Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Holcombe Grammar School
Number of pupils in school	1066 including 333 in 6th form
Proportion (%) of pupil premium eligible pupils	16.9% of Years 7-11 (124 out of 733 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	7-11
Date this statement was published	10.12.21
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	£ 91680
Recovery premium funding allocation this academic year	£ 13920
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	£105 600

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. We intend to provide appropriate provision, specific for our vulnerable or disadvantaged groups needs. This is achieved by identifying academic and/or personal hurdles to learning and providing tailored steps to help overcome these. 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.

We break down the specific elements of students' education that they require access to, rather than the overall performance. Our biggest tool in identifying students' hurdles is the variation in data which we gather for students thought-out their schooling, staff use this to monitor academic progress through their learning journey at all key stages. We us the data on their attendance levels, any behaviour patterns, as well as their mental health and wellbeing in conjunction with this data to get an overall picture of a student's needs. As well as their ability to access resources and technology in orders to help them to succeed.

We intend to consider the impact that Covid 19 has had on our students on their mental health and wellbeing, which if not considered and supported could have a detrimental effect on outcomes and health. We intend to support the personal challenges and/ or hurdles faced by our vulnerable students, and will focus on our SEN, LAC students and those who have a social worker or are deemed as young carers. We must not forget those who are at risk of becoming vulnerable due to circumstances beyond their control, and ensure that we are providing all students with tools to equip and support their progress. Likewise we also are developing an understanding of any non-academic hurdles that students are facing which could negatively be impacting on their education and their ability to access teaching.

Our teachers will continue to consistently deliver high-quality teaching and delivering a well developed and sequential learning journey where expectations of the student's work is high. We will focus on areas where disadvantaged students require the most support evidenced by our internal data and student voice. This is proven to have the greatest impact in reducing their hurdles; as a result should

close the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. It is our intention that non-disadvantaged student 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, scaffolding work may be used in order to support and enhance learning as well as targeted academic and personal support.

At Holcombe, we intervene early in their secondary education, monitor frequently so that support given look at the whole students both academically and personally. As a result this will empower students to take advantage of the support on offer, to increase outcomes and narrow the attainment gap.

Challenge

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

Challenge number	Detail of challenge
1	Academic literacy and cognitive/metacognition skills across all subject areas, impact of COVID19 created issues with writing for length of time as there were long periods of virtual education where disadvantaged students may not have regular access to computers/tablets or a quiet work space to access or engage with meaningful learning.
2	Students need to take ownership of their learning journey ensuring that they have the ability to access all resources and strategies available to them. Students using the BYBS and MET agenda to empower them as successful independent learners.
3	The impact of student's health and wellbeing post Covid 19 has impacted engagement in their personal and academic learning a range of different forms.
4	Parental engagement of those students who live outside the local area, and therefore student's ability to stay for school support/intervention and the impact this has on students learning.

5	Equality of opportunity ensuring that students given a range of different cultural opportunities, a number of webinars for students to access, career and work experience opportunities, to enhance engagement as well as raising aspirations / confidence and esteem of students. Students cultural capital – Medway has an extremely low IDACI – parental aspirations in area are low for their children – first generation grammar school, first generation University.
6	Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged student have been impacted by partial school closures to a greater extent than for other students. This has resulted in knowledge gaps resulting in students falling further behind age-related expectations, especially in Maths and English. GL assessments are now being used to see if the gap has widened and how we narrow it over time.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been varied our PP students are mainly inline with others in the cohort and to date our SEND students and vulnerable students are in line with the rest of the school.

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	
Literacy tools provided in a range of formats to ensure that students have the opportunity to practise and develop their literacy skills, literacy audit carried out and used to drive the support required.	• Closing the gap between PP and non PP. • Increased P8 score. • Increased student engagement in opportunities in literacy based events such as debating society, competitions. • Improved outcomes for PP students particularly the higher grades (7-9)

CPD to ensure staff are engaging students in writing tasks and whole school literacy activities.	• Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding it supported by homework completion rates across all classes and subjects.
Challenge :- 2, 4, 5	
Students are able to take part in extracurricular activities that both enable them to develop personal skills and fully access the curriculum	• Students are able to make the same progress as their non PP peers • Attendance statistics during school time. • Attendance statistics during extracurricular activities.
Support put in place for vulnerable students to talk and discuss issues as they arise, empowering them to take more ownership for their learning journey.	• Students more aware of the support on offer as well as being proactive in seeking advice, students' performance improved • Students voice shows that PP students feel support and are given good support and guidance across all years. • Disadvantaged students stay on for 6th Form and apply to go to Russel Group Universities
Challenge :-2, 3, 4, 5	
Creating a range of opportunities to ensure that those who are not engaging in support/ intervention strategies, given within the school to overcome barriers. Homework Club/ access to specific resources on TEAM so that access can happen / strategies shared with staff	• Improved attendance to intervention as a result academic performance monitored by data. • Attendance data at extracurricular activities. • Students engaging and taking advantage of resources online
Challenge :- 3, 7	
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2021/24 demonstrated by: • 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, 3, 4, 5, 6 and 7.	
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2021/24 demonstrated by: • 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%.

