

Pupil premium strategy statement – Holcombe Grammar School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Holcombe Grammar School
Number of pupils in school	1064 (including sixth form)
Proportion (%) of pupil premium eligible pupils	9% of Years 7-13 (101 out of 1064 pupils) 13% of Years 7-11 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	7-11
Date this statement was published	December 2025
Date on which it will be reviewed	End of Term 3, 5 & 6
Statement authorised by	Lee Preston
Pupil premium lead	Alison Tanti Sharon Lyons & Emma Morris
Governor / Trustee lead	Ben Taylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,500
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	£107,500

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 their 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. We continue to prioritise Teaching To The Top and Metacognition consistently whilst learning is thorough and journeys are sequenced and available for all, to ensure students know exactly where they are on their high-performance flight path. We guarantee disadvantaged and vulnerable 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. These strategies are reduced as students become more confident in their 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. We use student voice to gain a better understanding of students needs, this is completed several times a year so that we adapt our focus to support and develop our young people. Analysing our ARBOR data, ranging from attendance levels, behaviour patterns, mental health and wellbeing in conjunction with other factors such as the quality of student reflections plus organisation 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. We encourage staff to be curious to a change in students behaviour so that they try and get to the root of the issue early doors, to prevent barriers to learning. 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 and vulnerable 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 opportunities. Students will also gain a deep understanding of what skills are

needed beyond education, through our thorough Personal Development schedule coupled with our careers and aspirations focus too.

At Holcombe, we intervene early, monitor frequently and react appropriately yet promptly so that the correct academic and personal support can be provided to all 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 – a large portion of disadvantaged and vulnerable students are not attaining at Mastery level or grade 7 – 9 standard.
2	Attendance – due to a variation of reasons, some pupil premium students have low attendance rates.
3	Attitude to Learning – Some Pupil Premium and disadvantaged students demonstrate poor organisation and time management. This therefore impacts preparation prior to the school day and the volume of homework completion and/or homework quality.
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. To support this, our data correlates with this foundation data. Some students in the Lower School have a little understanding of their next steps as they progress throughout each key stage. Additionally, some students have a basic understanding of what potential career choices could be attained post-education and how to get there whilst others have a growing understanding.
5	Socio-economic deprivation – data revealed struggles for families to access basic school requirements, such as in terms of uniform, equipment and technology. Additionally, with the cost of living crisis, students and families disclosed their difficulties to attend extra-curricular activities, targeted academic support sessions and trips.

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, 3, 4.	
To improve mastery grades and top attaining GCSE grades, particularly for our disadvantaged and vulnerable students.	<ul style="list-style-type: none"> Students can articulate their aspirations, outlining next steps. Setting realistic target grades but checking that target grades are no lower than their peers. Vulnerable and disadvantaged peers performing in line with their peers. Improved mastery and GCSE grades in comparison to previous academic years.
Challenge :- 1, 2, 3, 4, 5.	
Our disadvantaged and vulnerable students are attending regularly, attaining a percentage of 96% or more.	<ul style="list-style-type: none"> Attendance statistics showing that our disadvantaged and vulnerable students are regularly attending, attaining at 96% or more. Punctuality rates are high and are in line with advantaged peers in the school. A large portion of students are attending before and after school support sessions and extra-curricular sessions.
Challenge :- 1, 2, 3, 4	
Students are able to articulate their 'learning journey', outlining their choices when moving into their next key stage, or potential career choice(s) post education and can outline what choices are necessary in each key stage to subsequently progress towards their desired aspiration.	<ul style="list-style-type: none"> Disadvantaged and vulnerable students are able to articulate the routes they can take in the future and how to get there. They have access in and out of school to their learning journey Attendance data improved. Punctuality rates improved. Student voice outlining the effectiveness of their Unifrog work and/or their career interview work. A student survey indicated that our young people are being more aspirational in their choice of future career. HoY's to follow

