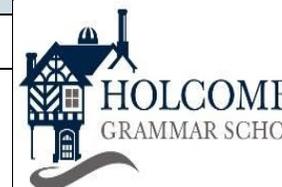


# Pupil premium strategy / self- evaluation at HGS (secondary) – including review of 2019/20 impact and spending plan for 2020-21



1. Summary information					
<b>School</b>	Holcombe Grammar School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	PP = £86,000 LAC = £4,600 Service = £1,800 <b>Total = 92,420</b>	<b>Date of most recent PP Review</b>	N/A
<b>Total number of pupils</b>	683	<b>Number of pupils eligible for PP</b>	FSM = 66 PP = 92 LAC = 3 Service = 6	<b>Date for next internal review of this strategy</b>	Sept 2020

2.		Current attainment/Progress		
Year 11 (2019/20 – cohort)		Pupils eligible for PP (HGS)	Pupils not eligible for PP (HGS)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>		<b>+0.94</b>	<b>+0.5</b>	<b>N/A</b>
<b>Attainment 8 score average</b>		<b>67.58</b>	<b>62.72</b>	<b>N/A</b>
<b>By Year Group</b>		<b>No of eligible PP students</b>	<b>As % of cohort</b>	<b>No of pupils not eligible for PP</b>
<b>Year 11</b>		<b>19</b>	<b>16.1</b>	<b>99</b>
<b>Year 10</b>		<b>15</b>	<b>13.0</b>	<b>100</b>
<b>Year 9</b>		<b>24</b>	<b>16.0</b>	<b>126</b>
<b>Year 8</b>		<b>20</b>	<b>13.3</b>	<b>130</b>
<b>Year 7</b>		<b>22</b>	<b>14.8</b>	<b>127</b>

### 3. Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

<b>A.</b>	Parental engagement of those students who live outside the local area, as well as students ability to stay for school support/intervention
<b>B.</b>	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
<b>C.</b>	Academic literacy across all subject areas

#### Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	Mental health issues arising from academic pressures, feelings of lost time, catch up and increase anxiety following long periods of time out of school
<b>E.</b>	Negative impact of COVID19, lockdown and long period of virtual education where disadvantaged students may not have regular access to computers/tablets to access or engage with meaningful learning.

### 4. Intended outcomes *(specific outcomes and how they will be measured)*

#### Success criteria

		Success criteria
<b>A.</b>	Opportunities given to ensure that those who are not engaging in support/ intervention strategies, given within the school to overcome barriers.	Improved attendance and academic performance monitored by data
<b>B.</b>	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
<b>C.</b>	Equality of opportunity ensuring that students given a range of different cultural opportunities, to enhance engagement as well as raising aspirations / esteem of students	Improved attendance / involvement in extra curricular opportunities when permitted 2020-21
<b>D.</b>	Support put in place for vulnerable students to talk and discuss issues are they arise.	Students more aware of the support on offer as well as being proactive in seekir advice, students' performance improved

5. Planned expenditure					
Academic year 20-21		£79,265 PP + LAC £4,690 + Service Children £1,860 = £85,815			
The three headings enable you to demonstrate how you are using the Pupil Premium (£79,265) to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Teaching Staff Salaries					
Principal (10% of salary)	<p>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.</p> <p>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.</p>	Evidence of commitment required and leadership from the top demonstrating to all staff importance of PP, commitment to removal of barriers for students and allocation of support and funds as required to achieve this.	Termly reporting to Trust/Governors on student progress	LPN	End January 2021 and End August 2021
Head of School – Staffing & Operations (10%)	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.	<p>Accurate report and ensuring all students entitled receive support is essential – evidence on SIMS and staff access to essential information about students as well as surveys to ensure we have information about what is needed to support students</p> <p>Quality first recruitment of the best possible staff on EEF has most significant impact on PP progress</p>	<p>Termly reporting to Trust/Governors on student progress</p> <p>Financial reporting check vs Census</p> <p>Regular data collection checks</p> <p>HR/Recruitment audits termly by Trust</p>	JVA	End January 2021 and End August 2021

