

Pupil premium strategy statement 2023-2024

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	Data
School name	Holmes Chapel Comprehensive School
Number of pupils in school	1162
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 21 - 24 (year 3 of 3 year plan)
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nigel Bielby
Pupil premium lead	Helena Connolly
Governor / Trustee lead	Tracey Goodwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,375
Recovery premium funding allocation this academic year	£36,432
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	£165,807

Part A: Pupil premium strategy plan

Statement of intent

In line with the current EEF Pupil Premium Menu, we intend to allocate 50% of resources and actions to improving the academic outcomes of PP students by ensuring their access to High Quality Teaching. These will be significantly supported by cycles of intervention which will be closely monitored to guarantee their efficacy. In addition, the wider strategies 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	Academic progress & achievement, especially in comparison to non-PP students.
2	Parental engagement with progress and wider school
3	Attendance
4	Financial barriers to accessing learning (including uniform costs)
5	Limited access to cultural capital opportunities and careers support

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 students achieve their academic targets for both progress and attainment	The progress and attainment gap is narrowed between PP and non-PP P8: < 0.30 A8: <9
Parents engagement with parents evenings, open evenings and other school events is improved	PP parents/carers will engage with at least one opportunity to speak to teachers over the year
PP attendance is in line with non-PP attendance.	Attendance data shows gap reduced to 0% (both above 95%) with persistent absenteeism below 10%.

<p>There are no financial barriers to students accessing full time education in school</p>	<p>Uniforms, trips, books and transport support costs are available for all PP families</p>
<p>Students engage more fully in careers education, enrichment and school trips</p>	<p>PP student attendance in extra curricular and enrichment sessions shows an increase, school trips are funded for PP students and all PP should access at least one trip over the year. PP students have 3 careers meetings over the year with Careers Officer Year 10 PP students all participate in work experience</p>

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: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Process of identifying and monitoring underperforming students (rigour of assessments and data) - 3 interim points in the year - data used to identify gaps and inform intervention strategies	EEF - Assessment and feedback	1
Teaching and Learning focus - 5 a day approach - shared across all teaching colleagues and teaching assistants	EEF PP Toolkit	1
Enrichment programme to improve metacognition (1 hour per week included in the timetable) Also includes 5 lessons of British Sign Language	EEF Cognitive Science review	1 & 5
Sharing core knowledge expectations with students and parents Half termly knowledge overviews and assessment guides sent to all parents	DFE Broad and Balanced curriculum	1 & 2
Staff CPD to improve HQT mechanisms - regular training and sharing practice sessions at staff CPD events	EEF Effective mechanisms of PD	1

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention tiers for underperforming students: intervention model based on iThrive model to effectively distribute appropriate interventions	EEF - Selecting Interventions	1
Literacy and numeracy focus - IDL and other programmes used in	EEF - One to one tuition	1

school, especially in KS3 with specific option drop support for E/M in KS4		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance - work with attendance officer and LA 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		3 & 4
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	EEF: Parental Engagement	2 & 4

Total budgeted cost: £120,000

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 2022 to 2023 academic year.

The P8 gap for disadvantaged students narrowed from 1.3 in 2022 to 0.8 in 2023, narrowing the gap by 0.5. However for A8, % of students 9-5 En/M did not narrow.

Year 11 data showed a significant improvement for PP students between interim 2 and final exams, the NTP tuition and use of enrichment sessions for intervention and revision support as well as tutor time interventions were at their most effective at this stage. Final outcomes were better than our predictions from interim 2 but there is still a significant PP gap across all measures which must be narrowed in 2024.

There was a significantly improved focus on the PP students in our school during 22-23, 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 and parents are taking more opportunities to be involved in school through parents evenings, open evenings and the school Christmas concert.

Staff CPD events focussed on how to support students through HQFT in the classroom and Recorded Marking and Feedback policies 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