	up with cohorts to encourage further discussion.
Challenge: 1, 2, 3, 4	
All parents remain engaged in their child's school journey, as witnessed on ARBOR but to support all students in ensuring they have a pool of adults to engage with, inside and outside of school to subsequently support improved homework completion rates, homework quality, complete engagement in all lessons through correct and timely subject specialist equipment requirements plus extra-curricular engagement.	<ul style="list-style-type: none"> Quantitative data demonstrating parents' engagement in ARBOR updates. <ul style="list-style-type: none"> Summative reports are sent and accessed by parents. Student voice outlining their satisfaction with the adult engagement inside and outside of class. A lowering in the negative ARBOR point accumulation in homework submission, homework quality, subject specialist equipment and/or extra-curricular engagement.
Challenge: 1, 2, 3, 4, 5	
An improvement in the data obtained outlining fewer negative points for a lack of subject specialist equipment, homework completion rates and quality, uniform concerns plus greater targeted academic support session and extra-curricular engagement.	<ul style="list-style-type: none"> Data evidence showing no difference in equipment, uniform, and connectivity concerns between disadvantaged / vulnerable students and advantaged students. Data evidence showing no difference between disadvantaged / vulnerable students and advantaged students in attending interventions, targeted academic support sessions, extra-curricular clubs and trips.

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: £38,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
In order to deliver high quality teaching and learning, we provide an extensive and differentiated CPD programme for all staff, including teaching.	Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5.

1) Teaching To The Top & Mastery Learning to ensure stretch and challenge is offered at all times to all students	CPD Focus 1 Mastery Learning EEF: Mastery learning EEF	1,2,3,4,5.
2) Metacognition and self-regulation – Being a Thinking School, we teach students explicitly how to plan, monitor and evaluate specific aspects of their learning, in order to help progress towards autonomous Mastery, Endeavour and Thinking. Use of revision strategies and tasks relating to this to give students model examples of effective revision	CPD Focus 2 – Metacognition Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5.
3) Pupil Premium (Achievement Support Group) at Holcombe Grammar School – our staff know exactly how to use our bespoke support tracker (which is accessible to all staff). Staff will know how or when to support our vulnerable plus disadvantaged students, in an effective and timely fashion inside and outside of the classroom	CPD Focus 3 – how to support our Achievement Support Group (PP) students inside and outside of the classroom. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5.
4) How to use essential software learning packages which are used to support all students. To ensure students receive good quality of flipped or consolidation learning remotely and that staff know how to use these effectively.	CPD Focus 4 – Digital Technology EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5.
5) Literacy focus 1 - tiers of language	CPD Focus 5 – Tiers of Language EEF KS3 KS4 LITERACY GUIDANCE.pdf (educationendowmentfoundation.org.uk)	1,2,3,4,5.

<p>6) Literacy focus 2- oral language.</p> <p>Our training supports adults in their department areas to ensure they model and develop students' oral language, specifically how to understand Tier 2 and 3 language, their meaning, pronunciation and context within a topic area.</p>	<p>CPD Focus 6: Focus on teachers modelling Tier 2 and 3 words specifically in the classroom</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5.
<p>7) Literacy focus 3 – reciprocal reading.</p>	<p>CPD Focus 7: Reciprocal Reading</p> <p>Reciprocal Reading EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5.
<p>8) Parental Engagement – through the use of ARBOR development, we are able to identify clearly how we can support a student pastorally and/or academically. This data encourages a very bespoke conversation with Parents/Adults of the child.</p>	<p>CPD Focus 8: Parental Engagement</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4,5.
<p>Careers and Aspirations – Inclusively, all students Using our Student Notices PowerPoint, students engage in the Career of the Week and discuss this role, how to get into this role and more. Career Competitions set up to support engagement</p> <p>Also, all students engage in Unifrog to allow students to identify career routes of interest and a clear identified route to allow students to recognise how to access each route.</p>	<p>Aspiration interventions EEF</p> <p><u>Targeting area 2 and 3.</u></p>	1,2,3,4,5

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

Budgeted cost: £42,823

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition – Support Sessions. For those identified by staff as attaining under mastery level, receive targeted academic session. These are ran at the convenience to the student to increase engagement.	Small group tuition EEF (educationendowmentfoundation.org.uk) – Students whose attainment and/or progress data appears satisfactory are targeted to attend free support sessions. To progress and extend, we also provide a free extensive extra-curricular programme.	1, 2, 3, 4, 5
Careers and Aspirations 1. Using our Student Notices PowerPoint, students engage in the Career of the Week and discuss this role, how to get into this role and more. 2. All students engage in Unifrog to allow students to identify career routes of interest and a clear identified route to allow students to recognise how to access each route. 3. For some students further support is provided by a career adviser in either a 1-to-1 or small group meeting to outline future choices.	Aspiration interventions EEF <u>Targeting area 2 and 3.</u> Using this approach, our services provide guidance on the knowledge, skills and characteristics to progress towards future goals that are realistic as students progress throughout the key stages. Our intentions is to therefore enhance student motivation and self-efficacy.	1, 2, 4
For those in need, 1-to-1 wellbeing with our Student Services team to support those students who require additional social and emotional learning development.	Mentoring EEF (educationendowmentfoundation.org.uk) Interventions which target social and emotional learning (SEL) seek to improve students' interaction with others and self-management of emotions, rather than focusing directly on the	1, 2, 3, 4