			Trust QAs  Teaching and learning walks to see what is going on in the classroom as 'typical'		
Trust Lead for Teaching & Learning (5%)	<p>To drive quality first teaching and learning, ensuring all teachers have the necessary data and strategies for support pupil premium students and deliver stretch and challenge</p> <p>Thinking Schools approach – throughout lessons embedded for all</p>	<p>Quality first teaching on EEF research has most significant impact on PP students progress</p> <p>Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p> <p>EEF - These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>The potential impact of these approaches is high, and require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>Internal and Trust QA</p> <p>Learning Walks</p> <p>Trainee/Mentor &amp; Coaching reports</p>	LGE	End January 2021 and End August 2021
Deputy Head of School – Quality of Education/Curriculum & Achievement (15%)	<p>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.</p> <p>To foster high levels of attainment by disadvantaged</p> <p>Students across the school and particularly during Key Stage</p> <p>4. Identify and meet specific needs for disadvantage students in relation to post-16 pathways, providing a strong foundation for continued</p>	<p>Bespoke and personal knowledge of PP students is vital to identifying and removing barriers to learning and their success.</p> <p>Student passports shared with teaching and relevant support staff and inform planning and support learning and progress of students.</p>	<p>Learning passports with appropriate strategies available and used by all staff to inform their lesson preparation.</p> <p>SEN Trust reviews.</p>	ATI	End January 2021 and End August 2021

	progress.				
Head of Year (Year 11) (10%)	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.	Bespoke and personal knowledge of PP students is vital to identifying and removing barriers to learning and their success.	Termly reporting of PP student progress by HOY to SLT with review of strategies as necessary	TMG ATI ABS	Termly
Head of Year (Year 10 (10%))	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.	Bespoke and personal knowledge of PP students is vital to identifying and removing barriers to learning and their success.	Termly reporting of PP student progress by HOY to SLT with review of strategies as necessary	SHK	Termly
Head of Year (Year 9) (10%)	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.	Bespoke and personal knowledge of PP students is vital to identifying and removing barriers to learning and their success.	Termly reporting of PP student progress by HOY to SLT with review of strategies as necessary	DHS	Termly
Leads of Lower School (Years 7 & 8) (10%)	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.	Bespoke and personal knowledge of PP students is vital to identifying and removing barriers to learning and their success.	Termly reporting of PP student progress by HOY to SLT with review of strategies as necessary	RMN JLE	Termly

<p>Literacy Lead</p> <p>Drive Team to promote whole school thinking, teaching and learning strategies, metacognition and self-regulation</p>	<p>The dissemination of literacy and oracy strategies to HoY and FT's weekly, with a range of targeted activities for students to work through</p>	<p>Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. Based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language approaches include:</p> <ul style="list-style-type: none"> <li>targeted reading aloud &amp; book discussion with young children;</li> <li>explicitly extending pupils' spoken vocabulary;</li> <li>the use of structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.</li> </ul> <p>Oral language interventions aim to support learners' articulation of ideas and spoken expression. Has some similarity to approaches based on Metacognition which make talk about learning explicit in classrooms (such as Philosophy for Children), and to Collaborative learning approaches which promote pupils' talk and interaction in groups (such as Thinking Together). Overall, studies consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Overall, studies of oral language interventions consistently show positive impact on learning. All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Similarly, approaches that use technology are most effective when the technology is used as a medium to encourage collaborative work and interaction between pupils, rather than in a direct teaching or tutoring role. Most studies comment on the importance of training and teacher development or support with implementation.</p>	<p>Lead with time and support available</p> <p>Driven team leads to support initiatives across the school</p> <p>Dedicated HOS for teaching and learning leading both to ensure strategies are appropriate and consistent</p>	<p>JSL/L GE</p>	<p>End January 2021 and End August 2021</p>
<b>Budgeted cost</b>					£60,000

**ii. Targeted support**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Student support by Counsellor &amp; Train internal mental health ambassadors</p>	<p>Emotional stable to be able to access learning and build relationships within the school environment</p> <p>Behaviour issues in school towards peers and approach to own learning. Emotional developmental, lack of resilience to home and school environment. Lack of ability to make friendships, unable to deal with day to day occurrences and life experiences</p>	<ul style="list-style-type: none"> <li>• Interventions which target social and emotional learning (SEL) seek to improve pupils' 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:</li> <li>• universal programmes which generally take place in the classroom;</li> <li>• more specialised programmes which are targeted at students with particular social or emotional needs; and</li> <li>• school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</li> </ul> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. SEL approaches have been found to be effective in primary and secondary schools, and early years settings.</p>	<p>Engage an appropriate external counsellor qualified to deal with teenage issues</p>	<p>SGD</p>	<p>This is reviewed annually but students are individually reviewed after their week counselling sessions</p>

