

Holcombe Grammar School - Pupil Premium 2018-19 Impact Statement

Pupil Premium Funding: £83,637.08



As outlined in our Pupil Premium Policy, at Holcombe we use the grant relating to disadvantaged student to support structures and processes which remove barriers for learning and progress. Many of our students faced circumstances that created barriers to them progressing in line with their non-disadvantaged peers. These barriers were financial – a lack of the resources needed for their studies or to pay for visits, or social, emotional or educational – challenges or stresses and that make it more difficult for them to access the learning opportunities provided. As such, Pupil Premium funding was used as planned to support projects and opportunities, enabling access for all, eliminating the barriers created by financial difficulties. Funding was used to enable the employment of staff and establish projects and services that will help students tackle social, emotional and educational barriers to learning.

In addressing these barriers we have had 4 key priorities that have proved very successful previously and were continued in 2018/19:

- i. Encouraging and Facilitating Aspiration.
- ii. Facilitating Progress and Academic Success for All
- iii. Addressing Student's Special Educational Needs.
- iv. Enabling Experiences beyond the Curriculum.

Attainment and Progress of Disadvantaged Students

As reflected in a number of key indicators the academic year 2018/19 witnessed continued progress in the performance of disadvantaged students.

Impact: Ever 6 pupils achieved an overall P8 of +0.49 which was an increase on their Term 5 prediction and was over the P8 of All at +0.18 by +0.31 which is a huge achievement for the 19 pupils concerned.

Impact: Most Able PP achieved a P8 score of +0.32 whilst most able Ever 6 pupils achieved a P8 score of +0.56. This was a key focus for HGS in 2018/19 and will continue to be a priority for the school in 2019/20.

In English, disadvantaged students performed as follows: Ever 6 +0.44, PP +0.43 against all at +0.15

In Maths, disadvantaged students performed as follows: Ever 6 +0.59, PP +0.22 against all at +0.29

The Ebacc bucket showed students performed as follows: Ever 6 +0.47, PP +0.05 against all at +0.14

The above data clearly shows the positive impact of the below initiatives, resulting in PP students achieving over and above their non-disadvantaged peers, with all students in the school achieving positive progress.

Teaching Staff Salaries - £65,000				
Area of Spend	Percentage	Priorities addressed	Impact of Spend	Outcome to be assessed Sept. 2019
Head of School – Curriculum & Outcomes with Responsibility for Pupil Premium outcomes	10 percent	All	Responsible for successful outcomes across the school, and ensuring there is an appropriate curriculum, monitoring progress of PP, working with middle leadership on strategies to support PP students' progress.	PP and Ever 6 student progress has been good. At Year 11, PP and Ever 6 Pupils have outperformed their peers. Impact: Ever 6 pupils achieved an overall P8 of +0.49 which was an increase on their Term 5 prediction and was over the P8 of All at +0.18 by +0.31 which is a huge achievement for the 19 pupils concerned.
Head of School – Staffing & Operations with Responsibility for Pupil Premium funding allocation	10 percent	All	Responsible for ensuring all those pupils entitled to funding are aware and utilise the funding available to support them removing barriers to their learning, progress and final outcomes. To monitor and track spending to ensure all funds are allocated to PP students with review of impact of spending.	Impact: Most Able PP achieved a P8 score of +1.23 whilst most able Ever 6 pupils achieved a P8 score of +0.56. This was a key focus for HGS in 2018/19 and will continue to be a priority for the school in 2019/20.
Head of School – Behaviour & Ethos	10 percent	ii	To ensure that all safeguarding concerns relating to disadvantaged students are addressed in an expedient and effective manner. To foster positive behaviour for learning and maximise the impact of school time for disadvantaged students.	All safeguarding concerns have been dealt with swiftly and in line with school policy and the necessary action/support put in place, to prevent any barrier to student attendance and performance.
Deputy Head of School – Behaviour & Ethos	10 percent	iii	To ensure student services and Deputy Senco identify barriers to learning and provide suitable support and expertise to allow students to access the curriculum fully. To ensure there is a culture of good behaviour for learning within the classroom to further facilitate a calm and purposeful learning environment where all PP students can flourish.	DHOS introduced a new provision 'The Bridge' to further support student behaviour, reflection and resolution. The new Deputy Senco has reviewed the entire SEN register and reviewed and improved the SEN/support provision for students.
Deputy Head of School with Responsibility for Attainment.	10 percent	i, ii	To foster high levels of attainment by disadvantaged students across the school and particularly during Key Stage 4. Identify and meet specific needs for disadvantage students in relation to post-16 pathways, providing a strong foundation for continued progress.	With PP/Ever6 pupils outperforming their peers, there has been no disadvantage for students in their choice of post 16 pathways. Some encouraging long term improvements measured in Year 7-10. Gaps in progress in Year 11 have been overturned. Consistency of approach across HGS Spending directly linked to priorities
Head of Year (Year 11)	10 percent	All	To foster progress of disadvantaged students within their Year group. Identifying and meeting needs and opportunities beyond the curriculum. Provide support in the identification special educational needs of disadvantaged students.	Progress of students individually tracked and supported by specialist team leading to improved communication and progress. Co-ordinated intervention

