

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

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This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	1655
Proportion (%) of pupil premium eligible pupils	39%
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	December 2024
Date on which it will be reviewed	December 2025 (Although half termly focuses as well)
Statement authorised by	Imran Iqbal (Headteacher)
Pupil premium lead	Jonathan Pierce (Deputy Headteacher)
Governor / Trustee lead	Mr Phillip Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£593,250.00
Recovery premium funding allocation this academic year	£0

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	Not applicable to our school

Part A: Pupil premium strategy plan

Statement of intent

Holly Lodge High School is committed to creating a culture that allows for all pupils to be successful and access a broad and diverse curriculum. 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 good 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 our Pupil Premium funding is to enable our more Disadvantaged students to achieve in line with other learners – thus closing the gap in educational attainment. Given the high percentage of students who need to be supported and monitored at Holly Lodge High School, it is important that the strategies that we use our Pupil Premium funding for reflect the needs of our school community. All students will be provided with a broad and balanced curriculum, designed to provide our students with a dynamic, informed offer that is at least as ambitious as the National Curriculum. The curriculum will ensure high levels of academic achievement at the end of each Key Stage, whilst promoting students' sense of global identity and context.

We want to support Disadvantaged pupils so that they achieve ambitious goals, including progress for those who are already high attainers, pushing them to excel and achieve even more. As a school we will consider every challenge and obstacle faced by both vulnerable pupils identified on the Pupil Premium register, as well as those that face other similar challenges, such as those who have a social worker, are young carers or face deprivation due to circumstances within the family home. Disadvantaged student performance and positive learning behaviours will be monitored through robust school systems, rewarding and applauding success of all kinds through the setting and achievement of challenging targets. These targets will remain appropriate to the ability level of the student, irrespective of their background but adapt throughout the year.

High-quality teaching and an accessible and a diverse curriculum (both planning and delivery) is at the heart of our approach, with a focus on areas in which Disadvantaged pupils require the most support. Recent staff additions have highlighted this with a clear focus on the quality of our education and what our pupils, staff and families receive as well as our team of Lead Practitioners to ensure high quality teaching and deep subject knowledge is delivered through improving staff CPD so all teaching and support staff get the experiences and insight of high performing staff. We feel these areas will have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-Disadvantaged pupils in our school as well. Implicit in the intended outcomes detailed below, is the intention that non-Disadvantaged pupils' attainment will be sustained and improved alongside progress for their Disadvantaged peers in relation to national averages and ensure we close the gaps and obstacles.

Providing a classroom environment that allows all Pupil Premium students to feel supported and ensuring our staff are aware of their needs and provide the opportunities to guide their learning while ensuring they are an integral part of the classroom. Regular checking for understanding

and questioning will support these needs. Staff spending time to check on them is now a focus for our staff. Staff at Holly Lodge will ensure that Disadvantaged students remain a high-profile priority within the school through the identification and monitoring of academic performance, well-being, attendance and behaviour. This will ensure that all stakeholders are focussed on reducing the difference between Disadvantaged and Other students.

A key aspect of the strategy in school is our focus on developing and improving the reading skills, English and Maths GCSE results at a grades 5+ and 7+, as well developing student well-being and providing a wealth of enrichment opportunities in school.

We also want to increase our uptake for MFL at GCSE through the provision of an engaging and accessible curriculum at Key Stage 3, with a clear pathway and understanding of the value of languages and supporting pupils in school and beyond their time at Holly Lodge as well as our families seeing the importance of learning a language.

The school's current Pupil Premium Strategy is designed to identify and intervene with Disadvantaged students who are falling behind when compared to their peers. The strategy demonstrates the school's belief that all students should have access to responsive teaching and wrap around pastoral support through the school. This is further enhanced through the provision of additional mentoring through working with appointed mentors and academic intervention mentors, as well as the wider staff in school who will support and develop well-being and health.

For us, all staff within Holly Lodge have a key part to play in allowing our Pupil Premium students to feel valued and be at the heart of our school. It's vital that we are responsive to changes locally and nationally while supporting the community in providing a stable environment that allows all pupils to access a curriculum full of exploration and opportunities. We believe that every child does matter, with student engagement and progress maximised through an appropriately supportive, but challenging learning environment based on strong relationships. This learning environment will be created and maintained by all staff, supported and advanced through its comprehensive evidence based CPD programme and delivered through weekly dedicated professional development, links to subject experts to share and identify good while providing a wealth of resources and materials for staff to continue their development outside of the classroom to support the needs of students as well as for students to access. Added to this is a dedicated on-site counselling service available to all students, as well as close links with external agencies and support providers to help work with pupils.