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: £ *4560.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving teacher and student understanding of metacognitive and cognitive approaches to teaching. Drive Team to promote this alongside whole school thinking, teaching and learning strategies, metacognition and self-regulation	Metacognition: Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk) Mastery learning: Maths Mastery Toolkit: A Practical Guide To Mastery Teaching At Primary [Free Resource] (thirdspacelearning.com)	1, 6
Curriculum review – introduction of 3 year KS3 – with creation of new curriculum plan and knowledge banks for use throughout KS3 and Learning Journey where students and staff can map progress.	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.	1, 6

Cultural Capital 7 things by the end of Year 7 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	2, 3, 4
PP strategy coordinator	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. Thinking resource for students made available in SS.	1, 2, 3, 4
Digital Learning In and Around the Classroom (HUE, Hybrid Learning, Software packages such as)	Trust wide approach Covid19 to ensure off site provision for all students and staff. This has been continued on return to school to enable the support of students who are off with Covid19 so that they can take part in lesson if they are well enough. Also used to share good practice.	1, 2, 3, 6
Whole **school** CPD sessions? Whole school Pupil Premium training.	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, 5, 6

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

Budgeted cost: £ 3*650.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Bespoke, small group and targeted support for students, mainly but not solely in exam groups and with particular focus placed on disadvantaged students.	Conversations with students, talking about their learning and how to overcome hurdles	1, 2, 6,
National tutoring programme used to fill any gaps with the above, particularly for students not in examination year groups identified as falling behind.	Using the GL assessment data to identify the students who require support. The EEF supports individualised instruction, mastery learning and small group tuition as high gain, low or moderate cost strategies and therefore recommends them. The government has heralded the National tutoring programme as a key solution to support disadvantaged students and particularly those impacted by the pandemic.	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	Without this support students would not benefit for the whole academic experience, while others do. Supporting students with uniform allows them to feel part of the community and not feel disadvantages. Trips which enhance their school experience is key to ensuring that they have the same opportunities as their peers. Having an opportunity to express themselves where words don't always come easy is an essential support to raising aspirations.	2, 5,
Student services support includes 1-1 pastoral support & 6th Form internal mental health ambassadors will meet with small cohorts of students from each year group to identify needs. Assemblies to highlight and destigmatise	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:	2, 3, 4, 6, 7

	• 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.	
Where permitted, Interventions – Sixth form to support lower years though mentoring. After school support sessions, Holiday support sessions	Targeted subject specific mentoring. Opportunities to express themselves in a supporting environment. Social and Emotional Training Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	2, 3, 4
Inclusion of a literacy lead whom incorporates Literacy tasks and whole staff projects into tutor tasks and teaching and learning practices.	Whole school literacy: EEF_KS3_KS4_LITERACY_GUIDANCE.pdf (educationendowmentfoundation.org.uk)	1, 2, 6

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

Budgeted cost: £ *2560.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To closely monitor and support students with their attendance using	PP and SEN students all have lower attendance than the national average and persistent absence is much higher than	1, 2, 3, 4, 5, 6, 7

a dedicated member of staff focused on attendance DSN. We also buy in the Attendance Advisory Service to schools and academies (AASSA) ● 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.	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.	
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.	2, 3
To reward students who achieve 100% attendance. D.E.A.R in tutor time Social and Emotional Training Counselling Digital Learning In and Around the Classroom (HUE, Software packages such as)	D.E.A.R CLS | Reading for pleasure puts children ahead in the classroom, study finds (ucl.ac.uk) Social and Emotional Training Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Digital learning: EEF_Digital_Technology_Summary_of_Recommendations.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3, 5

Educational Personal Empowerment : • 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/ >	2, 5, 6
Extra Curricular Engagement: School based curricular clubs Duke of Edinburgh HOT Club	Clubs advertised and supported by teaching and non teaching staff. Information sent home to parents and displays to support events around the school. Opportunities for students to work collaboratively and gain experiences outside of school. Opportunities for students to gain support and guidance.	5, 6,

Total budgeted cost: £ *91680.00*

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students dipped slightly against the previous year this was mainly due to 1 students who had well being issues and we tried several strategies to get him into school. This had a slight impact on 2019 0.49 P8 and 2020 0.88 P8.

Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not quite where they should be due to 1 student.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the de-gree that we intended.   However, to try and alleviate some of these issues where possibly we delivered materials to students in order that they could continue to work as the rest of the cohorts. We continue to deliver a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and staff delivering Hybrid Learning. Our practical subject however did take a knock. Government issued laptops were delivered to our disadvantage students to support them with their learning enabling them to access online lessons.

Although overall attendance in 2020/21 was lower than in the previous years however our students services team made contact with parents initially during the first lock down to ensure that students could access their learning. When we were allowed to open school may of our disadvantaged students were keen to come into their bubbles so that they had a good working space for them to develop and contact with their peers was also important to the wellbeing of the students. During the second lock down student services contacted parents to check on their well-being and mental health as this was a long time to be in this situation.

At times when all students were expected to attend school, absence among disadvantaged students was very much in line with their peers and persistent absence X% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that students behaviour, wellbeing and mental health were significantly impacted last year and the previous year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA