- disadvantaged pupils Progress 8		-0.23	+0.52	+0.75
<b>Progress Gap</b>		<b>-0.44</b>	<b>-0.65</b>	<b>-0.21</b>

## 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 an impartial careers advisor. This led to disadvantaged students going to the best KS5 option for them.

## Key figures and findings

- The Progress 8 score for disadvantaged students was +0.10 in 2017/18. This was a significant increase of 0.52 since 2015/6. This Progress 8 score puts the progress of disadvantaged students at Holmer Green Senior School above the progress for disadvantaged students and non-disadvantaged students nationally.
- 56% of disadvantaged students achieved an overall positive progress 8 score. This includes three students with P8 score over +2.00.
- For the first time, the progress of disadvantaged students was higher than non-disadvantaged students in English. This shows an increase in English P8 of +0.86 over the last three years.
- The percentage of students gaining a GCSE Grade 5+ in English and Maths has increased. This includes 5 students who achieved a 7+ in English and 2 students who achieved a 7+ in Maths.
- The progress 8 for disadvantaged students fell in the EBacc element. This was effected by one student with no EBacc subjects. This was part of an alternative curriculum put in place for mental health reasons. Without this student the Progress 8 score would be +0.64.
- In 2017/18 the open element progress 8 score for disadvantaged rose by +0.54. However, the gap between disadvantaged and their peers widened. This is, in part, due to the options they took and is now being monitored.

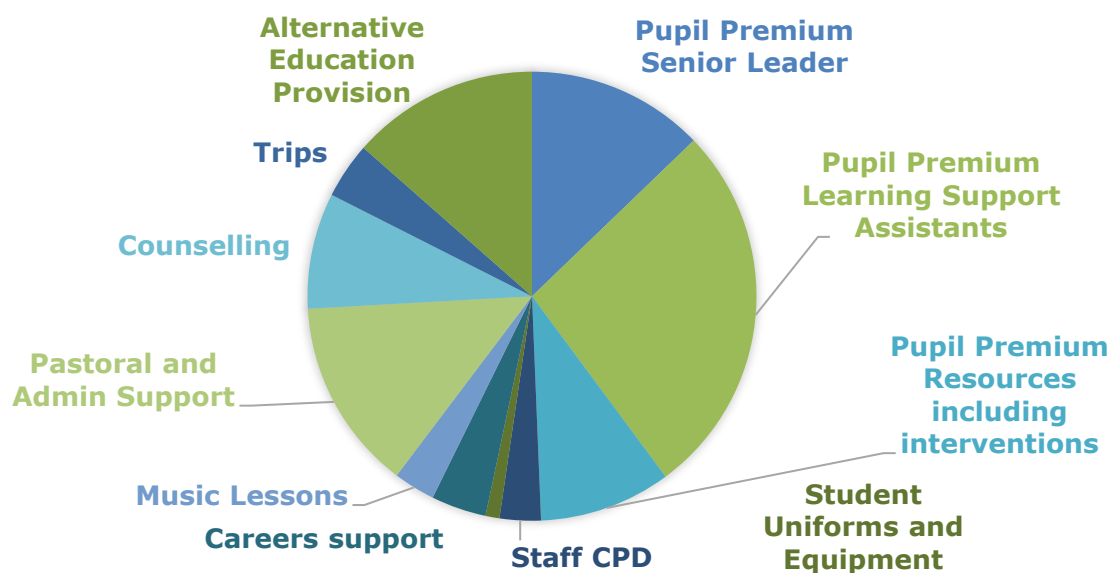
## Reliable Propositions

- Attendance is one of the largest factors in the attainment of disadvantaged students because students with an attendance below 90% achieved a P8 of -0.755 compared to students with an attendance over 95% who achieved a P8 score of +0.706.
- Implementing a knowledge rich curriculum in EBacc subjects will ensure that a greater percentage of students achieve above national average marks in AO1 questions resulting in a higher progress 8 score for disadvantaged students.
- The attainment of students in both the EBacc and open element will increase if there is targeted recruitment with an emphasis on a best fit curriculum.

## 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



## Evaluation of Funding

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
- Trips

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
- Alternative education provision (where appropriate)
- Careers advice and support
- Access to uniform and equipment

For more information see the 2018/19 Pupil Premium Strategy document