

Pupil premium strategy statement – Holywell School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	721
Proportion (%) of pupil premium eligible pupils	17.8% (128)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	By January 2024
Statement authorised by	Mike Simpson
Pupil premium lead	Hollie McCann
Governor / Trustee lead	Sara Jenkins and Sue Abood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,160
Recovery premium funding allocation this academic year	£25,377
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>	£19,571
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>	£188,108

Part A: Pupil premium strategy plan

Statement of intent

Our intent for all students is to be the best that they can be. This strategy focuses on the way that we can address barriers to learning for disadvantaged students to ensure that we can help them to achieve this goal. This year's plan seeks to build on the work of previous years, whilst incorporating some new interventions to ensure that we are offering as many students as possible the opportunities and help needed to progress and achieve.

Pupil Premium students at Holywell include Service Pupil Premium students, Looked After (and Ex Looked after) students and those students who are entitled to Free School Meals.

In addition to providing high quality, specialist teaching, this strategy also seeks to continue our use of targeted academic support through tutoring, 1-2-1 support and targeted interventions with a particular focus on English and Maths. We will also continue to provide and extend our range of 'wider' strategies in relation to wellbeing, behaviour and attendance for disadvantaged students.

This one-year strategy is intended to bridge the transition of the new PP lead whilst a longer-term strategy is generated, building on the challenges and interventions identified within this document, for 2023 onwards.

Challenges

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

Challenge number	Detail of challenge
1	Quality of Teaching: Dunford (2014) argues that, "There is solid evidence that poor teaching disproportionately disadvantages deprived children. Equally, evidence tells us that excellent teaching disproportionately benefits them. High quality teaching must be at the core of all pupil premium work".
2	Narrowing the Gap - academic progress Attitudes to learning: Our disadvantaged students have a variety of attitudes to learning – from the most enthusiastic and confident, to those less likely to take risks with their learning and those who are less likely to be resilient when responding to improvement targets. They are also less likely to participate in trips, visits or other enrichment activities. Some disadvantaged learners have limited cultural experiences which

	means they are often less confident writers and have a more limited vocabulary to use in their writing.
3	<p>'If I can see it, I can be it': Raising self-esteem and aspiration through diverse representation and opportunity</p> <p>Some disadvantaged students can present with poor social skills and /or a lack of self-esteem. This can prevent some disadvantaged students from fulfilling their potential as they do not often present themselves when there are opportunities to represent the school in sporting, musical and social activities. Our disadvantaged students often think they are unworthy of inclusion. Unless they are directly encouraged to apply, they are underrepresented in applications for positions of responsibility such as house and sports captains, values ambassadors and school prefects. At a wider level, disadvantaged students do not always consider pathways to higher education, nor do they have high aspirations for themselves.</p>
4	<p>The expansion of Cultural Capital</p> <p>Opportunities to extend cultural capital are key to raising student aspiration. Disadvantaged students are less likely to participate in trips, visits or other enrichment activities. Some disadvantaged learners have limited cultural experiences which means they are often less confident writers and have a more limited vocabulary to use in their writing. Furthermore, our disadvantaged students are more vulnerable in terms of curriculum access. Some lack resources to use in school, some have limited cultural capital and limited cultural experience. Additional curriculum opportunities are not always accessible to them.</p>
5	<p>Parental and Community Engagement:</p> <p>Parents of some disadvantaged students often find it harder to engage with school for a variety of reasons. This results in distant communication with home and a need to work on building relationships with parents and carers.</p>
6	<p>Attendance</p> <p>Some disadvantaged students are less resilient and prone to poor attendance – sometimes due to parental inability to provide transport – especially when parents are financially challenged. This results in lower attendance rates than their peers in school although this is improving.</p>

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
Improving attainment of disadvantaged learners especially in Reading, Writing and Maths.	Reducing the gap in attainment between disadvantaged and non-disadvantaged learners at Holywell in Reading, GPAS, Writing and Maths.

