

Holmes Chapel Comprehensive School and Sixth Form College

Pupil Premium Strategy Statement 2024-25

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

Detail and Contextual Information	Data
School name:	Holmes Chapel Comprehensive School
Number of pupils in school:	1315
Proportion (%) of pupil premium eligible pupils:	13%
Academic year/years that our current pupil premium strategy plan covers:	2024-2027 (3 year plan)
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Nigel Bielby
Pupil Premium Lead	Matt Lowe
Governor / Trustee Lead	Tracey Goodwin

Funding overview

Detail Amount	Amount
Pupil premium funding allocation this academic year	£178,680
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year (2024-25)	£178,680
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

At Holmes Chapel Comprehensive School and Sixth Form College, it is our aim to use the Pupil Premium to diminish the impact of social disadvantage, and improve the academic and social outcomes of disadvantaged students.

Furthermore, it is a key strategic aim that we are equally ambitious for the academic outcomes of all groups of students, harnessing our key values of learning, belonging, pride and ambition, to ensure that all of our students are supported and challenged to achieve the highest standards. The pupil premium plays a key role in ensuring that we can achieve this aim as a school.

In line with the current EEF Pupil Premium Menu, we intend to allocate significant resource and actions to improving the academic outcomes of PP students by ensuring their access to High Quality Teaching. This is supported by a strong and consistent CPD offering, aimed at ensuring that all of our staff understand and adapt their teaching for the needs of all learners.

These will be further supported by cycles of intervention which will be closely monitored to guarantee their effectiveness. These cycles of intervention are driven by a highly focused middle leadership team of Heads of Year and subject leads, all of whom are tasked with ensuring diminished differences in performance across groups of pupils.

In addition, we aim to ensure that all students benefit from wider strategies beyond the curriculum. It is intended that these will ensure better levels of attendance and parental engagement, all of which will contribute significantly to the positive outcomes, both academic and non-academic, for our students.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of disadvantaged pupils is generally lower than that of their peers. There are a range of reasons identified for this, and many of the challenges identified here are interconnected.
2	Parental engagement with progress and wider school. Students from disadvantaged backgrounds experience
3	Low attendance is a key feature of disadvantaged students both nationally and at HCCS. Our disadvantaged students normally have attendance levels approximately 3 percentage points lower than their peers
4	Financial barriers to accessing learning (including uniform costs)
5	Limited access to the development of cultural capital opportunities and careers support. In addition, many of our disadvantaged students lack the support to undertake the range of extra-curricular activities, that will help them to develop beyond the classroom.
6	Low cultural aspirations

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
1) Improved attainment and progress of disadvantaged students, in line with their peers	<ul style="list-style-type: none"> - Disadvantaged students achieve progress and attainment figures less than 0.25 of a grade lower than their peers
2) Improved attendance and punctuality of disadvantaged students	<ul style="list-style-type: none"> - Disadvantaged students attendance rates are in line with their peers: - Disadvantaged students attendance rates are 93% or higher - Disadvantaged students' persistent absence score

	<p>is less than 12%</p> <ul style="list-style-type: none"> - Punctuality of disadvantaged students is in line with other students
3) To reduce serious behaviour incidents for Disadvantaged students:	<ul style="list-style-type: none"> - Reduction in total number of suspensions - Reduction in total number of internal isolations - Reduction in number of step outs
4) To remove barriers for the completion of Homework and build independent learning skills.	<ul style="list-style-type: none"> - Disadvantaged students exhibit high attendance to P6 study sessions. - Targeted use of PP funding enables disadvantaged students to access HCCS chromebook scheme to remove technological barriers to learning.
5) Monitor and increase the participation of disadvantaged students in wider school life and extra-curricular activities	<ul style="list-style-type: none"> - Effective monitoring and tracking of all student participation in extra and super curricular activities - Increased proportions of PP students attending extra curricular programme - Wider and comprehensive extra curricular / super curricular provision map enables leaders to track and target provision effectively

