

Holmer Green Senior School Pupil Premium funding and Disadvantaged Students: Three Year plan (2019-2022)

Summary Information

Year	2020/21	Total PP Budget	£108,343.33
Total Pupils (Years 7-11)	787	Total PP pupils	124
Lead	KST (Assistant Headteacher)		

Five- year trend in Progress 8

	2015/16	2016/17	2017/18	2018/19	2019/20
All students	-0.02	+0.14	+0.50	+0.41	+0.90
Disadvantaged pupils	-0.30	+0.01	+0.10	+0.01	+0.61
Non- disadvantaged pupils	+0.03	+0.15	+0.60	+0.48	+0.96
No of Pupils Year 11	144	135	146	150	144

Key Improvement Areas

Quality of Education

1. All disadvantaged students are given opportunities every year to broaden their cultural capital, both in and out of school
2. All disadvantage students engage in reading and are confident in the use of key, subject specific, vocabulary
3. All disadvantaged learners have access to quality first wave teaching
4. All disadvantaged students attainment 8 and progress 8 is in line with their peers

Behaviour and Attitudes

1. Attendance and punctuality of disadvantaged students is in line with their non-disadvantaged peers
2. The number of repeat fixed term exclusion of disadvantaged students is in line with their non-disadvantaged peers

Personal Development

1. All disadvantaged students have appropriately aspirational next steps for post-16
2. All students have a range of strategies to deal with challenging situations appropriately

Sixth form

1. All bursary funded students make progress in line with their peers
2. All bursary funded students have appropriately aspirational next steps for post-18

Quality of Education

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4. All disadvantaged students attainment 8 and progress 8 is in line with their peers

1. All disadvantaged students are given opportunities every year to broaden their cultural capital, both in and out of school

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All disadvantaged students in 9-11 have been on at least 2 trips by 2022	Cultural visits are offered to students in each year group	2019-20 – COVID 19 prevented any arranged trips taking place 2020-21 – COVID 19 restrictions still in place – virtual trips being used in tutor groups	Music Lessons (Final 2 in YR11)	KST
<i>Evidence</i>	Cultural trips are subsidised for all disadvantaged students		Trip funding	
<ul style="list-style-type: none"> • Register and attendance • Student voice • PP budget evaluation 				

2. All disadvantaged students engage in reading and are confident in the use of key, subject specific, vocabulary

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All students benefit from quality first wave teaching	Accelerated reader and an hour of reading for all students from 7-9	Reading Age Growth as of January 2020:	LSAs	VW/ KST
		NonPP Growth PP Growth		
All students in 7 – 9 have a reading age in line with their actual age	Reading groups during tutor time. Trialled with year 8 in 2019/20.	7 11.09 +0.04 10.07 +0.06		
		8 12.06 +0.03 11.07 +0.05		
<i>Evidence</i>	English mastery project with the EEF	9 12.08 +0.03 12.07 +0.06		
<ul style="list-style-type: none"> • Analysis of reading ages • MER • Analysis of the use of Bedrock and Century 	Staff CPD			
	Access to Bedrock learning, Century Tech and SENECA	Reading groups during tutor time extended to year 7-10 in 2020/21.		

3. All disadvantaged students have access to quality first wave teaching

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All lessons are highly effective lessons	Personalised intervention programme that includes coaching and mentoring – any member of staff identified as requiring improvement from 2018/19 allocated a mentor in term 1	Coaching programme being devised for 2020/21 – led by SL/AHE/CDO	Staff CPD	AWO/ KST
All students are well supported & challenged	Development of departmental schema continues each year through the MER process		Small group intervention staffing and resources	
High degree of consistency of teaching across subject areas and key stages.	The development of teachers pedagogy continues each year through effective CPD and support through the MER process		LSAs	
Data is used incisively to identify areas to develop, both on a department level and student level.	Review of setting for all students happens regularly to ensure students are in the correct set for their ability, not behaviour	Setting adjusted to 2x bands, allowing core subjects to set individually according to ability and more freedom to move students. Also, encourages more mixing of ability and raising of aspirations.		
Schemes of work developed for mastery in each subject area	CPD on staff for expectations of sub-groups, including boys and disadvantaged students			
<i>Evidence</i>	INSET and CPD are monitored and evaluated to ensure effectiveness and value for money and their impact on students			
<ul style="list-style-type: none"> • MER • Learning walks • Curriculum reviews • Student voice • AP data • Evaluation of INSET and CPD 	Student data is evaluated at each assessment point and students are given appropriate interventions to support their progress			
	Allocation of LSAs is effective and has an impact on the desired students.			CHA
	Work effectively with primary schools to understand pupils' prior learning and ensure teachers build on this during KS3	CAP meetings involve all core subjects, plus PSHCE. Ongoing curriculum planning with KS1/2.		

