Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and works alongside our three-year plan on how we intend to spend the funding in this academic year and the effect that last year's (2024-25) spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	1,249
Proportion (%) of pupil premium eligible pupils	11.8%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025-2026 2026-2027
Date this statement was published	10.11.25
Date on which it will be reviewed	4.9.26
Statement authorised by	Ed Hillyard (Headteacher)
Pupil premium lead	Alan Wooller (Deputy Headteacher)
Governor / Trustee lead	Rebecca Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	120,400
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **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.*	
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	120,400

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 all individuals who have differing strengths and needs. At Holmer Green Senior School we have a strategy of bespoke intervention to ensure all our disadvantaged students flourish.

Our current priorities are to:

- Close the progress and attainment gap between disadvantaged students and their non-disadvantaged peers
- Provide quality first-wave teaching for all students.
- Close the attendance gap between disadvantaged students and non-disadvantaged peers by removing barriers.
- Ensure that all disadvantaged students have access to a broad range of personal development opportunities.

We plan to do this by:

- Ensuring all teachers are aware of all disadvantaged students' barriers to learning, and employ strategies to diminish them.
- Implementing targeted academic interventions aimed at closing progress and attainment gaps.
- Using NGRT tools to track student reading ages, providing the necessary intervention support when required.
- Using a staged response addressing concerns with attendance.
- Tracking the participation of disadvantaged students across personal development initiatives.
- Providing highly effective counselling services and outreach provisions when appropriate.
- Providing excellent options, destinations and careers guidance to all students.

Narrowing the disadvantaged gap is the responsibility of every member of staff 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. Historical data indicates that the progress gap is narrowing, however there is a stubborn attainment gap that requires attention. Whilst we have a smaller proportion of students from disadvantaged background here at Holmer Green Senior School, compared to the national average, we have a larger than national average proportion of students with SEND. 18% of the SEND EHCP cohort are also PP, with 13.4% of the SEND K cohort being PP too.

	We recognise the importance of narrowing the gap seen in reading comprehension across each year group.
2	Attendance – to close the attendance gap between disadvantaged students and their non-disadvantaged peers. The attendance of PP students sits above national averages, however, the gap between them and their non PP peer group. In 2023-24 this gap was 5.5%, with a 3% gap in unauthorised absence too.
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 • High quality first wave teaching • Academic support • Wider targeted support
Attendance – no gaps in attendance to school between disadvantaged/non-disadvantaged students	Whole school attendance of above 96% and above national average. No attendance gap between disadvantaged cohort and the peer group. Proportion of PA students within disadvantaged cohort diminishes and is in line with peer group and below national averages • Attendance tracking/monitoring • Attendance intervention, including support from County
Destinations – All disadvantaged students attend a university visit or workplace visit.	More students securing University places / High level apprenticeships / attendance to Brilliant Club • Bespoke careers support • Brilliant Club • Bucks Skills Show visit
Improved reading comprehension among disadvantaged pupils.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. • Lexia intervention • Beanstack • Bedrock
Close Cultural Capital Gap	All PP students attend a school trip and take part in at least 1 extra-curricular activity • 15% of all trips reserved for PP students • 50% discounted places for PP students • Tracking sign-up and attendance to extra-curricular

Higher % of parental engagement	There is no disparity in the proportion of families from disadvantaged backgrounds having a voice at HGSS: • 100% attendance at Parents Evening • Attendance meetings • Pastoral support
Financial Support offered	No economically disadvantaged student is without the materials, equipment and uniform that allows them to become the best versions of themselves and feel that they belong at HGSS: • Laptop subsidy • 50% of trip cost covered
Wider pastoral support	Students from disadvantaged background are not overly-represented across behaviour indicators. Access to wider support is provided in an equitable manner • Reduction in FTS for PP students – no gap between PP/non-PP students

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: £91,642

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
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. • HGSS Non-negotiables • Strong starts (entry/exits) • Do Now and Big Picture • Random questioning • Attitude to learning (ATL) tracking • Assessment for learning	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: £39,578

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
Easter School	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: £107,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's 'Working together to support attendance' (2024)	Revision of attendance policy to ensure practices link to the contents/suggested strategies of the DfE guidance Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) New attendance officer in post to support: • First-day calls • Welfare checks • Attendance profile creation • Attendance contracts • Referrals to County	1, 2

