

Pupil premium strategy statement - Holmes Chapel Comprehensive School

This statement details the Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve outcomes for 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.

Detail	Data
School name	Holmes Chapel Comprehensive School
Number of pupils in school	1092
Proportion (%) of pupil premium eligible pupils	12.63%
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	N Bielby
Pupil premium lead	M Forsyth
Governor / Trustee lead	T Goodwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,475
Recovery premium funding allocation this academic year	£16,695
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	£140,470

Part A: Pupil premium strategy plan

'Addressing disadvantage in our school and classrooms is challenging. It is a process, not an event, and affects every individual differently. We cannot allow our education system to be contaminated with an acceptance that disadvantaged pupils cannot attain well. We must not accept that disadvantaged pupils are destined to underachieve. Every interaction with our disadvantaged students and their families has the power to bring about positive change.'

Marc Rowland 2021 in Addressing Educational Disadvantage in schools and Colleges The Essex Way

At Holmes Chapel Comprehensive School we are committed to taking responsibility for our 'Disadvantaged' pupils. There is no doubt that carefully targeted spending of the pupil premium funding has had a significant impact in raising achievement and closing attainment gaps for eligible pupils in the case study schools. It is with this in mind that the key principles of our strategy plan are based on the following:

- High expectations for all pupils
- Using data to identify tightly focused improvement priorities
- Using appropriate evidence-based teaching, academic intervention and wider approaches to address the root causes of underachievement for all pupils
- The training and support of staff by school leaders to deliver and sustain quality first learning for all pupils, addressing pupil need in the classroom
- A long-term well specified, stage by stage strategy for addressing disadvantage
- The school has clear outcomes for the impact of disadvantage strategies and monitor progress and quality using robust and consistent measures
- The disadvantage strategy aligns with the School's overall mission, goals and Academy Evaluation and Development Plan

Challenges

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

Challenge number	Detail of challenge
1	Gaps in knowledge amongst disadvantaged students
2	Lower attendance and punctuality rates leading to lower progress and achievement
3	Low aspirations/ learner self-regard /increased social, emotional and mental health difficulties
4	Lack of parental support/engagement
5	Lack of fluency in reading and comprehension of language

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
<i>Strategic Theme 1 - Quality of Education</i> Quality first teaching - CPD training established effective strategies for QFT for disadvantaged students	QFT teacher MER processes
<i>Strategic Theme 1 - Quality of Education</i> School led tuition to address gaps in knowledge for disadvantaged students	Average total P8 score for disadvantaged students for KS4 <0.50
<i>Strategic Theme 3 - Personal Development</i> Raising aspiration through mentoring including the options and careers process	Assess, Plan, Do, Review demonstrates improving attitudes/self-esteem. Pupil voice demonstrates an increase in aspirations from the measured starting point to the end.
<i>Strategic Theme 1 - Quality of Education</i> Pupils consistently achieve highly across all ages and subjects with gaps in attainment, particularly gender, disadvantaged (Pupil Premium) and SEND being tackled from classroom level upwards	Pupils to make expected or better progress. Teacher assessments and GL end of year tests demonstrate no significant difference between disadvantaged and non-disadvantaged pupils.
<i>Strategic Theme 3 - Personal Development</i> Rich and varied extra curricular programme with strong take up especially from pupils who are disadvantaged and which contributes to the ethos and culture of the school	A greater percentage of disadvantaged pupils' parents attend parents' evenings; events, such as dyslexia training, will be offered to targeted parents to attend as part of a parent education programme; homework support is available for targeted pupils; increased attendance of PP pupils at homework club.
<i>Strategic Theme 2 - Behaviour & Attitudes</i> Diminish the difference between average PP attendance and that of others	Targeted support/interventions will enable the gap between PP and other pupils' average attendance to diminish to within 1 percentage point.
<i>Strategic Theme 4 - Leadership & Management</i> Professional development training staff to identify relevant students and strategies to diminish the gap	MER process will highlight priority marking & significant engagement with feedback for all disadvantaged 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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify underperforming students across the disadvantaged cohort. Inform stakeholders about the underperformance and identify current interventions. Identify underperformance across core subjects & one other from bucket 2. Inform subject leads about underperformance and identify gaps in intervention	Evidence on assessment and feedback from the Teaching and Learning Toolkit alongside the findings from recent EEF projects.	1 & 3
Deliver key messages to staff around the disadvantaged student profile, this will be done through CPD and highlighting priority students throughout the year	Evidence on assessment and feedback for Aspiration Interventions	3
Engage disadvantaged students into school community through communication of current extra curricular provision and by adding additional provision captured from disadvantaged student voice	Evidence on assessment & Feedback for Arts Participation	2,3 & 4
Use tutor enrichment to develop a study skills programme to support year 10 learners in how to manage their GCSEs outside the classroom.	Evidence on assessment and feedback for Collaborative Learning	1, 3, & 5
Prepare disadvantaged students and parents for the options process through coaching prior to the options evening, checking the choices made for suitability and developing the transition process for students going into new subjects.	Evidence on assessment and feedback for mentoring	
Ensure KS4 disadvantaged students and parents are aware of what core knowledge they should have and need for their subjects	Evidence on Parental Engagement from the Teaching and Learning Toolkit	1, 3 & 4

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage underperforming year 11 students in period 6 and Tutor Time Intervention, measure impact through data and student voice	The EFF states that evidence shows that the impact of homework at secondary level, on average, is five months' additional progress at secondary level and 2 months at primary.	1, 2 & 4
School-led tutoring programme for disadvantaged students. Staff member employed to provide bespoke intervention	One to One tuition	1 & 3
English and Maths Primary Specialist teacher to lead small group provision in school	Small Group Tuition in English and Maths: 4 Months additional progress	1 & 3

Total budgeted cost: £140,470

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.

The following successes can be attributed, at least in part, to the strategies and interventions in place to support our disadvantaged and vulnerable students:

1. 57.1% of our disadvantaged students achieved a 9-4 grade in English and maths.
2. PP P8 has closed between 18/19 to 19/20 going from -0.602 to -0.52
3. PP gap has shrunk from 0.925 in 17/18 to 0.746 in 18/19 to 0.52 in 19/20 = 0.41 over two years

Actions for 2021 to 2022:

1. Continue with our focus on Quality First Teaching and Quality First Tutoring to ensure that all staff (teachers, leaders and support staff) are targeting the right students for intervention and providing support and/or challenge as appropriate.
2. The *Accelerated Reader* programme will be rolled out into Year 9 and ALL PP students (Years 7 to 11) will be tracked through this system to ensure that reading age / literacy skills are optimised for all disadvantaged students.
3. The *Accelerated Numeracy* programme will be introduced across Key Stage 3 to ensure that ALL students (and especially PP/disadvantaged students) have the numeracy skills required for success at GCSE and in later life.
4. External mentoring programmes will be used to enhance provision for upper-school PP students.
5. Targeted support for after school intervention. A total of 3 hours of targeted after school provision.
6. Disadvantaged students in KS4 will be trained in retrieval techniques this will impact upon their short and long term attainment for their GCSE choices

Externally provided programmes

Programme	Provider
Online Core Curriculum intervention for non-school attenders	Academy 21
One-to-one tuition for core curriculum	The Education Network