We have identified some key aspects for our staff to follow at Holly Lodge:

- Appropriate provision that will aim to improve the lives and futures of our Disadvantaged pupils
- Ensure Disadvantaged pupils are challenged in the work that they're set
- Ensure that teaching and learning meets the needs of all learners – ensuring that CPD specifies research with regard to supporting the progress of Disadvantaged learners
- Act early to intervene and support the pupils so their experiences are positive and allow for progress as well as feeling wanted in the class and a sense of belonging

- Adopt a whole school approach in which all staff take responsibility for Disadvantaged pupils' outcomes and raise expectations of what they can achieve and support them in the classroom with targeted support that is set on exemplar practice and evidence
- The well-being is at the forefront of what we do and offer as well as creating a wider culture of support, opportunities and aspirations for our learners to enjoy high quality careers opportunities
- Review, reflect and adapt our support on a regular basis, ensuring that Pupil Premium is always a focus and driven from the top down.

Challenges

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

Challenge number	Detail of challenge
1	Quality of Education – ensuring all PP and non-PP pupils can access an ambitious and strong curriculum across all subject areas with the relevant expertise to ensure this is in place and support the academic progress of our PP pupils and to close the gap with our non-PP pupils. Accountability with Senior Leaders and Lead Practitioners to support on and deliver an outstanding and responsive teaching CPD programme. The support will allow staff to develop and close the gap between our PP and non-PP students. For the 2023-24 academic year, our PP attainment 8 figure stood at 35.69, compared to 40.87 for non-PP students.
2	Attendance – attendance below 95% has a negative impact on student progress. Persistent absence (below 90%) can seriously damage a student's chance of future success. The 2023-24 attendance for non-PP pupils was 94.87%, compared to 92.03% for PP, showing a gap of 2.84%.
3	Welfare – a significant amount of our students requires additional support for a range of emotional, social and family issues. These issues can limit the academic progress a student can have, as well as causing the student to feel negative emotions such as stress, anxiety and low self-esteem. Our pupils have varying needs of support so ensuring that individualised support and targeted intervention is in place to support the difficulties through the SEMH team and use of wider strategies and outside agencies.
4	Behaviour across our PP pupils highlights that they receive a similar number of negative behaviour points as non-PP students. We will continue to monitor the positive and negative merits for PP pupils compared to the non-PP pupils across the cohort, identifying areas of support and need which then links to the pastoral support in school. For the 2023-24 academic year, PP students obtained 171390 positive events and 34286 negative events – a ratio of 83% positive. In the same period, non-PP students obtained 276929 positive events and 35936 negative events, a ratio of 89%.
5	Some of our students are unable to access appropriate learning resources outside of the school and at home. This inability to develop their own understanding outside school can have a negative impact on their academic progress and participation of enrichment activities which supports and reinforces pupils learning. This came through COVID19 when it highlighted

	pupils not being able access online devices or are sharing them with siblings in the house.
6	Literacy – a significantly high proportion of students join the school with less than expected literacy and reading ages. This prevents our students from engaging fully with the curriculum, hindering their ability to demonstrate progress in their studies and accessing the learning in the classroom. Ensuring that pupils can access resources and engage in meaningful reading within school will help close that gap.
7	GCSE French – Pupil Premium uptake Current Year 11 – 58% PP Current Year 10 – 43% PP Current Year 9 – 31% PP

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
Ensure we offer a strong and ambitious curriculum across all subject areas, have high expectations of our pupils and offer them a curriculum that is rich in opportunities and allows for wider opportunities and experiences through outstanding and high quality first teaching. Use of key staff in school to deliver and support a comprehensive CPD programme.	Staff in place to ensure that high quality first teaching is in place and pupils receive the best possible support and environment to learn within the classroom. Ensuring that curriculums are rich in knowledge and provide our pupils with a platform to be ambitious across all areas. Staff coming into the school and already in place that impact on the ensuring quality first teaching is in place and also how they support the pupils in school alongside outcomes as well. Lead practitioners in place to support and deliver CPD, comprehensive support and signposting good practice across departments
All pupils are expected to be in school and attending school on a regular basis to ensure they have the best opportunity to achieve the best they can in and access their learning and the wider opportunities.	Monitor the attendance and punctuality of the key groups and compare to the non-PP pupils. Ensure positive links with families and supporting them in encouraging pupils to attend school and providing help if issues arise. Ensure PP pupils improve to sit in line with non-PP and work towards an attendance above 95%.
Ensure that pupil's welfare is taken into account and supporting pupils' mental health and well-being so that it is regularly reviewed and the relevant support and signposting of support is put in place. Linked to the pastoral team, safeguarding team and school councillor as well as external support agencies.	Student voice to gather feedback on pupil's well-being and key areas of support that can link into the school PD programme and workshops and information to support the pupils. Comprehensive PD curriculum offered in school that cover challenging topics and

	<p>raise awareness, ensure staff receive relevant materials and training for this.</p> <p>Providing information and guidance to parents through parental evenings and use of the school website and social media to raise awareness and signpost support.</p> <p>Work with outside agencies to deliver programmes and information to our pupils including Disadvantaged groups.</p> <p>Pupil engagement in school activities and checking numbers – Offer a comprehensive extra-curricular programme and enrichment programme for pupils to access.</p> <p>Work with the community to raise the profile of mental health and well-being.</p>
<p>Improve behaviour of all pupils in school but ensure that Disadvantaged pupils have limited negative merits and that the top 20 negative behaviour pupils in each year group are not Disadvantaged learners or no more than 20%, (4 Disadvantaged pupils). Ensure that Disadvantaged pupils are acknowledged for their hard work and receive positive points and praise but also access reward trips.</p>	<p>Continuously review the behaviour systems in place and look at class charts data to review pupil's progress. Ensure the pastoral team are working with key groups of students and include the Disadvantaged pupils in these groups. Regular pastoral sessions that look at pupil's behaviour and barriers to learning and progress. Hotspots for continuous negative behaviour and supporting staff through a well-structured T & L programme. Reduced negative merits and an increase in positive merits, working towards no more than -20 negative points over an academic year and more than 100 positive points.</p> <p>Links to pupil and parent voice to monitor systems in school and what can be do to improve and develop their experiences and opportunities.</p> <p>Ensure pupils are fed and have the correct equipment as well as access time to complete homework, these should allow for a reduction in negative points.</p>
<p>Support around the school day an accessing work independently and outside of the classroom. Allowing for pupils to work independently and develop a love for learning.</p>	<p>Provide time for pupils to access learning outside of the classroom and complete work independently, this can be through books from the library or devices in school to access IT. This links to the online learning platforms that pupils access work on for core subjects. Provide computer rooms to support learning.</p>
<p>Improve reading comprehension among all pupils with a focus on Disadvantaged pupils across all curriculum areas so that they can access the work and curriculum throughout the school.</p>	<p>Reading tests demonstrate that PP pupils are not achieving as well as non-PP pupils and tis can often hinder how they can access the curriculums across different subjects and also complete tests and assessments. We will monitor and review pupils reading comprehension and age through regular testing and ensure that</p>

	systems are in place to allow pupils to access and improve their reading. This can link to identified times and the amount of time pupils spend reading (tracking this information) as well as the books that are being read. Look at providing support both in school and at home.
Improve MFL uptake amongst PP pupils and ensure larger cohorts for French as an option moving forward	Ensure an accessible curriculum at Key Stage 3 which is exciting and engages our learners to want to continue with a language at GCSE. Engage parents in the process and the importance of a language.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher (PP Lead)	Deputy Headteacher responsible for PP strategy within school and also raising outcomes so links to improve the progress of our PP pupils. 1. The EEF Teacher and Learning Toolkit 2. DfE Guidance: Using student Premium (School Leaders)	All
Key Stage 2/3 Link	Staff in place to support the development and progress of pupils in school and bridge any gaps (Bridging Curriculum). This would support the progress and development of PP pupils and also access the curriculum as they progress through school. 1. EEF Evidence Summaries: Closing the Attainment Gap	1, 3, 4, 5 & 6
Lead Practitioners appointed in various subject areas to support those staff but also to provide CPD across school to all staff and led on specific skills in T & L that can be implemented whole school. Allows for consistency across the school and in lessons.	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. 1. DfE Guidance: Standard for Professional Development	1 & 6

Providing effective professional development opportunities	EEF supports the need for effective professional development to improve the quality of education and curriculum entitlement of students. 1. DfE Guidance: Standard for Professional Development	All
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 a targeted-first approach to receive simple support in lessons which will help raise the profile amongst staff and the pupils feed cared for and supported.	All
Improving literacy in all subject areas in-line with the EEF recommendations. Supporting teaching staff to make developing reading skills a central part of what they do as part of a long-term literacy strategy.		All

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

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	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

these as well as higher attainment pupils.		
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
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. There will be regular and guided review of intervention attendance data with a specific focus on PP/Non PP	All

