

## Pupil premium strategy statement – Holland Park School

This statement details our school's use of pupil premium (and recovery premium for 2022-2023) 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	1390 (incl. Sixth Form)
Proportion of disadvantaged pupils	28.6% of Years 7 -11
Pupil premium allocation this academic year	£331,206
Academic year or years covered by statement	2022-2023
Publish date	September 2022
Review date	August 2023
Statement authorised by	Steve Parsons
Pupil premium lead	Victoria Webb
Governor lead	To be confirmed

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 331,206
Recovery premium funding allocation this academic year	£ 93,288
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
<b>Total budget for this academic year</b> <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>	£ 424,494

# 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	<b>Attendance</b> Our students eligible for PP have lower attendance than our students who are not eligible for PP. We want to close this gap. In 2021-2022 attendance was 85% for students eligible PP compared with 88% average. Currently attendance is 89.92% for students eligible for PP and 92% average.
2	<b>Progress 8</b> The progress 8 score in 2022 of -1.74 for students eligible for PP was lower than the progress 8 score for the whole school of -1.27. It is a priority to close this gap.
3	<b>Reading ages</b> Our reading age assessments have demonstrated that students eligible for PP had a lower reading age than those who were not eligible for PP. In Year 7 the average reading age across the 9 forms was 11.62 at the

	start of Year 7 whereas for students eligible for PP the average reading age in Year 7 was 10.46.
4	<b>Develop cultural capital</b> 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.
5	<b>SEND</b> 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.

## 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 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 in line with non-PP eligible students.
PP-eligible students have multiple opportunities to gain more cultural capital.	Several trips throughout the year to cultural institutions, such as museums, galleries and talks. Trips will be made accessible to PP-eligible students.
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: £107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD and professional development in both inset days and after school sessions including training on strategies for SEND students. The 'fortnightly focus' teaching and learning initiative will also improve consistency in teaching and learning.</p>	<p>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.</p>	<p>2, 3, 5.</p>
<p>Professional development and training of ECTs, new colleagues and existing colleagues across all subject teams with a focus on subject knowledge and pedagogy.</p>	<p>Professional development will focus on Rosenshine's principles and Teach like a Champion with a particular focus on the framework of a lesson.</p>	<p>2, 3, 5.</p>
<p>Embed and promote oracy, literacy and reading skills across the curriculum. Oracy and literacy will be features of the 'fortnightly focus' teaching and learning initiative.</p>	<p>EEf guidance on improving literacy in secondary schools particularly in relation to targeted vocabulary instruction and reading.</p>	<p>2, 3, 5.</p>

Ability grouping in English maths and science with lower ability classes being limited in size (a 9 form entry rather than an 8 form entry allows for smaller class sizes for those that need additional support)	Smaller class sizes allow teachers to ensure that students are receiving targeted support. The EEF has found that reduced class sizes have an average impact on progress of +2 months.	2, 3, 5.
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £108,000

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.	EEF toolkit suggests that extending school time can have an average impact on progress of +3 months.	2, 3, 5
Investment in SatchelOne, digital textbooks in some subjects, Kerboodle, Hegarty and digital devices to assist students to revise, those who are learning remotely or those who require catch-up support.	Completing high-quality homework can have a high impact on student progress (+5 months according to the EEF toolkit).	2, 3, 5
Investment in after school tuition for students which we will fund in addition to the funding received from the National Tuition Programme. This will focus on maths and English for Yr 7, 8 and 9 students and a small	The EEF toolkit suggests that small group tuition can have an average impact on progress of +4 months. SecEd also suggests the success of targeted interventions ( <a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a> )	2, 3, 5.

group of Year 11 students in maths. 390 students over the course of the academic year will receive 15 hours of tuition in groups of no more than 6 students with Minerva tutoring.		
Year 11 small group tutor time intervention for English and maths.	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.

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

Budgeted cost: £173,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behavioural support and attendance intervention provided by new roles introduced: Heads of Year and behaviour mentors for each year group. Parental engagement will be increased due to these new roles. Patterns of absence can also be scrutinised and interventions (eg. phone calls home and home visits from Heads of Year, behaviour	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.	1, 2, 3, 5.

mentors and safeguarding colleagues in a timely manner.		
Extend the provision and impact of the resilience coordinator; Place2Be; wellbeing ambassadors and enhanced PSHCE provision to support the self-confidence and well-being of students	<a href="https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/">https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/</a>	1, 5.
Breakfast club provision to ensure that all students have access to a healthy breakfast every day.	This is offered 5 days a week to all students. The benefits of this are supported in the The National School Breakfast Programme (NSBP) research.	1, 2, 3, 5.

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Last academic year saw students eligible for PP above the national average for Ebacc entry but attainment and progress was still below that of their peers and below national average in relation to attainment 8 score and scores in English and maths. We did not meet our outcomes other than in relation to Ebacc entry in relation to the national average as detailed in the table below. The progress 8 score for students eligible for PP was -1.74 compared with -1.27 as the whole school average and we continue to seek to close this gap with our Pupil Premium strategy.

### Holland Park School KS4 Results Overview 2022

	Whole School	PP
Progress 8	-1.27	-1.74
Ebacc entry	82%	71%
Attainment 8	46.9	37.58
Percentage of Grade 5+ in English and maths	64%	50.00%

### Review: last year's aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils	-1.75 for school's disadvantaged students compared to -0.55 for disadvantaged schools nationally (reported by FFT).
Achieve above the national average for attainment for all pupils	School's disadvantaged students achieved attainment 8 score of 37.71. National average was 48.8.
Achieve above average English and maths 5+ scores.	50% for school's disadvantaged compared to 57% national average for non-disadvantaged.
Ensure above national average EBacc Entry for all pupils	71% for school's disadvantaged compared to 43% national average for non-disadvantaged.



## Externally provided programmes 2021-22

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
English Tuition	Minerva
Maths Tuition	Minerva

## Externally provided programmes 2022-23

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
English Tuition	Minerva
Maths Tuition	Minerva