4. All disadvantaged students attainment 8 and progress 8 is in line with their peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
Students set themselves challenging targets, and have the skills necessary to meet those targets.	Detailed exam analysis to identify priorities from the GCSE results last academic year.			KST
All subjects outcomes to be higher than national average for 9-7% and 9-4%.	Faculty MER action plans to highlight and monitor three lines of enquiries for each year			
An A8 score of Overall 5.4	SLT line managers and HoFs regularly review MER.			
A P8 score of +0.50	Half termly Quality of Education meeting with EHI, KJO, SL.			
<i>Evidence</i>				
<ul style="list-style-type: none"> • IDSR • Parents evening attendance • MER 	Disadvantaged student's strategy document to identify the support students receive. This strategy is reviewed regularly to ensure all student have the academic and pastoral support they need within school.			
	SLT parents evening, disadvantaged focus. This will focus on year 11.			
	Small group, targeted, intervention in Maths and English, in years 7, 8 and 11			

Behaviours and Attitudes

- Attendance and punctuality of disadvantaged students is in line with their non-disadvantaged peers
- The number of fixed term exclusion of disadvantaged students is in line with their non-disadvantaged peers

1. Attendance and punctuality of disadvantaged students is in line with their non-disadvantaged peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All disadvantaged students to be in line with the national figures for overall absence (4%)	Attendance of key students is closely monitored and meetings with parents take place when necessary	Attendance 2019/20 Persistent Absence PP 7.8% NA 8.2%		SM
The % of persistent absence to be below national average	EWO involvement and the use of 1a and 1b letters will continue	YR7 – 11.54% YR8 – 31.58% YR9 – 33.33% YR10 – 7.14%		
<i>Evidence</i>	Ensure local authority fixed penalty notices are issued for unauthorised absences.	YR11 – 17.86% YR13 – 28.57%		
<ul style="list-style-type: none"> Internal attendance figures Number of student with EWO involvement Number of fines issued 	Fines issued for term-time holidays.			
	Early help strategies used for attendance related concerns (team around the child/family meetings)			
	2020-21 – HOY to monitor persistent absence			

2. The number of repeat fixed term exclusion of disadvantaged students is in line with their non-disadvantaged peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
The percentage number of disadvantaged student exclusions does not exceed the percentage of their non-disadvantaged peers	Increase the engagement of students and parent with both behaviour reports and academic support plans	Exclusions Permanent PP 1.7% - NonPP 0% Fixed PP – 19.2% - NonPP 5.5% Isolation PP – 84.7% - NonPP 47.2%		KJO/KST
The percentage of repeat exclusions for disadvantaged students does not exceed the percentage of their non-disadvantaged peers	Effectiveness of outreach support offered by external agencies is monitored and amended as necessary	NA - The permanent exclusion rate for FSM eligible pupils is 0.27, compared to 0.06 for those not eligible.		
<i>Evidence</i>	SLT mentoring for students with repeat incidence of exclusion	The fixed period exclusion rate is higher also, at 13.76 for FSM eligible pupils, compared to 3.83 for those not eligible.		
<ul style="list-style-type: none"> Internal inclusion figures Analysis of number of student on behaviour report 				

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- Analysis of behaviour points

Produce a learning toolkit to support students including organisation, resilience, aspirations. HOY will issue students with a passport that they complete together and review half-termly

Personal Development

1. All disadvantaged students have appropriately aspirational next steps for post-16
2. All students have a range of strategies to deal with challenging situations appropriately

1. All disadvantaged students have appropriately aspirational next steps for post-16

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All disadvantaged students have visited an other education establishment before the end of year 11	The Brilliant club for year 10 and 12 (8?)	This was not completed in 2019/20 due to COVID 19. Will not run for 2020/21 but look to restart 2021/22.	Brilliant club	KST
All disadvantaged students have had an experience of a work place before the end of year 11	Appointment and training of a full time, in-house careers advisor	Appointed and currently working towards qualification.	Transport costs	
All disadvantaged students have had at least 3 meetings with a careers advisor before the end of year 11	Work with Bucks careers HUB and businesses to set up experiences for all disadvantaged students		Career advisor	
<i>Evidence</i>	Assemblies to engage students and introduce different careers.			
<ul style="list-style-type: none"> • Attendance on excursions to education providers • Feedback and impact from Brilliant Club • Student career action plans • Assemblies 	Year 7 – ‘Go to work with an Adult’ day scheduled for 07.06.2021			
	Departments to incorporate and link careers to subjects.			

2. All students have a range of strategies to deal with challenging situations appropriately

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
Reduction in behaviour points and fixed term exclusions	Resilience Training run by senior staff and the schools councillor for year 10 and 11 students			KJO/ KST
Increase in positive achievement points	Staff mentoring, including tutors, HoYs and SLT, for students with poor behaviour and/or low academic self-esteem			
High self-expectations				
<i>Evidence</i>	In school counselling offered to students			
<ul style="list-style-type: none"> • Analysis of behaviour points and student exclusions • Student voice 	PASS survey results are analysed and actioned regarding students attitudes towards school	Pass survey results for 2018/19 – 2019/20 show little difference in disadvantage attitudes towards		

- Evaluation and impact document from resilience training
- PASS Survey analysis

Increase in the number of positive points issued, 5 a-day by all teachers

school other than they have a lower opinion of school and attendance.

