



Holly Lodge High School
College of Science

Pupil Premium Statement 2022-2023

Ambition | Opportunity | Community

c strategy statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holly Lodge High School
Number of pupils in school	1571
Proportion (%) of pupil premium eligible pupils	38.64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022–2023 2023–2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023 (with interim reviews on a half-termly basis)
Statement authorised by	Imran Iqbal (Headteacher)
Pupil premium lead	Liam Burke (Assistant Headteacher)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£553,925.00
Recovery premium funding allocation this academic year	£76,176.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£76,176.00
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	£629,471.00

Part A: Pupil premium strategy plan

Statement of intent

Our Intention is that all pupils, irrespective of their background or the challenges they face, have the opportunity to engage with and receive the best education available to them with the greatest opportunity to make excellent progress and achieve the highest attainment possible across the whole curriculum as well as providing a wealth of other opportunities to engage with and access a culture capital which is diverse, rich in opportunities and provides a wide range of activities at Holly Lodge High School.

The main aim of the funding is to enable our more disadvantaged students to achieve in line with other learners – thus closing the gap in educational attainment. We seek to support disadvantaged pupils so that they achieve their goals, including progress for those who are already high attainers and push them to excel and achieve even more. As a school we will consider every challenge and obstacle faced by vulnerable pupils identified on the PP register but also those facing other challenges, such as those who have a social worker, are young carers or face deprivation due to circumstances within the family home.

The PP gap in attendance is the first layer of our strategy: if students are not in school they are not learning the curriculum or accessing our personal development programme. Supporting students in their attendance through understanding their needs, following up and encouraging them is paramount to our approach.

High-quality teaching and an ambitious, accessible and diverse curriculum are at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We invest heavily in staffing and CPD to ensure the development of curriculum and teaching of the highest quality to support these students.

In addition, our approaches to behaviour and culture ensure a focus on providing a classroom environment that allows all students, including those with Pupil Premium, to feel supported. Our responsive teaching approach ensures all staff are aware of students' needs, including students with Pupil Premium, and take appropriate actions such as checking for understanding to ensure students make rapid progress. Again, our investment in staffing and CPD is at the core of this practice.

We have a significant emphasis on homework at Holly Lodge, and are acutely aware of the amplified challenges students with Pupil Premium can face with regard to this area. Our approach of paper homework and "Look, Cover, Write, Check" means that all students are able to access their homework regardless of access to devices.

Frequent review of data with regard to progress, attitude to learning, behaviour and homework, with a focus on Pupil Premium, is central to our reflective and responsive approach.

In the final layer of our strategy, a focus on academic mentoring, support and intervention has been embedded, using the National Tutoring Programme for pupils whose education has been worst affected, with a natural emphasis on students with Pupil Premium.

Challenges

The table below summarises the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Details
Attendance	Data for 21-22 and 22-23 so far demonstrates lower attendance in the PP group. 21-22: PP: 89.73% (630 students) Non-PP: 92.47% (989 students) 22-23: PP:89.59% (623 students) Non-PP: 93.18% (987 students)
Mental Health	Students with PP may be a) at greater risk of mental health issues and b) less able to access the right support.
Habits and self-regulation	Students with PP may need additional support to develop better self-regulation and habits
Aspirations	Students with PP may have lower aspirations. This may be due to weaker knowledge of possible career routes and funding options, or a sense of class rigidity, or issues with self-esteem, or a lack of knowledge about the value of high aspirations.
Prior attainment	Students with PP may have lower prior attainment, in reading ages, numeracy knowledge, and general background knowledge, inhibiting their acquisition of new knowledge and creating a further gap.

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
A strong and ambitious curriculum across all subject areas, with high expectations of our pupils and highly effective teaching across the school.	Curriculum across the subjects meets benchmarks of excellence Teaching is consistently highly effective All students are held to account
PP students have excellent attendance and punctuality.	Ensure the persistently absent pupils have attendance figures above 92%-94% and other students 98%.
PP students are effectively supported in mental health.	Student, parent and carer voice demonstrate effective support in mental health.
PP students have high levels of involvement in student leadership and extra-curricular activities	Figures for PP engagement show zero gap.
Students with PP have consistently good behaviour	Qualitative judgements show equal high standards for all students across the school.
Students with PP access and use high quality careers provision	Evaluation against Gatsby benchmarks demonstrates high quality provision accessed an applied equally by all students, including PP
Students with PP engage effectively and joyfully with reading	Reading data demonstrates all students read often and with motivation

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: £ 325,200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher Intervention/Outcomes and PP Lead.	Assistant Headteacher responsible for PP strategy within school and also raising outcomes so links to improve the progress of our PP pupils.	3 & 5
Primary Teacher – Key Stage 2/3 Link	New staff member to support the development and progress of pupils in school and bridge any gaps. This would support the progress and development of PP pupils and also access the curriculum as they progress through school.	1, 5 & 6
Lead Practitioners appointed in core areas to support those subject areas but also to provide CPD across school to all staff	Lead practitioners will support the practice in school and allow for shared support linked to the CPD programme in place. Primarily to support their own subject areas but then to support the CPD programme in place and lead on aspects of this.	3 & 5
Careers Advice and support – Appointed careers advisor	Careers advisor in school to work 2 days and support the CEIAG in school across all year groups, clear link to improve aspirations and opportunities for our pupils.	5
Providing effective professional development opportunities	EEF supports the need for effective professional development to improve the quality of education and curriculum entitlement of students.	All
New Banding and setting to reduce class sizes and allow for a better learning environment for the pupils. Small numbers will allow for disadvantaged pupils to receive more support and gather greater understanding in the curriculum areas.	EEF evidence support the need for reducing class sizes and ensuring class thresholds are kept to smaller numbers which in turn will support the progress and outcomes of all.	1,2,3 & 5
Ensuring teaching positions are filled and also non-teaching positions where staff support pupils are in place and clear structures and roles associated to these positions are clear.	Identified staff have a role to support PP students with aspirations and accessing higher level work within their curriculum areas or wider strategies within the school.	All
Clear Ideas to help support and improve the progress of our disadvantaged pupils across all curriculum areas.	PP pupils are targeted first approach to receive simple support in lessons which will help raise the profile amongst staff and the pupils feel cared for and supported.	All