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_Ofsteds_threeyear_survey_of_schools_use_of_off-site_alternative_provision.pdf	1, 2

Total budgeted cost: £239,140

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

<table>
<tr><th>Intended outcomes</th><th>Success criteria</th><th>Evidence of impact</th></tr>
<tr>
<td>To reduce the gap in attainment between disadvantaged pupils and non-disadvantage students across the curriculum at the end of KS4.</td>
<td>By the end of the current three-year plan (2025-2027), the progress and attainment gaps will have reduced to 0
High quality first wave teaching
Academic support
Wider targeted support</td>
<td>P8 data is not available for the 2025 exams. The trend in results using the last available P8 data is shown below, showing a rapid improvement:

<table>
<tr><th></th><th>21-22</th><th>22-23</th><th>23-24</th></tr>
<tr><td>Whole Cohort P8 (National)</td><td>+0.54 (-0.03)</td><td>+0.45 (-0.03)</td><td>+0.40 (-0.03)</td></tr>
<tr><td>Disadvantaged P8 (National)</td><td>-0.18 (-0.55)</td><td>-1.14 (-0.55)</td><td>+0.39 (-0.41)</td></tr>
</table>

There were 23 students in Year 11 who were disadvantaged.
Their overall A8 score was 35.4. This is slightly above the national average of 34.9. It also indicates:
a gap of 12.9 points between their non-PP peer group
a decrease of 5.1 points from the previous disadvantaged cohort
17% of disadvantaged students (4/23) achieved a grade 5+ in both GCSE English and Maths – this is a decrease from the previous disadvantaged cohort (26%), and below the national average (25.6%)
48% (11/23) achieved a grade 4+ in both GCSE English and Maths. This is a slight increase on the previous disadvantaged cohort (47%)
5 of the disadvantaged cohort (21%), did not fill all 10 grades required to calculate the A8 figure. Two students (9%) recorded an A8 score of 0.
However, the two students with the highest A8 score in the Year 11 cohort were both PP students:
Student 1 – A8 of 87.5
Student 2 – A8 of 82.0
The attainment of the disadvantaged cohort is reflective of a complex set of circumstances as explained by individual cases.

Intervention was provided across morning registration (Tue and Thu), and after school. An Easter school was also delivered, with all disadvantaged students being invited to attend one or more sessions. 8/23 (35%) students attended at least one session</td>
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</table>

		In Year 13, disadvantaged students returned a negative value-added score (-0.18), with their non-disadvantaged peers also returning a negative score (-0.10). Five of the disadvantaged cohort (83%) have continued their education at university, gaining places on Law, Physiotherapy, Economics and Finance, PPE and Primary Education courses.
Attendance – no gaps in attendance to school between disadvantaged/non-disadvantaged students	Whole school attendance of above 96% and above national average. No attendance gap between disadvantaged cohort and the peer group. Proportion of PA students within disadvantaged cohort diminishes and is in line with peer group and below national averages • Attendance tracking/monitoring • Attendance intervention, including support from County	Whole school attendance was finalised at 93.3%, close to the national average, but a relative improvement on previous year (IDSR, November 2025). FSM attendance was finalised at 88.8%, meaning a gap still exists. This overall figure is close to the national average but shows a relative improvement on previous year (IDSR, November 2025. Persistent absence for the whole school saw a significant decrease, standing at 16.6%, some 4.6% lower than the national average. Whilst FSM persistent absence was 0.5% above national average, at 35.0%, this figure was a significant decrease on the previous year (48.8%). Attendance profiles for FSM students have been drawn up, with rigorous monitoring, challenge and support on offer to all
Destinations – All disadvantaged students attend a university visit or workplace visit.	More students securing University places / High level apprenticeships / attendance to Brilliant Club • Bespoke careers support • Brilliant Club • Bucks Skills Show visit	30% of the disadvantaged cohort from Year 11 have remained at HGSS to study A-Level and other Level 3 vocational courses. A total of 37 students from Year 7, Year 9 and Year 12 took part in the Brilliant Club Scholar's Programme in the Summer term. In all, 81% of the cohort were from disadvantaged backgrounds. A total of 41% had no parental experience of higher education. After all tutorials/dissertations were completed, 58% of the students achieved a 1st or 2:1 classification. 100% of all submissions were graded from 1st to 2:2. Students also took part in a trip to Oxford University to graduated in the Town Hall (Year 7/9) and Jesus College (Year 12). All students were toured around a college campus. A total of 22/23 (95%) of Year 10 students attended the Bucks Skills Show in March.