	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.	
Peer and staff tutoring – for those disadvantaged, vulnerable and/or advantaged students who demonstrate concerning organisation and time management, elder role model students in the school, supported by members of staff will work with students on a weekly basis to support students in these aspects. This is to reduce the amount of negative points disadvantaged students attain for organisation and time management.	Peer tutoring EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

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

Budgeted cost: £44,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
To closely monitor and support students with their attendance using a dedicated member of staff focused on attendance.	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>PP and SEN students all have lower attendance than the national average and persistent absence is much higher than in other groups.</p> <p>We buy in the Attendance Advisory Service to schools and academies (AASSA). This allows us to:</p> <ul style="list-style-type: none"> • monitor and track attendance, with a key priority to follow up with disadvantaged and vulnerable students. 	1, 2, 3, 4, 5.

	<ul style="list-style-type: none"> • 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>Drop Everything and Read in tutor time with a Reciprocal Reading focus in lessons. This is to reinforce the work we are doing to expose students to a greater amount of tier 2 and 3 words.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>A reciprocal reading focus, coincided with D.E.A.R or in-class texts, allows students to work with each other and the teacher to decode words, understand the language used and/or understand particular vocabulary. This goes with our aim to expose students to as many tier 2 and 3 words as possible across subject areas.</p>	1, 2, 3, 4, 5
<p>Breakfast Club – all students are welcome on-site from 07:45am, with breakfast club starting at 08:00am.</p> <p>Students are able to engage in:</p> <ul style="list-style-type: none"> - Free Thinking resources and reading books. These 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. - 1-to-1 organisation and time management chats to ensure all students are ready and prepared for upcoming deadlines. <p>Every section is operated by a qualified member of staff.</p>	<p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>This is delivered by qualified teachers, who provide one-to-one support to help students with a specific component of their learning to enhance their attainment.</p>	1, 2, 3, 4, 5

ARBOR programme to increase Parental Engagement to encourage positive dialogue and frequent review and personal and academic growth. This therefore also allows us to identify those students who require organisation and time management support.	Parental engagement EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5

Total budgeted cost: £103,950

Outcomes for disadvantaged pupils - Part B: Review of the previous academic year

Learning and Teaching

Our extensive and differentiated teaching and learning CPD programme across the academic year, with a primary focus on WalkThru's and Thinking, has meant all teaching staff are committed to Teaching To The Top; scaffolding appropriately in order to support every student in our classrooms. Teaching staff have embedded a range of feedback types and technological approaches to subsequently grow thinking (metacognition) and therefore knowledge. This high-quality approach is appropriate for all students. With this, students' engagement in cultural capital opportunities and engagement in digital learning has allowed our students to become happy, confident and motivated learners.

All staff are trained on how to support our disadvantaged/vulnerable (Achievement Support Group) students, with all confidently using the Achievement Support Group tracker fluently, allowing us to work on the very specific hurdle(s) students face on a daily basis and helping students overcome these. All staff are therefore fully engaged and motivated to help support every disadvantaged and vulnerable student in our school and remain on-track to ensure the gap between disadvantaged and advantaged students is bridged. However, we must continue to focus on this as new hurdles/challenges arise.

Attainment and progress data, as a result of our high-quality teaching and learning for all, has meant that our disadvantaged and vulnerable students are performing in-line or are outperforming their advantaged class members. This has been consistent throughout the academic year across the key stages and has improved from the previous academic year. Our year 11 PP cohort recorded a A8 figure of 59.97 whilst our cohort as a whole had a A8 of 62.32, outperforming the national average for Pupil Premium.

Our year 10 students attained in line consistently across the academic year, which mirrors non-PP students at the end of the academic year whilst there our Year 7 and 9 PP students outperformed the non PP students in progress towards their targets and there was no difference between PP and Non-PP. We also regularly have students in the top 30 per drop for best attainment or progress

To add, our staff turnover continues to be very low, bettering the national retention rates for teaching and teaching staff members remain specialists of their subjects only. This has meant all pupils are receiving high quality teaching and learning daily from subject specialists. Although, as a grammar school with high aspirations and expectations for all, we will continue to prioritise high academic and pastoral success to encourage Mastery, Endeavour and Thinking for all. Continued and progress CPD will support our growth with this.