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

Budgeted cost: £ 203,323

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP programme linked to use of Academic Mentors in school. The mentors will work with a range of pupils in school and various group sizes. All linked to disadvantaged pupils as the support will cover a number of these as well as higher attainment pupils.	Academic mentors are in place to support pupils within school across a range of subject areas and also both within lessons and around the school day. Mentors can be used to target various support and interventions linked to all the challenges highlighted.	All
Two Academic Coordinators in school to support the mentoring of pupils but to work closely around the intervention in place	Two academic coordinators are in place to support and manage aspects of the intervention programme. Oversee the mentoring programme while tracking key data such as attendance, punctuality and looking at disadvantaged groups.	All
Alternative Provision Support	Pupils placed in the CAP receive support and teaching from a qualified teacher and receive support in core areas and where possible option choices as well.	1
Educational support staff	Mentoring and effective advice and guidance has ensured that students remain motivated.	All
Additional staff to support the wider strategies within school	Staff appointed to varying levels of roles in school that will support and work with disadvantaged pupils.	All
Comprehensive intervention programme in place to allow pupils to access support and look at achieving their targeted grades and where possible surpassing them. All curriculum areas to offer support. All links to the coordinators and mentors as well to support these.	Intervention programme running around the school day to support targeted pupils or open invitations to attend to receive support from curriculum experts and look at working on gaps in learning and focusing on plugging these gaps and if possible surpassing.	All

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

Budgeted cost: £ 97,022.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behavioural Support and links to new structure in SLT to a DHT in charge over pastoral and safeguarding but an AHT in charge of behaviour. New behaviour policy and standards in place for pupils and staff to use.	Behaviour has improved this academic year with new structures and systems in place. This has allowed for greater consistency around school and clear standards for pupils to follow and for staff to use the systems effectively. On call system has allowed for improved staff support and clear focus on the lessons and having the highest order for behaviour and expectations. SLT have clear overview of what is happening and regular conversations will allow for controlling and reducing issues.	3
Classroom resources and extra-curricular activities to engage pupils and encourage attendance and involvement in these areas.	Ensure that pupils receive support for classroom resource and having the correct equipment, now have resources to ensure all pupils have the correct equipment for their learning and being prepared for the school day. This also helps reduce other areas that may arise from this. Comprehensive extracurricular programme to be in place across the school an all key stages to engage pupils in school and encourage attendance to these. Again will help control and reduce other areas that may have concerns. Activities like homework club and access to computers to complete any work which may not have been possible at home so this sessions allows support which is offered by academic mentors.	All
Well-being intervention and support.	In place is a wellbeing team that includes a safeguarding and welfare manager, councillor and other linked staff that work with and support pupils identified in school. Link to external agencies to support pupils and offer help and guidance, these are identified from within school.	1 & 2
Attendance Manager in School	Attendance manager in place to monitor and support attendance and punctuality, ensuring pupils are in school and if not then the relevant protocols are followed and used. Embedding good practice that can be found at Improving School Attendance.	1
School Counsellor	Counsellor in place to support and work with targeted pupils and provide regular meetings in school with	3, 4 & 5
Improving the provision for our SEND pupils and that they have access to the best support and help within school.	Evidence from the EEF supports that additional resources and focus for students with SEND is imperative to reduce the gap between groups of students. In school support and work has been put in place to offer help and improve the provision for our SEND pupils	2
Behaviour Mentor	Support behaviour of pupils and targeted pupils, support them in school with intervention and ideas to manage behaviour	4
Additional costs to support resources, materials and trips	Money set aside to support PP pupils in accessing equipment, resources and trips.	All

Total budgeted cost: £ £625,545.50

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We are well aware that COVID has had an impact on our PP pupils and their outcomes both academically and in wider areas within school. As with most schools COVID has impacted on all fronts and this is evident with our outcomes, reading ages and attendance of our disadvantaged pupils. As evidenced in schools across the country, disadvantaged students typically felt the greatest impact of partial school closures as they were unable to benefit from the pupil premium-funded teaching, interventions and activities to the degree that we would have wanted. This has had a huge impact on our pupils and an already clear gap has now increased due to COVID.

We are well aware that our disadvantaged pupils typically don't make the same progress as our non-disadvantaged pupils across key areas that we have highlighted in our challenges. Attendance and outcomes are two fundamental areas that we are addressing. We believe though a clear system in place with links to identified key staff and meetings to review and reflect on the concerns we have. We have already identified and started to address some of these gaps and believe the challenges are achievable ones as well as being able to measure the impact the strategies and interventions have had.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

SLT involved in looking at and reviewing the PP provision in school and key areas of focus that lend itself to the challenges that have been spoken about. Clear agreements in place on what is identified at the challenges at Holly Lodge and how best to support the pupils and staff in moving forward with this. Regular discussions in leadership meetings that allow for a continuous and consistent review of the provision at Holly Lodge. Regular meetings by the lead member of SLT to discuss the challenges and the progress of these linked to this document. Regular updates and change to show and highlight the success to achieving the challenges and ensuring PP pupils and other disadvantaged groups have the best opportunity to success and be successful.