<p>Where permitted, Interventions - After school support Sessions, Holiday support sessions</p>	<p>Staff to provide a range of stimuli to engage and enthuse students. Staff to deliver targeted intervention to support PP students and other vulnerable students in the run up to prelims and external examinations, increase confidence more positive work ethic</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.</p> <p>Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>Summer schools/weekend catch up sessions are often designed as catch-up programmes. On average, evidence suggests that pupils who attend a summer school or similar programme make approximately two additional months' progress compared to similar pupils who do not. Greater impacts (as much as four additional months' progress) can be achieved when summer schools/programmes are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. In contrast, summer schools without a clear academic component are not usually associated with learning gains. Other variables, such as whether the teacher is one of the student's usual teachers, seem to make less difference on average.</p>	<p>Monitored by Lead for outcomes</p>	<p>ABS</p>	<p>Monitoring to review students engagement and range of resources used to support as well as feedback from students to measure impact their subjects. Rewards to motivate students</p>
<p>Students services support of vulnerable students/ Education Psychologist / Draw and Talk</p>	<p>Students become more resilient towards everyday school and home life and are able to access learning and engage in school routines. Behaviour, academic progress, peer relationships, communication from home or external agencies</p>	<p>Increasing parental engagement is the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis</li> </ul>	<p>Regular monitoring and reports. Communicating with the student and home.</p>	<p>SGD</p>	<p>Reviewed case case. Can be ongoing as is appropriate</p>

<p>Getting all disadvantaged students back into school from Sep 2020 and identifying gaps in students' knowledge</p>	<p>Base line testing and gap analysis on return to school to inform planning of teaching to plug gaps in knowledge over lockdown period.</p> <p>Relaunch of new parental engagement communication My Ed – PS Connect in September 2020</p>	<p>Parental engagement is consistently associated with pupils' success at school. Developing effective parental engagement to improve their children's attainment is challenging and Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</p> <p>Developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>	<p>Monitor response rates</p> <p>Daily attendance checks with calls home for any absences not authorised/reported</p> <p>Participation with my end/PS connect monitored</p>		
<p>Reading, comprehension and extended writing opportunities within lesson</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils are taught a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves</p>	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>On average, reading comprehension approaches deliver an additional six months' progress</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p> <p>There are some indications that computer-based tutoring approaches can be successful in improving reading comprehension (although the evidence is less robust in this area), particularly when they focus on the development of strategies and self-questioning skills.</p> <p>Comparative findings indicate that, on average, reading comprehension approaches appear to be more effective than Phonics or Oral language approaches for upper primary and secondary pupils, for both short-term and long-term impact.</p>	<p>Review at key check points as published</p>	<p>LGE</p>	<p>End January 2021 at End August 2021</p>
<b>Budgeted cost</b>					<p>£10,000</p>

**iii. Other approaches**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Physical and virtual library resources to be made available	To allow all to be able to access books and to provide a safe haven for students to engage in activities, work and research to facilitate their development New resources and books available. Guest authors attending school to meet students HoY devised QA activities	To support oracy and reading strategies as above	Students voice feedback  Participation of students in library activities and associated clubs/events  Borrowing/lending statistics	JCL/S TL	End January 2021 and End August 2021
Curriculum review – introduction of 3 year KS3 – with creation of new curriculum plan and knowledge banks/organisers for use throughout KS3	A 3 year KS3 allows for Mastery learning and embedding of key skills and knowledge Traditional teaching keeps time spent on a topic constant and allows pupils’ ‘mastery’ of curriculum content to vary. Mastery learning keeps learning outcomes constant but varies the time needed for pupils 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.	There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months’ progress. Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.	Termly checks  LM review of curriculum plans	ATI	Termly
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	Schedules/year group published by EOT1	ATI	Annually