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behavioural Support and links to structure in SLT to a DHT in charge over pastoral and safeguarding but an AHT in charge of behaviour. Updated behaviour policy and	Behaviour has improved this academic year with refined structures and systems in place. This has allowed for more consistency around school and clear standards for pupils to follow and for staff to use the systems effectively.	3 & 4

standards in place for pupils and staff to use that are monitored weekly. Intervention in place to support teachers and classes.	<p>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.</p> <p>Weekly detentions at pastoral and leadership level.</p>	
Classroom resources and extra-curricular activities to engage pupils and encourage attendance and involvement in these areas.	<p>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.</p> <p>Comprehensive extra-curricular programme to be in place across the school an all key stages to engage pupils in school and encourage PP student attendance to these, which will be monitored. Again, this will help control and reduce other areas that may have concerns.</p> <p>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. Attendance register of PP students to be monitored weekly.</p>	All
Well-being intervention and support.	<p>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.</p> <p>Link to external agencies to support pupils and offer help and guidance, these are identified from within school.</p>	2, 3 & 4
SLT restructure with attendance linked to one of the AHT	Strategy to start to tackle and monitor attendance.	2
School Counsellor	Counsellor in place to support and work with targeted pupils and provide regular meetings in school with	2, 3 & 4
Improving the provision for our SEND pupils and that they have access to the best	Evidence from the EEF supports that additional resources and focus for students with SEND is imperative to reduce the gap between groups of	1

support and help within school.	students. In school support and work has been put in place to offer help and improve the provision for our SEND pupils	
Behaviour Mentor	Support behaviour of pupils and targeted pupils, support them in school with intervention and ideas to manage behaviour	3 & 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: £593,250.00

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 2023 to 2024 academic year.

The gaps have increased slightly for PP with non-PP across a number of the key areas, we still have work to do and we know a focus for the new academic year is staff CPD and support to ensure that Teaching and Learning in all lessons is consistent and offers the best opportunities for the pupils. We have work to do on attendance and in supporting our PP students in ensuring that attendance is around 95% and above if possible. Stringent monitoring is needed and tracking of attendance over time but also pockets of non-attendance as this was something we haven't done previously.

We believe the additions and changes in structure of staffing have allowed for greater focus around key areas such as behaviour, well-being and safeguarding. Staff linked to these areas have allowed for greater support and scrutiny for the PP students and staff in school.

The outcomes achieved by the school demonstrate an improvement when compared to 2019 performance and demonstrate a diminishing difference between Pupil Premium and 'Other' students, however, it will continue to remain a focus for the school until this difference is removed.

Average RA (years/months) from tests as follows:

Year 7 – September 2024

Year 8 – March 2024

Year 9 – March 2024

	All	Non-PP	PP
Year 7	10/2	10/2	10/2
Year 8	10/5	10/6	10/4
Year 9	11/2	11/4	10/10

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
Well Being and Mental Health	Neuroheadway
Transition workshops Exam stress Workshops Anxiety workshops CBT therapy 1:1 (Managing stress) What is CBT? Assembly	Reflexions
Anxiety assemblies Managing stress assembly	Kooth
1:1 talk therapy Art therapy workshop	Kaleidoscope
1:1 counselling	Heal hub
Parent Programme 1:1 counselling session Looking forward programme	Murray Hall
Real relationships Girls relationships	Krunch
Switch Up	Saltmine
Anti Bullying Roadshow	SHAPE Events
Gangs and Grooming	Stand Against Violence
Exam stress workshop (Tim Roome)	Inclusion support
Talk on Men's Mental Health Empathy Workshop	Pending – M-Path

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 as 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. Regular staff support and CPD around PP and ways of supporting pupils in their classroom.

Support in place with school councillor and also wider staff in school linked to SEMH, well-being and improving pupils' motivation. This is working with staff in school and some external providers to support pupils.

We are trying to provide a comprehensive enrichment programme that links to clubs around the school day and interventions that pupils can access. We are running more sports clubs with a real push on basketball in school and have specialised coaches that deliver sessions before school, at lunch and after school. The clubs are open to all. The intervention sessions run for year 11 which are open to all and offer the opportunity engage in this support which includes PP. We are also offering homework club each day of the week after school, with IT software available to access online work and revision. This links to those pupils that have limited or no access.

Annual curriculum reviews, which include the monitoring of PP uptake at GCSE, and how each curriculum area includes consideration for how the curriculum intent and implementation effectively mitigates disadvantage