% of student group with:

	PP	NPP
>0 points	100	100
>10 points	94.9	98.0
>20 points	70.9	83.1
>50 points	8.5	10.5

Sixth Form

1. All bursary funded students make progress in line with their peers
2. All bursary funded students have appropriately aspirational next steps for post-18

1. All bursary funded students make progress in line with their peers

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
<p>% Disadvantaged (ex PP / Bursary) students performing on/above target in half termly assessments are in line with Non-disadvantaged cohort</p> <p><i>Evidence</i></p> <ul style="list-style-type: none"> • IDSR • MER • Analysis of internal data 	<p>To carry all Disadvantaged labelling of students over from year 11 into year 12/13 irrespective of bursary applications so that they can be tracked.</p> <p>To monitor, support and challenge Disadvantaged learners throughout KS5 through lesson planning and delivery.</p> <p>Head of Sixth Form to hold half termly 1-2-1 meetings with relevant HODs to identify underperforming Disadvantaged students and implement interventions.</p> <p>To work in partnership with these students to overcome barriers to learning whether that be financial, practical or educational.</p>			RGO

2. All bursary funded students have appropriately aspirational next steps for post-18

Success Criteria	Key Actions	Monitoring and Review	Expenditure	Lead
All bursary funded students have visited an higher education establishment in year 12 and 13	The Brilliant club for year 10 and 12	This was not completed in 2019/20 due to COVID 19. Will not run for 2020/21 but look to restart 2021/22.		RGO

All bursary funded students have had a meaningful experience of a work place before the end of year 13

Full time careers advisor employed to monitor and support with student destinations, as well as their work experience placements in year 12

All bursary students have had at least 3 meetings and practice interviews with a careers advisor before the end of year 13

Evidence

- Feedback and impact from Brilliant Club
- Student career action plans

Governor Involvement

The governors at Holmer Green Senior School are regularly informed about the progress of disadvantaged students as well as expenditure.

A report is compiled for the Learning and Curriculum committee each meeting. This outlines the progress data from year 7-11 as well as data on bursary funded students in the sixth form. Twice a year they are informed about the spending of the pupil premium funding.

Governors are invited into the school for a visit three times a year. They investigate key areas for the school and produce a report for both senior leaders and other governors.

Summary of planned expenditure

Action	Evidence	Implementation	Expenditure	Lead
Senior leader for Disadvantaged Students	Impact from three year data trend and 2018/19	KST will continue to oversee disadvantaged students across the school and monitor the schools three year development plan		KST
Staff CPD	Continuing Professional Development: Annual Review	This is led by AWO and will increase the first wave teaching of students. An increase in staff INSET and pedagogy sessions will lead to an increase in quality first wave teaching		AWO
Counselling	Impact from 2018/19 Student feedback Staff feedback Parental feedback	A councillor will be available for eight hours a week to talk with students. The councillor will also work with small groups of students to develop their resilience, perseverance and techniques to cope with exam anxiety.		KTE/ JCO
The Brilliant Club	https://thebrilliantclub.org/ Students feedback	This will be led by KHA and involve 10 disadvantaged students from year 10 and 12. It will increase the aspirations of disadvantaged, high prior attaining students and inspire them to go to university in the future.		KHA /KST

(Suspended till Sep 2021)	Brilliant club impact documentation Parental feedback		
Equipment, Uniform and travel	Impact 2018/19	Students and parents regularly request help with technology, equipment and uniform. Resources for individual subjects was requested by HoFs and HoYs. This will carry-on this year but the system has been evaluated and adapted to make the process more streamlined.	KST
Accelerated Reader	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/ Internal data Staff feedback	This will be over seen by VW. All students in years 7 to 9 will follow the accelerated reader program as impact has shown it increases student reading ages.	VW
English Mastery	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/english-mastery/	This will be overseen by VW. All English staff have been to training on Mastery in order to effectively use this within their lessons.	KST
Small group intervention	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	This will be overseen by ST and CDO. This continues to have a significant impact on the English and Maths results last year, in all age stages.	ST/ CDO
LSAs	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/	LSAs help students who struggle in class to focus and help them with work they did not understand. They were able to give one-on-one support to students to help them progress in areas they struggled in. The effectiveness and implementation of LSAs will be monitored during learning walks. They will also be provided with more CPD to help them in the classroom	CHA
	Jæger M (2017); Cultural capital, teacher bias, and educational success: New evidence from monozygotic twins		
Trips and Music Lessons Jamie's Farm Residential	Jamie's Farm is to act as a catalyst for change, enabling disadvantaged and vulnerable young people to thrive academically, socially and emotionally. Done through a unique residential experience and rigorous follow-up programme, combining farming, family and therapy.	One barrier to learning identified for our students was the availability of extra-curricular activities they could participate in. Spending some funding on trips gives them these experiences that they may not otherwise get.	KST

Students learn to challenge themselves, and learn new skills, that can be taken back to school.

Careers Support

DfE (2014); School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation
Impact from 2018/19
Destinations data
Student voice

The school have employed a full time careers advisor. She will see students from 7-13 to support them with career guidance and next steps in their education. All disadvantaged students across the school will receive at least one interview a year. The effectiveness of this will be reviewed regularly. She is line managed by KST.

**NR/
KST**
