

Pupil premium strategy statement – Holcombe Grammar School

This statement details our school's use of pupil premium (and recovery premium for) 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
Number of pupils in school	1111 including 333 in 6 th form
Proportion (%) of pupil premium eligible pupils	10.7% of Years 7-11 (104 out of 1111 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	7-11
Date this statement was published	9.12.22
Date on which it will be reviewed	End of Term 3, 5 & 6
Statement authorised by	Lee Preston
Pupil premium lead	Alison Tanti
Governor / Trustee lead	Michael Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103,425
Recovery premium funding allocation this academic year	£ 29,256
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <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>	£ 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	£132, 681

Part A: Pupil premium strategy plan

Statement of intent

At Holcombe our intention is that all students, irrespective of their background or the challenges they face, make good to outstanding progress and achieve high attainment across the curriculum. As a school, we intend for this to be consistent throughout their learning journey, so that all can achieve their potential. We appreciate that for some students, simply maintaining and excelling progress for those who are already our high attainers is a priority also.

As a school we take pride in delivering high quality teaching and learning, with a specific focus on Thinking. Teachers prioritise Teaching To The Top consistently whilst learning is thorough and journeys are sequenced to ensure students know exactly where they are on their high-performance flight path. Students Being Their Best Self is our aim and it is our intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers. We guarantee disadvantaged students do not get given easier work but are challenged in line with their peers, whilst appropriate scaffolding down opportunities are in place to support and enhance learning.

As a school we break down the specific elements of students' education that they require access to, rather than the overall performance. This allows us to provide appropriate provision, specific for our vulnerable or disadvantaged student's needs. Our biggest tool in identifying students' hurdles is the variation of data which we gather for students throughout their schooling career, allowing us to identify academic and/or personal hurdles to learning with tailored steps to help overcome these. Analyzing data ranging from attendance levels, behaviour patterns, mental health and wellbeing in conjunction with other factors such as the quality of student reflections plus organization and time management allow us to specifically target just what a student needs to do to therefore Be Their Best Self. All staff are trained on what each hurdle looks like inside and/or outside of the classroom, whilst being equipped on how to embed the strategies needed to support students. Each intervention is monitored closely to ensure what is provided is effective, to help support our overarching aim to ensure all are given every opportunity to Be Their Best Self.

Disadvantaged students are met with the guarantee that they will enter and complete their Holcombe journey as a well-supported, equipped and motivated individual. Students will experience mastery in every subject whilst being exposed to the wider-life of subjects

through our extensive extra-curricular offer and our cultural capital passport opportunities whilst understanding what skills are needed beyond education through our detailed Personal Development schedule, aspirations focus and our bespoke small-group interventions which focuses on key life skills.

At Holcombe, we intervene early, monitor frequently and react appropriately yet promptly so that the appropriate academic and personal support can be provided to students exactly when they need it most. As a result this will empower students to take advantage of the support on offer, to increase outcomes and narrow the attainment gap.

Challenges

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

Challenge number	Detail of challenge
1	Attainment Deficit - nationally disadvantaged students underperform when compared to their advantaged class members. Therefore, narrowing the attainment gap between pupil premium and non-pupil premium students remains a priority.
2	Being Their Best Self - Students ownership of their learning journey to subsequently ensure that they can Be Their Best Self independently throughout their learning journey.
3	Parental Engagement - Particularly of those students who live outside the local area and the impact parental engagement has on pupil engagement, learning and wider school life engagement.
4	Aspirations - Medway has an extremely low IDACI – parental aspirations in the area are low for their children – first generation grammar school, first generation University. Equality of opportunity ensuring that students are given a range of different cultural opportunities.
5	Cultural Capital – Narrowing of the Cultural Capital deficit between their advantaged peers.
6	Access to high quality teaching and learning inside and outside of the classroom – students engaging in our extra-curricular life, with a particular focus of those who are from out-of-area locations.

