

Pupil premium strategy statement – Holland Park School

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

Metric	Data
School name	Holland Park School
Pupils in school	1383 (incl. Sixth Form)
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£391,300
Academic year or years covered by statement	2025-2026
Publish date	September 2025
Review date	August 2026
Statement authorised by	Dame Sally Coates
Pupil premium lead	Jonathan Gladwyn
Governor lead	Ben Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£391,300
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0

<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£391,300</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Holland Park School we believe that social or financial disadvantage should never be a barrier to a student’s academic success or life chances. We want to ensure that all students achieve to the best of their ability and have the opportunity to attend university. We strive for academic rigour and aim for all students to make exceptional progress throughout the curriculum.

Our Pupil Premium strategy identifies barriers to achievement that our pupils are challenged by and seeks to overcome these barriers with clear teaching priorities, targeted academic support and wider strategies. We have used the EEF recommendation throughout this policy. We know that Pupil Premium eligible students will benefit greatly from high-quality teaching which is the central principle that drives this policy. We also understand that additional interventions can be meaningful in order to close the attainment gap between PP-eligible students and those that are not eligible and will employ strategies to ensure success for all of our students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our students eligible for PP have lower attendance than our students who are not eligible for PP. We want to close this gap.</p> <p>In 2024-2025 attendance was 84.6% for students eligible PP compared with 89% for non-PP students.</p>

2	<p>Pupil Premium Gap</p> <p>The attainment 8 score in 2025 of 45.71 for students eligible for PP was lower than the attainment 8 score for the whole school of 59.33. It is a priority to close this gap.</p>
3	<p>Reading ages</p> <p>Our reading age assessments have demonstrated that students eligible for PP had a lower reading age than those who were not eligible for PP. The exact data to be added when NGRT tests are complete.</p>
4	<p>Develop cultural capital and Extra curricular</p> <p>Our conversations with students suggest that our disadvantaged students have fewer opportunities to develop cultural capital outside of school. This results in them having a less secure understanding of background knowledge to access the curriculum. In addition, PP students do not full immerse themselves in school life by attending extra-curricular clubs.</p>
5	<p>SEND</p> <p>It is a priority for students with SEND who are also eligible for PP to achieve well and we aim to close the gap between those without SEND and who are not eligible for PP with those that are.</p>

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
PP-eligible students attend school regularly so that they can access the full curriculum.	High attendance of PP-eligible pupils so that it is in line with those students that are not eligible for PP.
Quality first teaching for all.	Reduce the gap in Progress 8 scores/attainment so that results from students not eligible for PP is in line with those that are eligible for PP.
Improved reading comprehension among PP eligible students.	Teachers should recognise an improvement in reading ages and reading age tests demonstrate improved reading comprehension among PP eligible students which moves closer in line with non-PP eligible students.

PP eligible students have multiple opportunities to gain more cultural capital and experience extra-curricular clubs.	The school will arrange a number of trips throughout the year to cultural institutions, such as museums, galleries and talks. Trips will be made accessible to PP eligible students. More though to be put into the opportunities for extra-curricular and to improve PP involvement in extra-curricular.
PP eligible students who are also considered to have SEND perform in line with their peers to enable the best possible outcomes.	End of year assessment data will demonstrate a closing gap between these students.

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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD and professional development in both inset days and after school sessions including training on strategies for SEND students. The implementation of responsive coaching for all teaching staff. Equipping staff with useable data on PP students to better inform lesson planning and delivery.	Quality first teaching improves outcomes for all students and CPD offers an effective tool to develop teaching quality (EEF). CPD will focus on inclusive teaching.	2, 3, 5.
Professional development and training of ECTs, new colleagues and existing colleagues across all subject teams with a focus on subject knowledge and pedagogy.	Professional development will focus on Rosenshine's principles and Teach like a Champion with a particular focus on the deliberate practice phase of the lesson.	2, 3, 5.

Embed and promote oracy, literacy and reading skills across the curriculum. Including tutor time reading program.	EEf guidance on improving literacy in secondary schools particularly in relation to targeted vocabulary instruction and reading.	2, 3, 5.
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to be paid for intervention during the Spring Break and may half term to encourage intervention sessions close to examination time. Staff will also be paid for additional Saturday morning intervention sessions.	EEF toolkit suggests that extending school time can have an average impact on progress of +3 months.	2, 3, 5
Investment in Teams, digital textbooks in some subjects, Sparx (Maths, Science and Reader) and digital devices to assist students to revise, those who are learning remotely or those who require catchup support. After school interventions such as homework club and Sparx club to support students engaging with homework.	Completing high-quality homework can have a high impact on student progress (+5 months according to the EEF toolkit).	2, 3, 5
Year 11 small group tutor time intervention for English, Maths and Science.	Students receive tutor time intervention which is tailored to students' specific needs. We used mock exams to identify these students. The EEF has found that small group intervention has an average impact on progress of +4 months.	2, 3, 5

Investment in a careers advisor to work with students particularly with careers interviews.	The EEF Careers Education review suggests that 60% of the 45 research studies identified provided positive findings on educational outcomes with interventions such as mentoring, information and advice and guidance.	2, 4, 5.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behavioural support and attendance intervention provided by new roles introduced: Associate Assistant Principle with responsibility for attendance.</p> <p>Patterns of absence can also be scrutinised and interventions (eg. phone calls home and home visits from Heads of Year, the new Attendance lead, and safeguarding colleagues in a timely manner.</p>	<p>According to the EEF toolkit behaviour interventions has an average impact on progress of +4 months. Mentoring also has an average impact on progress of +2 months. Parental engagement also has an average impact on progress of +4 months.</p>	1, 2, 3, 5.
<p>The provision of a councillor 2 days per week; wellbeing ambassadors and enhanced PSHCE provision to support the self-confidence and wellbeing of students</p>		1, 5.
<p>Breakfast club provision to ensure that all students have access to a healthy breakfast every day.</p>	<p>This is offered 5 days a week to all students. The benefits of this are supported in the National School Breakfast Programme (NSBP) research.</p>	1, 2, 3, 5.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The gap between PP students and non PP students remains a focus, further work will be done this year to try to close the gap, such as equipping staff with usable data on their classes.

Without progress 8 data for this year group we have considered PP achievement in Maths and English at both 4+ and 5+:

In 2024, 4+ in Maths and English for the whole school was 80% and for PP students 57%

In 2025, 4+ in Maths and English for the whole school was 81% and for PP students 67%

In 2024, 5+ in Maths and English for the whole school was 69% and for PP students 39%

In 2025, 4+ in Maths and English for the whole school was 73.8% and for PP students 54.4%

Holland Park School KS4 Results Overview 2025

	Whole School	PP
Progress 8	N/A	N/A
Ebacc entry	92%	86%
Attainment 8	59.33	45.71
Percentage of Grade 5+ in English and maths	74%	53%

Review: last year's aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils	+0.19 compared to -0.57 for PP students nationally represents a good outcome.
Achieve above the national average for attainment for all pupils	School's disadvantaged students achieved attainment 8 score of 53.44 which is above the national average of 50.2%
Achieve above average English and maths 5+ scores.	54% for school's disadvantaged compared to 53% national average for all students.
Ensure above national average EBacc Entry for all pupils	71% for school's disadvantaged compared to 43% national average for non-disadvantaged.