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: £90,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Process of identifying and monitoring underperforming students (rigour of assessments and data) - 3 interim points in the year - data used to	<p>EEF Assessment and Feedback</p> <p>EEF Feedback</p> <p>EEF Formative Assessment</p>	1

identify gaps and inform intervention strategies		
Teaching and Learning focus - 5 a day approach - shared across all teaching colleagues and teaching assistants	EEF PP Toolkit EEF PP Guide	1
Enrichment programme to improve metacognition (1 hour per week included in the timetable). Also includes 5 lessons of British Sign Language. Sharing core knowledge expectations DFE Broad and with students and parents Broad and balanced curriculum	EEF Cognitive Science Cognitive Science Approaches	1
Half termly knowledge overviews and assessment guides sent to all parents		1&5
Staff CPD to improve HQT mechanisms - regular training and sharing practice sessions at staff CPD events	EEF Effective Mechanisms for PD	1&2

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Intervention tiers for underperforming students: intervention model based on iThrive model to effectively distribute appropriate interventions Year group progress / pastoral restructure (2024) supports greater potential 	EEF Selecting Interventions EEF Targeted Support	1

for leadership of interventions at an individual and group level		
<ul style="list-style-type: none"> Literacy and numeracy focus - IDL and other programmes used in school, especially in KS3 with specific option drop support for E/M in KS4 	EEF One to One Tuition	1

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Improving attendance - work with attendance officer and Local Authority Traded Service attendance support to be more proactive in dealing with poor attendance, regular communications home and celebrating positive attendance scores. Use of FFT attendance software to more effectively identify attendance patterns 	Working together to improve school attendance EEF Tailored Approach to Attendance Feb 2024 Rapid Evidence Review of Attendance Interventions	3 & 4
<ul style="list-style-type: none"> Parental engagement - more support for parents to access parents evenings (open for appointments earlier and monitor attendance) Letters printed and sent home rather than emailed Year group parent forums targeting disadvantaged families 	EEF Parental Engagement	2 & 4

<ul style="list-style-type: none">• DHTs to work with HOY / AHTs to ensure effective strategies and interventions are in place to minimise the impact of disadvantage at a year group level.		1-6
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Total Budgeted Cost:
£180,000

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 2023 to 2024 academic year.

The overall Progress 8 score for all students at HCCS was -0.03. Disadvantaged students achieved a P8 score of -0.86, representing a progress gap of -0.83. The previous year's (2023) P8 score for disadvantaged students was -0.87, representing a very similar progress gap. Whilst there is still a significant gap in progress, this gap has narrowed from previous years when it was as much as a grade lower or more. This gradual narrowing of the gap reflects a considerable focus on disadvantaged students at all levels within the organisation, but also demonstrates the need to continue to focus on disadvantaged students and their outcomes.

The comparative A8 figures of 38.6 (disadvantaged) and 50.2 (all students) when viewed in comparison to the P8 figures, reflects the difference in prior attainments of the two groups of pupils, but is also indicative of the need to continue to evaluate our provision for PP students and the effective use of the Pupil Premium to ensure disadvantaged pupils can reach their potential.

It is important to consider the impact of a small number of students that considerably negatively impacted the figures described above. For the 2023-24 results, a small number of students, who

There has been a significantly improved focus on the PP students in our school between 2022 and 2024. Staff in all areas of student-facing roles as well as admin roles directly affecting PP were given regular and specific guidance on how and when to prioritise PP students and their families, for example improving communication about parent events, and subsequently attendance at these has begun to improve. Parents are also taking more opportunities to be involved in school through parents evenings, open evenings and events such as the concert series.

In the last two years, staff CPD events have been heavily focussed on how to support students through QFT in the classroom and Recorded Marking and Feedback policies, which have been updated to promote personalised and regular verbal and written feedback for PP students and underperformers. This has meant that PP students receive more effective feedback to make progress and has also promoted the need to support them with organisation, many exercise books are now retained at school so that they are not lost at home. Staff CPD also focussed on promoting a positive mindset and approach to PP students and supporting them to take more ownership of their learning and future pathways. In meetings regarding next steps (GCSE/Post-16) many PP students were able to articulate plans for the future and any who weren't were given 3 careers' guidance meetings in order to support them.

Intervention programmes such as IDL, maths intervention, CISS and mentoring programmes are developing a specific PP strand on their action plans so that there is an increased focus on ensuring that more PP students receive this intervention. Data to be added to this statement in January 2024 to evidence outcomes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme Provider

One to one tuition My Tutor Programme

Online tuition - English, maths, science My Tutor Programme