<p>Ensuring progress for disadvantaged students is at least in line with progress for their school cohort in English and Maths.</p>	<p>Disadvantaged learners make the same number of progress points every year in Reading, Writing and Maths using new assessment points as the whole cohort.</p>
<p>Disadvantaged students have access to high quality subject specialists</p>	<p>Fully staffed with good and outstanding teachers who know their students and who can stretch all to exceed their targets.</p>
<p>To continue to expand the range of targeted student interventions offered.</p>	<p>To seek opportunities to offer a wide range of interventions to support students to 'catch up' through the use of tuition/recovery funding.</p>
<p>Raising self-esteem and improving wellbeing, mental health and social skills for all students, including those who are disadvantaged.</p>	<p>All students have access to wellbeing, mental health activities and pastoral support within school.</p> <p>Targeted support is offered to individual students who are identified as needing it.</p> <p>Continuing to work on ensuring that disadvantaged students are proportionately represented in roles such as house and sports captains, values ambassadors, school prefects, junior worship team and take part more often in sporting, musical and social events.</p> <p>More student participation in lessons and in extra-curricular opportunities being taken up.</p>
<p>Raising the value placed on education and improving engagement of families</p>	<p>Attendance at parents' evenings and other school related activities by parents of disadvantaged children is as good as non-disadvantaged learners.</p> <p>Student Support and Family Support Worker roles are now well-established and staff will continue to build on work to support students and families.</p>
<p>Improving opportunities outside school to broaden the range of experiences of disadvantaged students</p>	<p>All disadvantaged students in the school are invited to attend an after-school session, on a weekly basis, to access to online learning and homework support.</p>

	Those in financial need receive help to attend enrichment activities such as residential and non-residential trips, subsidised music tuition and external sporting and well-being interventions.
Raising the attendance of disadvantaged students in line with non-disadvantaged students at Holywell and nationally	Improve attendance of disadvantaged students towards achieving same target as whole school 97%.

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: £68,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to raise the quality of teaching for all pupils by high quality recruitment of specialist teachers.</p> <p>Pupil Premium Lead continues to implement and monitor the Pupil Premium provision throughout the school.</p>	<p>Sutton Trust (2011) states that “the effect of high-quality teaching is especially significant for pupils from disadvantaged backgrounds; over a school year, these pupils gain 1.5 years’ worth of learning compared with 0.5 years with poorly performing teachers”.</p> <p>This is also supported by DfE (2015) document “Supporting the attainment of disadvantaged pupils; articulating success and good practice”.</p>	<p>1</p> <p>2</p>
<p>Continue to support students and families through the wellbeing, mental health and social and emotional learning provision in school.</p>	<p><i>EEF (2022) SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</i></p>	<p>3</p>

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

Budgeted cost: £54,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support based on identified individual student need including targeted small group intervention in Maths and English.	Disadvantaged students in all Year groups need extra support to achieve the expected standards in Maths and English.	1 2
Continue to seek opportunities to extend tuition and intervention programmes for all students, but with a particular focus on disadvantaged students – e.g. considering strategies such the academic mentoring programme.	<p>Students identified and invited to interventions within school time and extra-curricular to support students' progress.</p> <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>And in small groups:</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2
Sparx homework club during school and after school homework club to access the programmes.	<p>Repeated support using Sparx and SAT Bootcamp for students across the school. Disadvantages students are less likely to be able to access these apps at home so they are given access in school.</p> <p>EEF 2022: Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum/</p>	2 5
Peer mentoring Maths programme with Year 8 Maths Mentors and Year 6 students.	<i>EEF (2022) Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership.</i>	2 3 4

Continuation of 2 x Reading Champions TLR posts	A post per Key Stage to promote the profile of reading across the school.	1 2 4
Provide academic support materials as needed, e.g. SATS Revision books free of charge to disadvantaged students in Year 6.	Disadvantaged families are unable to afford the books.	1 2 5
Staff help to produce profiles of individual students across Years 5-8 to identify barriers to learning, aspirations and needs.	Raising the profile of disadvantaged students keep them in the forefront of teachers' and teaching assistants' minds so that staff realise they have responsibility for the progress of disadvantaged students in their classes.	2
Raising our expectations of disadvantaged students in line with ability levels rather than prior attainment levels to make under achievement more visible to all teaching staff	All staff are aware of needs of disadvantaged students in their class. Targets for disadvantaged students to be reviewed in Reading and Maths to ensure that these are aspirational and appropriate. (First review Jan 2023). <i>Using prior attainment to set targets results in even bigger gaps as disadvantaged students work through school due to unconscious bias in expectations (Davies, 2014).</i>	2 3
Continuing to encourage disadvantaged students to apply for student roles. Ensuring that disadvantaged students are proportionately represented in those roles and at sporting, cultural and social events.	Prioritising disadvantaged students on enrichment activities such as touring parents around the school or helping at parents' evenings and open days and for roles within school such as Form Captains.	3
Identify students requiring laptops and software and distribute loaned hardware and software to students in need.	Disadvantaged students are less likely to have use of laptops at home to access on line learning.	2
Ensure that all families of disadvantaged students are encouraged to attend parent consultation	To allow all families the opportunity to engage with staff to promote aspirations in families.	5 6

evenings and provided with alternative provision if required. Transport provided for families.	<i>EEF (2022) Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources.</i>	
Continued focus on improving attendance for PP students. Attendance closely monitored by Attendance officer/Attendance SLT link and action taken as required e.g. providing transport or bus passes.	<i>Daily attendance is important for all children and young people to succeed in education and to ensure they don't fall behind both socially and developmentally: ... School helps children to develop important skills, knowledge and values that set them up for further learning and participation in their community.</i> <i>EEF (2022) 'Working with Parents to Support Children's Learning'.</i>	5 6