Targeted academic support

Staff have remained committed to an extensive extra-curricular offer throughout the academic year, with half of these being targeted academic support sessions. To add, such sessions have been of convenience to the students, to accommodate the range of circumstances our disadvantaged and vulnerable students face. Staff were consistently supporting students before, during and after-school. Through the variety of data we obtain, we were able to outline very quickly which students required support whilst our feedback approaches, as learnt in our WalkThru practice, which has allowed us to become very specific in how we can better all of our students.

Across the academic year, our data showed that our disadvantaged and vulnerable cohort attended more targeted academic support sessions than our advantaged students, subsequently demonstrating our disadvantaged and vulnerable students were provided with the necessary bespoke support needed in order to progress and were of focus by all teaching staff. Likewise, our bespoke tracker meant where needed, students were provided with the necessary 1-to-1 support or small group intervention to allow them to be successful in the classroom. Our PASS wellbeing results, being the best in the school for any cohort supports this. To add, our disadvantaged plus vulnerable students' Attitude To Learning grades were in-line or exceeded advantaged students' data when assessing year groups. With year 7 averaging an ATL grade of 1.74 (non-PP 1.70), year 8 averaging 1.83 (non-PP 1.77), year 9 averaging 1.81 (non-PP 1.71) and year 10 averaging 1.87 (non-PP 1.86).

To add, our Key Stage 4 students reported very high satisfaction rates with regards to the impact that our careers and aspirations work has provided. Frequently students engaged in Unifrog work and interventions with our careers and aspirations lead, who provided very specific focuses on how students can progress throughout the key stages. Positively, 71% of students who engaged in a career interview and Unifrog 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.

We feel the above factors were significant in bridging the attainment and progress gap between advantaged plus vulnerable and disadvantaged students, again with disadvantaged and vulnerable students matching or out performing advantaged students. So far this

academic year, Pupil Premium (PP) students have narrowly exceeded the attendance rates of our advantaged students (non-PP: 95.6%, PP & vulnerable: 95.8%). This is also significantly higher than the current national average of 93%.

In addition, repeated absence among PP students remains low at 8.9%, which is comfortably below the Department for Education's target of less than 10%.

Wider strategies

With the use of the Pupil Premium funding and our broad yet extensive data collection, we were able to provide very bespoke support (wider strategies) to disadvantaged and vulnerable students. To raise awareness of these, all hurdles and steps to overcome were made explicit to a filtered and live tracking document. This allowed all staff to be able to easily identify just what our disadvantaged and vulnerable students are overcoming every day and just how we can best support our students.

The use of the pupil premium funding allowed us to provide equipment and uniform when necessary, access to a range of cultural capital experiences, online learning platforms and stationary. This allowed students to be able to engage in every lesson and extra-curricular activities. Data demonstrates a gradual improvement in disadvantaged and vulnerable students' and staff's worries about subject specific equipment and engagement in lesson. Likewise disadvantaged plus vulnerable students attended more extra-curricular activities and support sessions than advantaged students plus in previous years. Many key stage 4 students engage in our Duke of Edinburgh programme also whilst many disadvantaged students attend our breakfast club programme, which provides bespoke support on revision strategies, homework completion, printing plus resources and wellbeing chats. Our data confirmed that 100% of our Pupil Premium cohort continue to have access to an appropriate reading book for D.E.A.R and this was consistent across the year, 100% of the cohort had access to online learning to further their education beyond the classroom, 100% had access to Unifrog and 100% had access to subject specific equipment such as a full PE kit. Our lowest negative attaining student in the Pupil Premium cohort last year attained at -3 in one term for organisation and time management.

Our introduction of ARBOR has allowed us to engage with all parents/guardians, with all disadvantaged and vulnerable pupils plus parents, receiving daily access and updates to pastoral and academic engagement. We are frequently engaging with all of our parents and should additional conversations be required, we do so swiftly. Again, we feel this is a leading contributor to leading PASS results in our disadvantaged and vulnerable group.

To add, the work our attendance officer has completed, with specific families of need, has meant across the years our disadvantaged and vulnerable cohort has recorded attendance and punctuality rates in line with the rest of the school.

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	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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.