

## Holcombe Grammar School - Pupil Premium Impact Statement 2017/18



Pupil Premium Funding: £79,097.07 (Grant of £74,800 plus additional funds of £4297.07)

As outlined in our Pupil Premium Policy, at Holcombe we used the grant relating to disadvantaged student to support structures and processes which removed 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 for some including a lack of the resources needed for their studies or to pay for visits, or they were social, emotional or educational – challenges or stresses and that made it more difficult for them to access the learning opportunities provided.

As such, Pupil Premium funding was used to support projects and opportunities, enabling access for all, by eliminating the barriers created by financial difficulties. Funding was used to enable the employment of staff and establish projects and services that helped students tackle social, emotional and educational barriers to learning.

In addressing these barriers we identified four priorities for 2017/18:

- 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 2017-18 witnessed notable progress in the performance of disadvantaged students. Current data shows an overall Progress 8 figure for Pupil Premium students of +0.45, compared to +0.18 for their non-PP peers, resulting in a positive gap of +0.27.

In English, disadvantaged students outperformed the non-pp cohort with a progress score +0.19 against +0.06, again resulting in a positive gap of +0.13.

In Maths, disadvantaged students outperformed non-pp colleagues with a progress score of +1.01 against +0.37, resulting in a positive gap of +0.64.

The Ebacc bucket showed similar over-performance of PP students achieving and positive P8 score of +0.81, against non-PP students who achieved +0.44, resulting in a positive gave of +0.38.

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.

<b>Teaching Staff Salaries - £58,061</b>				
<b>Area of Spend</b>	<b>Percentage</b>	<b>Priorities addressed</b>	<b>Impact of Spend</b>	<b>Impact assessed in Sept 2018</b>
Assistant Principal (SENCo) with Responsibility for Pupil Premium	30 percent	All	Responsible for PP across the Academy, leading training on supporting PP students, monitoring progress of PP, working with middle leadership on strategies to support PP students' progress. To ensure that the needs of disadvantaged SEN students are identified and met.	Extensive support in place and shared strategies across all staff for these pupils External support in place as required to encourage progress
Assistant Principal with Responsibility for Pastoral Matters. Designated Safeguarding Officer	15 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.	Extensive support in place for these students leading to improved progress and outcomes
Assistant Principal 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.	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 of 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, additional 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
Associate Leader for 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>Initiatives &amp; Programmes - £21036</b>				
<b>Area of Spend</b>	<b>Spend</b>	<b>Priorities addressed</b>	<b>Impact of Spend</b>	<b>Outcome to be assessed Sept. 2018</b>
Curriculum Materials	£12,753	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	£4598	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.	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	£1185	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	£1,000	iv.	To enable disadvantaged students to attend trip/enrichment activities to motivate and extend knowledge for the subject/related field of study.	Trips conducted over the year have part/full funded pp students to encourage attendance and participation and enable all students to extend their knowledge further
Uniforms Expenditure	£1,000	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 is now good. Any non-uniform issues are reported and promptly corrected with support as needed.