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

Budgeted cost: £65,508

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of outside agencies according to identified student need (e.g. Wild for Life /values/wellbeing intervention)	Disadvantaged students often require support to manage mental health problems and provide them with coping strategies Raising aspirations and offering opportunities for developing social skills. <i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i> EEF Social and Emotional Learning.pdf(educationendowment foundation.org.uk)	3 4
Supporting Trips	Giving financial support to families to enable disadvantaged students to attend residential and non-residential trips in accordance with the school's Charging and Remissions Policy. Allowing students to broaden their experiences, raise aspirations, increase resilience, raise self-esteem and increase cultural capital.	3 4 5

	Providing students with resources quickly so that they can take full advantage of school life.	
Further cultural capital acquisition	<p>A proportion of the budget is set facilitate opportunities that offer the acquisition of cultural capital – e.g. English Author visits, Theatre Trips, etc.</p> <p>EEF 2022: <i>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</i></p>	3 4
Uniform and equipment	<p>Supporting day to day ‘micro’ barriers to learning such as equipment/uniform costs. Providing students with resources quickly so that they can take full advantage of school life.</p> <p>Checking in with students and ensuring they know who their support network is to ask trusted adults for any resources.</p>	3 5 6
Contingency fund	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £188,108

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Student performance is assessed through a range of formative and summative methods. For Maths and English, data is based on GL assessments for each year group which are sat in the summer term. For Science, this is based on continual summative assessment through end of unit tests/teacher assessment. In foundation subjects, teacher assessment is used to measure student progress. At Holywell, expected progress is 3-4 points across all subjects.

Outcomes discussed within this section will refer to the core subjects of English, Maths and Science and will consider the progress of disadvantaged students against averaged outcomes for each year group for last academic year 2022-2023.

Our 2022 cohort (Current Year 7's) SATs results indicated that, on average, disadvantages students achieved lower than the National Average in Reading and SPAG. This was seen across the year group, not only the disadvantages students. We suggest we need to continue to work on bridging the gap in these areas and continue to catch up students in this particular group.

Our 2022 cohort (Current Year 7's) SATs results also indicated that, on average, disadvantages students achieved higher than the National Average in Maths by 11.78%. This was seen across the whole cohort, which was on average above the National Average. As the progress was seen in this cohort, we are suggesting that interventions and after school sessions have been essential for these results and should continue.

GL Results

Year 5 – In English, Year 5 Pupil Premium Children scored just below the National Average as a Mean SAS 98.2 with the National average being 100. In Maths, Year 5 Pupil Premium Children scored below the National Average with the Mean SAS as 95.4 with the National average being 100.

Year 7 – In English, Year 7 Pupil Premium Children scored above the National Average as a Mean SAS 104.0 and the National average being 100. In Maths, Year 7 Pupil Premium Children scored below the National Average as a Mean SAS 91.21 with the National average being 100.

Year 8 – In English, Year 8 Pupil Premium Children scored above the National Average as a Mean SAS 102.1 and the National Average being 100. In Maths, Year 8 Pupil Premium Children scored above the National Average as a Mean SAS 102.42 with the National average being 100.

Wider strategies are beginning to be implemented to track all interventions through the establishment of a central record system. This will be used to ensure that all students who need support are targeted. There is also a central record where teachers can easily see the data without having to go into the marksheet entries.

Evaluation of all interventions will be introduced this year, especially those which fall under the 'wellbeing' section of this strategy, through qualitative data collection e.g. start and point questionnaires, focus groups etc. This will allow us to measure the impact.

Although the attendance of disadvantaged students continues to improve and at the end of the academic year, 2022-2023, sat at 91.67%. Although currently there is no national average been made public, we do sit 2nd in Central Bedfordshire. This will continue to remain a focus for the coming academic year and trying to reduce the gap between the wider community and those that are disadvantaged.

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
Wellbeing intervention	Wild for Life
Art and Chat	Intervention in house
Counselling	Groundworks
Physical activity	Boxing Saves Lives
Speakers	Safer Streets, Careers, Community Police Officers
Multi-sports Values	Northampton Saints