<table>
<tr><td></td><td></td><td>All students, including those from disadvantaged backgrounds are now utilising Unifrog as a platform to further support their destination planning.</td></tr>
<tr><td>Improved reading comprehension among disadvantaged pupils.</td><td>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
Lexia intervention
Beanstack
Bedrock</td><td>Reading intervention, supported by NGRT testing has had the following impact:

<table><tr><th></th><th>NGRT Score AUT 2024</th><th>NGRT Score SUM 2025</th></tr><tr><td>Year 7 FSM</td><td>99.9</td><td>90.9</td></tr><tr><td>Non-FSM</td><td>107.3</td><td>106.6</td></tr><tr><td>Year 8 FSM</td><td>101.8</td><td>101.6</td></tr><tr><td>Non-FSM</td><td>106.1</td><td>108.3</td></tr><tr><td>Year 9 FSM</td><td>101.2</td><td>100.6</td></tr><tr><td>Non-FSM</td><td>107.0</td><td>109.9</td></tr></table>
A downward trend in scores for FSM students is evident. Further targeted support during LRC lessons, Lexia intervention and family support to be offered in 2025-26.

Year 8 and Year 9 FSM students have scores in line with national average.</td></tr>
<tr><td>Close Cultural Capital Gap</td><td>All PP students attend a school trip and take part in at least 1 extra-curricular activity
15% of all trips reserved for PP students
50% discounted places for PP students
Tracking sign-up and attendance to extra-curricular</td><td>A total of 91 disadvantaged students took part in at least one extra-curricular opportunity across the academic year – this equates to 62% of the cohort across Years 7-13

A total of 120 disadvantaged students took part in at least one visit or trip across the year – this equates to 83.9% of the cohort across Years 7-13. Expenditure of £2,280 supported this.

Disadvantaged students now hold leadership positions across the school in a variety of settings:
MIND Mentors
DEI prefects
School prefects
School council
Sixth form leadership team
Intervention with students not taking up extra-curricular offer has started to ensure that their personal development is not hindered</td></tr>
<tr><td>Higher % of parental engagement</td><td>There is no disparity in the proportion of families from disadvantaged backgrounds having a voice at HGSS:
100% attendance at Parents Evening</td><td>Academic parents evening attendance statistics for PP students are as follows:

<table><tr><td>Year 7</td><td>85%</td></tr><tr><td>Year 8</td><td>61%</td></tr></table></td></tr>
</table>

	• Attendance meetings • Pastoral support	<table><tr><td>Year 9</td><td>68%</td></tr><tr><td>Year 10</td><td>74%</td></tr><tr><td>Year 11</td><td>56%</td></tr></table> Each of the students whose parents did not attend the evening events above, were met with at other times to discuss a range of topics including: • Rank order changes • Academic performance • Attendance • Behaviour • SEND 100% of PP students in Year 8 took part in the selection of their specialism subjects for Year 9. 100% of PP students in Year 9 selected their GCSE Options – PP/DA students first choices are always ringfenced. Ten PP students were referred to our own internal AP provisions (The Bridge/The Base). Eight PP students were referred to CAMHS and 4 referred to Bucks MHST Four students from the PP cohort were supported through external AP provision across the year.
Financial Support offered	No economically disadvantaged student is without the materials, equipment and uniform that allows them to become the best versions of themselves and feel that they belong at HGSS: • Laptop subsidy • 50% of trip cost covered	A total of £4,058 was used to support the subsidy of laptop/devices for PP students. These provide support in class, and at home. The impact of this funding on disadvantaged students access to wider opportunities has been significant, with 89% of the cohort taking part in at least one visit/trip - as mentioned, costing £2,280
Wider pastoral support	Students from disadvantaged background are not overly-represented across behaviour indicators. Access to wider support is provided in an equitable manner Reduction in FTS for PP students – no gap between PP/non-PP students	Disadvantaged students were overly represented across suspension data – 27% of suspensions across the year were attributed to disadvantaged students. This data was driven by recidivism, with 12 PP students being suspended more than once. Support was provided to each student, including mentoring and referral to internal and external APs PP students receive half as many achievement points as their non-PP peers. They have a slightly lower average ATL than their non-PP group too (1.74 : 1.69)

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 continue to 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