Educational Trips – when permitted	To enable disadvantaged students to attend trips/enrichment opportunities	Proven benefits between cultural and art opportunities and positive impact on student education		LPN	Annually
Equipment provision including tablet/laptops if required and offsite subscriptions to key packages to support students	Accessing curriculum and keeping pace with peer group progress otherwise they are unable to access online learning. Providing extra revision/support materials to enable students to Materials to allow students the same opportunities eg Art/ DT To give students ability to access resources designed to support studies and promote health and wellbeing	Relationships with families which enable them to communicate with team members openly and honestly about their situations. Students ability to ask for help	Register of equipment provided kept by Head of Students Services	SGD	Ongoing review and assessment
Mentoring – Pastoral – provision of form time and 100 mins/fortnight of quality pastoral provision/protected time	Improved emotional wellbeing and resilience as students emotionally unable to access learning and can become academically disadvantaged.  IAG guidance in every year group to build student aspiration and knowledge to facilitate their next steps/suitable pathways of choice	Learners able to express concerns and worries which enables them to cope with day to day school life and it's demands. Staff building a rapport with students based on trust and non judgement	New programme devised by DHOS and published Term 1	LBW/H OY	Reviewed on a regular basis. Mentoring will continue as long as needed
Uniform ( school and PE Kit) / Travel costs	Can attend school and lessons, which will ensure their attendance is good. Do not feel disadvantaged compared to peers Unable to afford uniform especially mid-year. Unable to attend due to high transport costs. Distance can be an issue for some.	Developing relationships with students and families. Observant to the emotional and physical needs of the student	Tracker of need/spending monitored by Student Services Lead	SGD/ DSN	Ongoing, case by case Students feel a valued member of the school community ensuring standards and all meet expectations.
				<b>Budget cost</b>	£9,265
				<b>Total budgeted cost</b>	<b>£79,265</b>

## 6. Review of expenditure for 2019-20

<b>Previous Academic Year</b>	<p>Pupil Premium Funding: £86,020</p> <p>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 face circumstances that create barriers to them progressing in line with their non-disadvantaged peers. These barriers may be financial a lack of the resources needed for their studies or to pay for visits, or they may be 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 will be used to support projects and opportunities, enabling access for all, by eliminating the barriers created by financial difficulties. Funding will be used to enable the employment of staff and establish projects and services that will help students tackle social, emotional and educational barriers to learning.</p> <p>In addressing these barriers we have four priorities that have proved very successful in 2017-19 and HGS continued 2019-20:</p> <ul style="list-style-type: none"> <li>i. Encouraging and Facilitating Aspiration.</li> <li>ii. Facilitating Progress and Academic Success for All</li> <li>iii. Addressing Student’s Special Educational Needs.</li> <li>iv. Enabling Experiences beyond the Curriculum.</li> </ul>
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1. Quality of Education for All					
Action/Area of Spend	Percentage	Priorities addressed	Estimated Impact of Spend: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Outcome assessed Sept. 2020 and Lessons Learned	Cost
<b>Teaching Staff Salaries</b>					£65000
Interim Head of School – Students (15	15 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. 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.	<p><b>PP Progress 8 score is better than non-pp students and is best ever achieved. Last year’s results were Ever 6/PP +0.49 compared to +0.88 this year, consistently improving results for our disadvantaged students and closing the gap in the last 4 years. Most able students (80%) had the best ever Progress 8 results at +0.50. Impact: Most Able PP achieved a P8 score of +0.83. This was a key focus for HGS in 2018/19/20</b></p> <p><b>All 10 previous PP students in Year 13 attained their choice of University.</b></p>	
Head of School – Staffing & Operations	15 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.		
Trust Lead for Teaching & Learning	5 percent	i, ii	To drive quality first teaching and learning, ensuring all teachers have the necessary data and strategies for support pupil premium students and deliver stretch and challenge		

Deputy Head of School – Quality of Education/Curriculum & Achievement	15 percent	I, ii, 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. 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.	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. Provision 'The Bridge' further supports student behaviour, reflection and resolution. 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.	
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.	Progress of students individually tracked and supported by specialist team leading to improved communication and progress	
<b>2. Targeted Support</b>					<b>£17,500</b>
<b>Area of Spend</b>	<b>Spend</b>	<b>Priorities addressed</b>	<b>Impact of Spend</b>	<b>Outcomes assessed Sept. 2020</b>	
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. There have been huge strides in supplementing learning at school with home learning via virtual/digital platforms in place since March 2020.	

Counselling	£2,520	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  Increased use of Teams and a range of learning platforms have supported wider student learning.	
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 not fully spent due to COVID lock down.	
<b>Targeted Support</b>					<b>£3,500</b>
Uniforms Expenditure	£2,500	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.	
Remarks/additional entries	£1,000		To provide additional opportunities for PP students to succeed and ensure they don't miss out on opportunity for remark queries within 1-2 marks of next boundary grading.	Not fully spent due to calculated grades – appeals/re-entry for 2020 still being finalised.	

## 7. Additional detail

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