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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
Challenge :- 1, 2	
Progress and attainment scores from pupil premium students that align or surpass advantaged peers within the classroom.	<ul style="list-style-type: none"> • Increased P8 scores in Key Stage 4. • Increased attainment scores in Key Stage 4. • Narrowing of P8 and attainment deficits between Pupil Premium and advantaged students in Key Stage 4. • Increased Mastery percentages in Key Stage 3. • Narrowing of Mastery percentages deficits in Key Stage 3. • HPA students making aligned progress with MPA students. • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. • Student voice stating lessons feel challenging and feel they are making appropriate progress.
Challenge :- 1, 2, 5, 6.	
Disadvantaged students are to engage in at least one extra-curricular activity per week, which targets their personal and/or academic growth.	<ul style="list-style-type: none"> • Punctuality statistics. • Attendance statistics during school time. • Attendance statistics during extracurricular activities. • P8 scores across Key Stage 3 and 4.

	<ul style="list-style-type: none"> • Narrowing of the attainment gap between PP and non-PP students. • Student voice – demonstrating the effectiveness of extra-curricular clubs and interventions on personal and/or academic development.
<p>Challenge: 1, 2, 4, 6.</p>	
<p>Students are aware of their learning journey, identifying the ‘end in mind’ and how to get there.</p>	<ul style="list-style-type: none"> • Attendance statistics and demonstration of impact from Career Interviews/discussions. • Students voice shows that PP students feel support and are given good support and guidance across all years. • Student voice demonstrates students know where they are at in their progress flight path and what to do to progress to the next level. • Increased P8 scores in Key Stage 4. • Increased attainment scores in Key Stage 4. • Narrowing of P8 and attainment deficits between Pupil Premium and advantaged students in Key Stage 4. • Increased Mastery percentages in Key Stage 3. • Narrowing of Mastery percentages deficits in Key Stage 3. • HPA students making aligned progress with MPA students. • Post 16 - Disadvantaged students stay on for 6th Form. • Post-18 – Disadvantaged student percentages for applications at a) Universities b) Oxbridge and Russel Group Universities
<p>Challenge: 1, 2, 3, 4, 6</p>	
<p>Students are aware of the Be Your Best Self Agenda. Students are able to describe how they can Be Their Best Self, identify what they need to do to ensure they are Working To Their Best Self and the impact this agenda has on their personal and academic development.</p>	<ul style="list-style-type: none"> • Student reflection - deep and reflective practice evidenced in their learning journals. • Student voice – students can describe the concept of Be Your Best Self, how to be their best self and what they need to do next to achieve this in the short, medium and long-term. • Increased P8 scores in Key Stage 4. • Increased attainment scores in Key Stage 4.

	<ul style="list-style-type: none"> • Narrowing of P8 and attainment deficits between Pupil Premium and advantaged students in Key Stage 4. • Increased Mastery percentages in Key Stage 3. • Narrowing of Mastery percentages deficits in Key Stage 3. • HPA students making aligned progress with MPA students.
Challenge :-1, 2, 3, 4, 6	
Cultural Capital – to ensure disadvantaged students receive broad, culturally enriching and purposeful activities.	<ul style="list-style-type: none"> • Improved attendance at extra-curricular clubs before, during and/or after school. • Evidence of a broad and balanced curriculum. • Student Learning – demonstrating effective questioning, curiosity and creativity in their work. • Student voice – students can identify the cultural capital experiences they have engaged in and the impact this has had on their personal/academic growth and their lives. • Be Your Best Self Journal – deep reflections on students’ cultural developments. • Trips and disadvantaged students’ engagement in these.
Challenge :- 1, 2, 6	
To sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2021/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • A significant increase in participation in enrichment activities, particularly among disadvantaged students.
Challenge :- 1, 2, 4, 6	
To sustain improved attendance and punctuality for all students, particularly our disadvantaged students.	Sustained high attendance from 2021/24 demonstrated by:

	<ul style="list-style-type: none"> • The overall absence rate for all students being no more than 10%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 15%. • Punctuality rates in comparison to advantaged peers in the school.
Challenge: 1, 2, 3	
Parents are aware of their child’s learning journey and where they are due to go next.	<ul style="list-style-type: none"> • Parental voice – qualitative data gained from parent surveys. • Quantitative data demonstrating parents engagement in Class Charts updates. • Summative reports sent to parents. • Formative and summative class charts reports sent to parents/guardians.
Challenge: 1, 2, 6.	
Students are equipped to complete all learning tasks inside and outside of the classroom.	<ul style="list-style-type: none"> • Evidence of the necessary equipment needed to complete learning. • Learning journeys, knowledge banks and lesson resources are accessible inside and outside of the classroom. • Students are able to access remote learning. • Students can engage in their Be Your Best Self reflections by having their journal at hand.

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: £55,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching To The Top to ensure stretch and challenge is offered at all times.</p> <p><u>How/when is this embedded?</u> <u>Every lesson.</u></p>	<p>Mastery Learning: Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 6</p>
<p>Improving student understanding of metacognitive and cognitive approaches to teaching.</p> <p><u>How/when is this embedded?</u> <u>Every lesson students are to reflect on their progress.</u> <u>Students also complete weekly BYBS progress reflections.</u></p>	<p>Metacognition: Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 4 6</p>
<p>Curriculum review - continuation of a 3 year KS3 – with creation of new curriculum plan and knowledge banks for use throughout KS3 and Effective Learning Journeys where students and staff can map progress.</p>	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>With a 3 year KS3 allows for Mastery learning and embedding of key skills and knowledge, where traditionally teaching keeps time spent on a topic constant and allows students’ ‘mastery’ of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for students to become proficient or competent at these objectives. Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.</p>	<p>1 2 3 4 5 6</p>

Cultural Capital 7 things by the end the year for all year groups.	Student and parents being given the opportunity to engage in the wider social experience and develop Aspirations. Proven benefits between cultural and art opportunities and positive impact on student education	
Digital Learning In and Around the Classroom (HUE, Hybrid Learning, Software packages such as)	EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Following on from the trust wide Covid 19 approach to ensure off site provision is provided for all students and staff. Staff and students have and will continue to engage in Digital Learning in and around the classroom. The use of HUE's, Microsoft Teams, SENECA learning, Carousel learning, Microsoft Forms and Computer Suites are examples of this.	1 2 6
Whole school CPD sessions focusing on Pupil Premium training. (Teaching and Non-Teaching Staff)	Effective Professional Development EEF (educationendowmentfoundation.org.uk) Teams throughout the trust being used to support training and learning for teachers and support staff. CPD to launch the PP strategy and constant revisiting and monitoring progress.	1 2 3 4 5 6
Personal Development Curriculum	<ul style="list-style-type: none"> • Mentoring EEF (educationendowmentfoundation.org.uk) • Peer tutoring EEF (educationendowmentfoundation.org.uk) • Social and Emotional Training Social and emotional learning EEF (educationendowmentfoundation.org.uk) • Bishop Challoner: a Pupil Premium first approach Challenge Partners 	1 2 4 5 6

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

Budgeted cost: £48,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Strategy Coordinator	<p>The Pupil Premium Strategy Coordinator oversees the Targeted Academic Support provided to disadvantaged students as a result of the data analysis that is completed. This specifically targets the specific areas of support students need in order to Be Their Best Self.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk) – providing specific instructions to students during workshops / bespoke support sessions to focus students thoughts on their hurdle and how to tackle this. As ran by every Head of Year.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Developing a bank of strategies to support students/ parents. • Developing a bank of strategies to support staff with vulnerable and disadvantage students. • Monitoring the effectiveness of support and strategies being used, adapt and refine as necessary. <p>Thinking resource for students made available in Student Services.</p>	1 2 3 4 5 6
A fund ringfenced to specifically support disadvantaged students when needed i.e. purchasing of uniform, trips and clubs, also including the funding of peripatetic music	<p>Without this support students would not benefit for the whole academic experience, while others do.</p> <p>Supporting students with uniform allows them to feel part of the community and not feel disadvantages.</p> <p>Trips which enhance their school experience is key to ensuring that they have the same opportunities as their peers.</p> <p>Having an opportunity to express themselves where words don't always come easy is an essential support to raising aspirations.</p>	1 2 4 5 6

<p>Student services support includes 1-1 pastoral mentoring support.</p> <p>Staff will meet with small cohorts of students from each year group to identify needs and assemblies to highlight and destigmatise areas of concern.</p>	<p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Interventions which target social and emotional learning (SEL) seek to improve student's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> • universal programmes which generally take place in the Classroom or in SS • more specialised programmes which are targeted at students with particular social or emotional needs ELSA • school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning. 	<p>1 2 6</p>
<p>Interventions – Targeted during our Personal Development Curriculum.</p>	<p>Peer tutoring EEF (educationendowmentfoundation.org.uk)</p> <p>Social and Emotional Training Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Sixth form to support key stage 4 students in areas of Personal Development. Likewise experienced Key Stage 4 students to support Key Stage 3 students also during Personal Development Sessions.</p>	<p>1 2 6</p>
<p>Inclusion of a literacy lead.</p>	<p>Whole school literacy: EEF KS3 KS4 LITERACY GUIDANCE.pdf (educationendowmentfoundation.org.uk)</p> <p>Focus on teachers modelling Tier 2 and 3 words specifically in the classroom: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Our Literacy lead incorporates Literacy tasks and whole staff projects into our tutor time schedule and teaching and learning practices which contributes to high quality teaching and learning.</p>	<p>1 2 6</p>

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

Budgeted cost: £ 28,293

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To closely monitor and support students with their attendance using a dedicated member of staff focused on attendance.</p> <p>We also buy in the Attendance Advisory Service to schools and academies (AASSA)</p> <ul style="list-style-type: none"> ● monitor and track attendance, with a key priority to follow up with disadvantaged and vulnerable students. ● Build relationships with disadvantaged families ● AASSA will provide assistance to ensure that disadvantaged students are able to attend school in line with their peers. ● proactively providing information to HOYs, tutors and SLT regarding performance of various groups and students of concern. 	<p>PP and SEN students all have lower attendance than the national average and persistent absence is much higher than in other groups. Whilst attendance at Holcombe was just below the national average at 96%, (due to Covid codings changing in schools).Whole school below the school persistent absence 7-13 was 10.8% (105 students) Students also that met the Absence threshold remains a negative gap (16.1%) (17 students) for PP and (8.57%) (9 students) for SEN. PA has increased nationally during the pandemic, and this has also been reflected at Holcombe.</p>	<p>1 2 3 4 5 6</p>

Pass Testing for all Year 7 & 8 students to be reviewed at the end of the academic year.	Analysing of the data from this to formulate strategies to support students with their emotional wellbeing.	
D.E.A.R in tutor time with a Reciprocal Reading focus.	D.E.A.R CLS Reading for pleasure puts children ahead in the classroom, study finds (ucl.ac.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 2 6
Social and Emotional Training Counselling	Social and Emotional Training Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1 2 4 6
Digital Learning In and Around the Classroom (HUE, Software packages such as)	Digital learning: EEF Digital Technology Summary of Recommendations.pdf (d2tic4wvo1iusb.cloudfront.net) Providing disadvantaged students with the technology they need (when applicable) to help complete learning inside and outside of the classroom.	1 2 6
Educational Personal Empowerment : <ul style="list-style-type: none"> • Aspirations • Unifrog to support careers and Gatsby/ 1-1 career interviews • SMART Target Setting • Seneca Learning 	Aspirations: Bishop Challoner: a Pupil Premium first approach Challenge Partners Smart target setting: https://thirdspacelearning.com/blog/7-steps-eef-metacognition-primary-classroom-maths/ >	1 2 3 4 5 6

<p>Extra-Curricular Engagement:</p> <p>Area of focus includes:</p> <ul style="list-style-type: none"> • School based curricular clubs (for participation or structured subject interventions) • Duke of Edinburgh • HOT Club • Breakfast club • Sea Cadets 	<p>Physical activity EEF (educationendowmentfoundation.org.uk) – students across every year group have access to the school gym for free at least once a week in addition to at least one other sports club per day across the school week.</p> <p>Clubs advertised and supported by teaching and non-teaching staff. Information sent home to parents and displays to support events around the school.</p> <p>Opportunities for students to work collaboratively and gain experiences outside of school.</p> <p>Opportunities for students to gain support and guidance.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>
<p>Breakfast Club – in further detail</p>	<p>Stat guidance template (publishing.service.gov.uk)</p> <p>Students between 7:45am and 08:30am have the opportunity to engage in:</p> <ul style="list-style-type: none"> - A documentary as they eat breakfast to boost cultural capital. - Build your own breakfast – so students can be educated by kitchen staff on how to create and eat healthy breakfasts. - Free Thinking resources and reading books are offered to support private studies / extended D.E.A.R. - Homework on Time Club in a computer suite which provides free printing and access to digital technology for early arrivals. <p>Every section is operated by a member of staff.</p>	<p>1</p> <p>2</p> <p>3</p> <p>5</p> <p>6</p>

