Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 this academic year and the effect that last year's spending on pupil premium had within our school.

School Overview

Detail	Data
School name	The Hollyfield School
Number of pupils in school	1210
Proportion (%) of pupil premium eligible pupils	22.42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	18/01/2024
The date on which it will be reviewed	18/01/2025
Statement authorised by	A Jackson
Pupil premium lead	M Winpenny
Governor / Trustee lead	L Quinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,684.60
Recovery premium funding allocated this academic year	£69,269
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	£318,953.60

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategic plan aims to improve the outcomes for all students across KS3 and 4, regardless of whether they are disadvantaged or not. These outcomes are not just academic but are holistic, considering life experiences, participation in school life, parental engagement/support, access to trips and experiences, material, aspirational and academic progress.

Our students within KS3 are a vital group within our strategy. Historically, this group has had less support as schools focus on KS4 students. Based on the research evidence available, this approach no longer works; therefore, offering the proper support and intervention for KS3 students is a crucial aspect of our current strategy. This will ensure they are rarely left behind, catch up quickly and remain, where possible, on target throughout their time at Hollyfield.

Historically, we recognise that our pupil premium students have received much lower outcomes than their peers. This is not good enough. Therefore we have redesigned our Pupil Premium strategy placing high-quality teaching and learning at the heart of our approach. By focusing on this area, we will ensure that our disadvantaged pupils are supported to make progress, at least in line with their peers nationally.

Accountability and transparency are key to our strategy; creating whole school change takes time and cannot be done alone. Therefore our plan places accountability on several members of the Senior Leadership Team to ensure rapid and sustained progress occurs over the next three years.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Academic School mentors for pupils whose education has been worst affected. Through our internal data, we have identified gaps in English, Maths, Science and MFL, which this provision will fill, ensuring pupils progress is accelerated. This provision will also target Year 7 and 8 who have covid learning gaps from their Primary education.

At the core of our strategy is the well-being of our student population. Over the previous two years, our disadvantaged students have suffered significant social and emotional issues, which have resulted in pupils falling further behind. Therefore our strategy intends to support our most disadvantaged families and provide support for their children. By engaging the families and offering additional support, we will improve the progress of our key students.

To ensure the success of our strategy, we will:

1. Plan to deliver this over three years

2. Ensure disadvantaged pupils are challenged through quality first teaching.

3. Intervene at the point it is needed, not in Year 11

Challenges

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

Challenge number	Detail of challenge
1	Our attendance data over the previous three years indicates that attendance amongst disadvantaged pupils has been between 3.7% and 2.75% lower than for non-disadvantaged. Research highlights that the more time a student is in school, the better their overall grade. Therefore, this gap needs to be reduced.
2	Our assessment data since 2015 shows a negative P8 score for our DA students. Our data suggests that these gaps emerge at the end of KS3 but are not focused on until KS4, causing an increased p8 gap between DA and none DA students. This suggests assessment, tracking and monitoring, intervention, teaching and learning and support issues in KS3. Research shows that pupil progress cannot be caught up in KS4. Therefore a foci is needed in this area as well as a focus on ensuring Y11 student succeed.
3	Our observations and discussions with students indicate a cultural capital/raising aspirations gap between DA and non-DA students. These gaps include engagement with extracurricular activities, participation in wider school life, uptake of school-based trips and access to raising aspirations schemes. These elements are essential as they provide students with opportunities and experiences which raise their aspirations. Even though the research on this area is mixed, through discussion with stakeholders, we feel this needs to be an area of focus for the school, but one which is monitored carefully for impact.
4	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. Several national studies back up these findings.
	This has resulted in significant social and emotional issues, resulting in pupils falling further behind age-related expectations. These issues mainly affect our disadvantaged students more than none disadvantaged.
	Our data shows a disproportionate number of DA students with a high number of behaviour points compared to none DA students

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
Improved attainment/P8 score amongst disadvantaged pupils across KS3 and KS4	By the end of our current plan in 2024/25, our outcomes will demonstrate that DA students achieve: • A cohort P8 score of 0.2+ • The overall % of DA students who are significantly below in Year 8 will be below 10% • The overall % of DA students who are significantly below in Year 9 will be below 12%
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by:

	- The overall attendance rate being 95% or above for all students - The overall attendance for DA students is 92% or above. - The percentage of pupils being PA for all students is less than 20% - The percentage of DA pupils being PA is less than 22% - The gap between DA and none DA will decrease year on year.
All DA students participate in the extracurricular life of the school, including raising aspirations programmes, school leadership and other activities	By the end of our current plan in 2024/25, our tracking and monitoring of DA students will demonstrate: 100% of all DA students have attended at least one club in the academic year. - Our school council will have at least 20% of students who are DA - Our performing arts scholarship will have at least 20% of students who are DA - All DA students to attend at least one raising aspirations trip/talk per year. - Student leader programmes to recruit at least 20% of DA students - All Year 7 students will take part in the life chances programme - All Year 7 students will complete the 14 by 14
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: - Qualitative and quantitative data from pupil voice shows 90% of students are positive about their experience at Hollyfield - Student and parent surveys show that most respondees are happy with their experience at Hollyfield. - Teacher observations and whole school projects highlight students positive feelings about HF - Reduction in safeguarding referrals for DA students by 10% - Reduction in Internal and External exclusions for DA 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: £ *127,581.44*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct a review of all faculties to ensure high-quality teaching and learning is taking place for all students. This includes book looks, observation and other activities.	For school improvement to continue, leaders need to understand the teaching and learning offered on a teacher, department and whole school level. This allows improvements to be planned and ensures the correct strategies are selected. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814685/Inspecting_the_curriculum.pdf https://thenationalcollege.co.uk/webinars/ofsted-deep-dive-questions-answered-for-subject-leaders	2, 5
Embedd the new curriculum, assessment and data system at KS3. This will involve improving the reporting system, adapting the curriculum and developing an in-depth understanding of KS2.	KS3 has historically had less emphasis placed on it than KS4, which produces attainment and progress gaps in KS4 due to inaccurate data in KS3. https://www.gov.uk/government/publications/key-stage-3-the-wasted-years Reporting on progress at KS3 uses GCSE grades to explain performance. This creates issues for parents and can affect students self-confidence and motivation. Therefore a move to a reporting system in line with KS2 would benefit all stakeholders. https://impact.chartered.college/article/barton-effects-relative-marking-performance-ks3/	2
Implement a whole school AM registration programme of catchup for Maths, English and Science.	English and Maths contain basic, underlying, and valuable principles we frequently use to communicate with the world around us. These subjects are needed for transition to KS5, with the benchmark of a grade 4 being extremely important for students to progress. Our combined Science results have been weak at KS4, and many covid gaps have appeared. Therefore additional intervention is needed here. Mastery, metacognition and self-regulation are key to success; therefore should be promoted within subjects. These skills will allow students to be self-sufficient, prepared for assessments, and recoil essential information. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 5

| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | |
| Embeded the new Raising Standards team to add additional capacity for improvement. | Raising standards plays a key role in the strategic leadership of schools. Additional capacity helps ensure a successful raising standards approach can be applied across the school, which will maximise students potential and empower them to become independent learners. https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf | 2 |

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

Budgeted cost: £ 95,686.08

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing a tutoring Programme for Maths and English which provides a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	2, 5
Implementing a student mentoring and leadership programme to support the progress of students who are underachieving.	Peer tutoring can be an effective method to support students knowledge gaps. Peer tutoring clearly improves the progress of students who access these projects. Peer Tutoring: EEF	3
Implement a whole school Y11 intervention programme, categorising students into intervention groups based on need.	Programmes that extend the school day have a positive impact on average. Programmes should be designed to meet the needs of the students and bespoke, therefore not whole classes, rather intervention groups. Attendance should be monitored to ensure students are present. Educational benefits should occur if the programme has a clear structure, a strong link to the curriculum, and uses well qualified and well-trained staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Embedd our whole school AM registration catchup programme for English, Maths and Science	As stated above, programmes that extend the school day have a positive impact on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Metacognition and self-regulation are most effective when embedded in a schools curriculum and specific subject lessons. It needs to provide enough challenge for learners to develop effective strategies, but not so difficult that they struggle. Therefore adding additional catchup and recap work for students in core subjects will aid this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation For Maths, English and Science, electronic resources can promote individual self-instruction and provide bespoke feedback and actions. Therefore actions and activities are closely matched to individual students needs, enhancing progress and understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	2
Restart provision for students who are falling behind in subjects. Providing a space for reintegration to school and catch up.	One-to-one tuition has an impact by providing additional support targeted at a pupil's needs. Reducing the ratio of pupils to teachers allows for closer interaction between educators and pupils, ensuring needs can be more effectively met and progress enhanced. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Individualised instruction aims to improve outcomes by providing targeted support to learners. This aids progress and understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Behaviour interventions have an impact through increasing the time that pupils have for learning. This might be through reducing low-level disruption that reduces learning time in the classroom or through preventing exclusions that remove pupils from school for periods of time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Evidence shows that small group tuition effectively raises the progress of students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
A mentoring system involving the HOF for Maths, English and Science will be used to ensure students are ready for their exams and have additional support in school.	Evidence shows that Mentoring interventions may be more beneficial for DA students, as the development of trusting relationships with an adult or older peer can provide a different source of support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	2

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

Budgeted cost: £ *95,686.08*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed our newly recruited EWO to support the school with our hard to reach/disengaged parents and students	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills. Therefore, they are likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 4
Creation of DA profiles for all staff, which provide concise information on our pupils.	Staff needs to understand barriers that affect students. This allows for planning and intervention, which offer bespoke solutions to enable students to succeed. https://link.springer.com/chapter/10.1007/978-94-6300-983-6_11	1, 3, 4, 5
Implementation of a life chances programme that	By aspirations we mean the things children and young people hope to achieve for themselves in the	2, 3

benefits all DA students, including university visits, extracurricular activities and other initiatives	future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions "Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, school attendance). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	
Attendance projects to improve the overall attendance of key students and groups.	There is a clear link that students who have limited attendance perform worse than those who attend school regularly. Therefore attendance interventions are vital with students who are not attending. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ *249,684.60*

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 2022 to 2023 academic year.