				strategies and attendance of any additional support sessions for students identified, including mentoring, P6, addition support for pp students within subject areas.
Head of Year (Year 10)	10 percent	All	To foster progress of disadvantaged students within their Year group. Identifying and meeting needs and opportunities beyond the curriculum. Provide support in the identification of special educational needs of disadvantaged students. Lead on the development of PP literacy skills.	Progress of students individually tracked and supported by specialist team leading to improved communication and progress
Head of Year (Year 9)	10 percent	All	To foster progress of disadvantaged students within their Year group. Identifying and meeting needs and opportunities beyond the curriculum. Provide support in the identification of special educational needs of disadvantaged students.	Progress of students individually tracked and supported by specialist team leading to improved communication and progress
Leads of Lower School (Years 7 & 8)	10 percent	All	To foster progress of disadvantaged lower school students Year group. Identifying and meeting needs and opportunities beyond the curriculum. Provide support in the identification of special educational needs of disadvantaged students.	In Year 7, the majority of departments in the last year have secured the performance of Ever 6 students with the majority achieving on or above expectations. In Year 8, there remain a number of departments where there remain a negative gap between the performance of PP/Ever 6 pupils against their peers and this remains a focus area for 2019-20
Initiatives & Programmes - £18,250				
Area of Spend	Spend	Priorities addressed	Impact of Spend	Outcome to be assessed Sept. 2018
Curriculum Materials	£12,000	i, ii	To provide PP students with access to curriculum and revision resources to provide a foundation for academic attainment.	HGS has been able to provide curriculum and revision materials to all PP students as required and continues to provide text books/reference library so that students have full access to materials needed to progress
Counselling	2,000	i, ii, iii	To provide disadvantaged students with support targeted at addressing social, emotional and behavioural challenges which may be impacted upon their progress and capacity to gain fully from their time at Holcombe.	As designated by Students Services/SENCO to support students get back to school or stay in school. Counselling/student service provision has provided targeted support for pp students tackling any issues raised, involving external support as necessary to address and ensure it doesn't impact of their long-term wellbeing or result in absence from school
Offsite Subscriptions	£500	iv	To provide disadvantaged students with support in accessing resources designed to foster cultural activities beyond the curriculum.	Provision of a range of on line resources including Unifrog and Show my homework as examples have ensured PP students can access a full range of

				aspirational, practical and supportive resources to extend their learning further
Trips	£2,500	iv.	To enable disadvantaged students to attend trip/enrichment activities to motivate and extend knowledge for the subject/related field of study.	This fund was increased against plan to provide sufficient funds to allow PP students to access trips/travel as required.
Uniforms Expenditure	£750	i, ii	To provide disadvantaged students with uniform and kit enabling them to feel full and valued members of the school community, ensuring standards and expectations are met by all.	Uniform for all remains good. Any non-uniform issues are reported and promptly corrected with support as needed. This fund was utilised by a range of PP students as requested by Students Services Team to enable students to attend school and sporting activities.
Additional examination entry/remark for PP pupils*	£500*			This fund wasn't planned but has allowed PP students to request additional entries/remarks as required.