	Extending school time EEF (educationendowmentfoundation.org.uk)	
<ul style="list-style-type: none"> Interventions to support behaviour to encourage students to maintain Be Your Best Self like behaviour. 	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1 2 4 6
<ul style="list-style-type: none"> Class Charts programme to increase Parental Engagement to encourage positive dialogue and frequent review and personal and academic growth. 	Parental engagement EEF (educationendowmentfoundation.org.uk)	1 2 3

Total budgeted cost: £ 132,681.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Despite this overview, it can be said that the primary focus at the start of last academic year was overcoming the impact of Covid-19 and the numerous battles students faced just to access their learning. In line with the rest of the country, partial school closures across academic year 2020/2021 affected our disadvantaged students the most, particularly as initially they were not able to benefit completely from the planned spend of the pupil premium budget. However, it can be said that last academic year we have seen significant impact across multiple areas again even with year 11 not completing a full year 11 due to the continued impact of covid-19.

Although student attendance was lower in 2020/21 than previous years due to the impact of Covid-19, the first positive impact from academic year 2021 2022 was the improvement in attendance, particularly whereby statistics for general attendance increased and when comparing pupil premium students to their peers, their attendance percentages were either in line or exceeding their advantaged peers. To add, term 1 academic year 2022/23 has shown continued impact, with pupil premium attendance and punctuality exceeding non-pupil premium students.

The impact of this is that students were able to access a number of high-quality planned spend strategies. Examples included the work delivered across our tutor time programme targeting literacy development, D.E.A.R, the delivery of a high-quality mastery-based curriculum, every pupil premium student accessing a career interview and the bespoke support from a Pupil Premium strategy coordinator to provide specific life skills including organisation and time management and how to revise. Positively, 71% of year 9 students who engaged in a career interview were able to confidently state what GCSE options were appropriate (in which most were unsure what choices to make) to therefore report that again 71% feel they can make an appropriate key stage 5 choice and/or a career choice post-education. Likewise every student was provided with an appropriate aged reading book, provided for free and monitored by our literacy lead to ensure meaningful learning impact is achieved.

Despite some Covid related disruptions, we continued to maintain the collaboration of technology with high quality learning. This meant that students were still able to access learning remotely. The use of HUE technology allowed us to continue to provide hybrid learning, whilst Microsoft teams meant that students were able to access lesson PowerPoints, knowledge banks and links to Seneca learning where appropriate. All students, and in particular the pupil premium cohort, had access to technology to assist with their learning. Alongside this, students were presented opportunities for equipment and learning resources to be provided for free, based at the Thinking Resource Stall in Student Services and the offer of 70 extra-curricular clubs/ targeted intervention sessions, delivered by every subject before, during and after school.

As a result of our efforts across academic year 2021/22, we reported that progress and attainment statistics achieved by pupil premium students across key stage 3 was either in line, slightly below or exceeding their peers in the classroom.

Data shows that narrowed attainment percentages between Pupil Premium and their peers were narrow. Likewise, despite learning difficulties as a result of the impacts of covid-19, we were still recording high percentages for mastery and secure across the key stages however as a grammar school with high expectations and aspirations, we want our mastery percentages and the progress plus attainment of our HPA students in particular to be higher.

The reality however meant that Covid-19 and lockdowns continued to have some impact on student performance, our planned strategies and spending choices. School closures therefore meant that year 11 did not fulfil a full academic year. In addition, numerous teaching, target and wider strategy plans were not fulfilled to the planned effect. Restrictions hampered student's wider cultural capital passport opportunities, chances to merge year groups for mentoring and complete engagement in extra-curricular clubs/interventions, particularly from those students who are out of area.

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
N/A	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A