The school recognises the devastating impact school closures have had on vulnerable and disadvantaged students and how these students have been disproportionately negatively affected by disruptions to education during the pandemic.

The school achieved a P8 score of -0.19 for our PP student.

The focus of the PP strategy was to close the gaps associated with Covid and ensure our students caught up with lost learning. As part of this, we hired learning mentors for Maths. We also funded an English tutor as part of the PP funding. These staff members worked on a one-to-one/small group basis with students in Years 8 to 11. Using funding from our pupil premium and our recovery bursary, the school was able to offer over 3240 hours of catchup during the academic year, with over 398 students across the school. This was across the mentoring and weekly AM interventions taking place with Heads of Faculty for English, Maths and Science

We also continued our focus on supporting students in catching up with lost learning, improving attendance, helping them improve their well-being and mental health, particularly in addressing issues of anxiety and building resilience and, importantly, ensuring that they had access to online learning. Therefore we continued to spend money on our online platforms such as GCSE Pod, provided laptops and internet for students who did not have them at home and continued to fund our additional capacity for counselling, student support and our Restart centre.

In the 2021-2022 spring term, we hired two Pupil Premium champions to work with our PP students in Years 10 and 8. This project has been suspended as the impact was not what we wanted for these students. Therefore, it was removed from the budget for this year.

To further ensure our PP students were successful, we introduced a Y11 intervention programme after school. From October to May, all subjects targeted key student groups and held ongoing interventions after school. Pupil premium students were invited to attend all of these sessions.

Our attendance strategies have helped to reduce the gap between PP and non PP. This has been reduced by 1.11% since the previous academic year. Nearly all year groups have reduced the gaps between PP and non PP. Our PA for DA has also reduced since the previous academic year by 0.8% (36.9% in 2022/2023 compared to 37.7% in 2021/2022) This has been attributed to the attendance project we have run in school and also through hiring an Education Welfare Officer to work with our hard to reach disadvantaged families. Last year he worked with 25 families, improving the attendance of this group.

We increased our participation in extracurricular activities for Pupil Premium students, with students attending over 1115 recorded sessions over the academic year.

Further information (optional)

- From Year 9 onwards, Disadvantaged students focus on careers appointments to ensure they have destinations and plans for success. This ensures no student becomes a NEET (Not in education, employment or training)
- All DA students are invited to attend a university visit during the academic year to raise aspirations.
- Our SENCO and the SEN team support young carers through several strategies.
- All DA students have access to Curriculum Activity trips funded by the school.
- In Y9, Fulham Football Club runs a programme with DA students identified as marginalised or at risk of not reaching their potential. This programme aims to raise aspirations, increase attendance and improve attainment.
- We improved our uptake of club provision for PP students, developing tracking and monitoring system

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 2022-2023 academic year.

Year 11 Summer Exams 2023

	Pupil Premium 2022-2023
Number of pupils	30
P8 Score & CI	-0.19 (-0.72 to 0.33)
A8 Score	39.9
English & Maths at grade 5+	27%
English & maths at grade 4+	53%
EBacc at grade 5+	17%
EBacc at grade 4+	17%
Entering EBacc	30%
EBacc Average Point Score	3.46
In education or employment for 2 terms after KS4 (2021 school leavers)	80%
Exam entries per pupil, all KS4 quals	8
Exam enteries per pupil GCSEs	6.9

Attendance of pupils

We are pleased with the attendance of our Pupil Premium students.

Year	Attendance: Non PP 2021-2022	Attendance: Pupil Premium 2021-2022	Gap	Attendance: Non PP 2022-2023	Attendance: Pupil Premium 2022-2023	Gap
7	94.50	89.19	5.31%	95.40	90.98	4.42%
8	92.61	89.54	3.07%	94.44	91.54	2.9%
9	93.13	86.22	6.91%	92.99	89.22	3.77%
10	93.54	87.49	6.05%	92.86	86.06	6.8%
11	93.23	91.83	1.4%	92.93	89.44	3.49%
Total	93.04	88.55	4.49% (5.35%	93.72	89.44	4.28% (4.24%

			with Y11 removed)			with Year 7 removed)

External providers/Programmes

The table below shows what programmes/provisions our students took part in during the last academic year

Malden Oaks - Pupil Referal Unit	ERSA Boost	External Counselling Service	Kingston Young Carers
Premier League Inspires	Anstley Bridge	Mental Health Support Team	
MOOT	Sex education workshop	External Boxing	
Road to Success	Grace Dear Trust	Reach out	

Club attendance

Year Group	**Sessions attended 2021/2022**	**Sessions attended 2022/2023**
Year 7	1175	780
Year 8	391	234
Year 9	341	80
Year 10	142	61

Please note, in 2022/2023 we introduced a new behaviour and tracking system, which did not contain club information until this year.