

## Holmes Chapel Comprehensive School & Sixth Form College Pupil Premium Strategy Statement 2020 to 2021

1. Summary information					
<b>School</b>	<b>Holmes Chapel Comprehensive School &amp; Sixth Form College</b>				
<b>Academic Year</b>	2020-2021	<b>Total PP budget</b>	£127,910	<b>Date of last review of PP strategy</b>	Sept 2020
<b>Total number of pupils</b>	1091	<b>Number of pupils eligible for PP</b>	125	<b>Date for next PP strategy review</b>	Sept 2020

2. Current attainment	
<b>2020</b>	<b>School PP</b> (24 pupils in Year 11 cohort)
<b>Progress 8 score</b>	-0.52
<b>Attainment 8 score</b>	3.77
<b>English and maths at grade 5 or above</b>	25%
<b>English and maths at grade 4 or above</b>	41.7%



<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>A.</b>	<b>Attendance:</b> PP average attendance in 2019/20 was 86.49% and 21% was persistently absenteeism
<b>B.</b>	<b>Parental engagement:</b> Significant number of PP parents don't attend parents' evenings.
<b>C.</b>	<b>Approach to learning:</b> PP students accumulated 34% more behaviour points than non-PP students in 2019/20
<b>D.</b>	<b>Literacy:</b> 45% of PP students were NOT on track to achieve the expected grade in English in 2019/20
<b>E.</b>	<b>Numeracy:</b> 71% of PP students were NOT on track to achieve the expected grade in maths in 2019/20.
<b>F.</b>	<b>Low aspirations:</b> 39% of PP students regularly accessing Student Services for support as of 2019/20.



4. Desired outcomes		Success criteria
A.	<b>Attendance:</b> PP attendance is in line with non-PP attendance.	<ul style="list-style-type: none"> <li>- Attendance data shows gap reduced to 0% (both above 95%) with persistent absenteeism below 10%.</li> </ul>
B.	<b>Parental engagement:</b> all PP families will attend parents' evenings.	<ul style="list-style-type: none"> <li>- All PP students will have a parent/guardian attending parents' evenings.</li> </ul>
C.	<b>Approach to learning:</b> all PP students will display high levels of engagement, effort and appropriate learning attitudes.	<ul style="list-style-type: none"> <li>- PP behaviour points and Atl scores are in line with non-PP data.</li> </ul>
D.	<b>Literacy:</b> the literacy levels of PP students will improve in all literacy based subject areas.	<ul style="list-style-type: none"> <li>- Accelerated Reader data will show improved % of PP students with reading age at or above chronological age.</li> <li>- Interim data in literacy based subjects will show closing of literacy gap.</li> </ul>
E.	<b>Numeracy:</b> the numeracy levels of PP students will improve in all numeracy based subject areas.	<ul style="list-style-type: none"> <li>- Accelerated Numeracy data will show improved % of PP students with improved numeracy levels.</li> <li>- Interim data in numeracy based subjects will show closing of numeracy gap.</li> </ul>
F.	<b>Low aspirations:</b> all PP students believe that they can achieve in school and are aware of the full range of options open to them in the future.	<ul style="list-style-type: none"> <li>- Student feedback shows that all PP students are confident about their futures and their options.</li> <li>- All PP students move on to education, employment or training at the end of school/college.</li> </ul>



5. Planned expenditure					
i. Provision and quality of teaching for all					
Strategy	Intended impact	Lead	Others	When	Monitoring
<b>Quality first teaching:</b> <ul style="list-style-type: none"> <li>- High expectations of ALL students.</li> <li>- Differentiation used effectively to enable students to progress.</li> <li>- High quality feedback (both written and oral).</li> <li>- Makes time to support underachieving students.</li> </ul>	Improved progress and attainment data for PP students because 'quality first teaching' approach removes barriers at source rather than leaving for later interventions.	CAB	<ul style="list-style-type: none"> <li>- Curriculum leaders</li> <li>- Lead teachers</li> <li>- LIMs</li> </ul>	Sept 2020 and ongoing.	<ul style="list-style-type: none"> <li>- Regular learning walks and work scrutinies with a PP focus (undertaken by curriculum leads, subject leads, SLT and LIMs).</li> <li>- Achievement data for PP students improving at each interim report.</li> </ul>
<b>Quality first tutoring:</b> <ul style="list-style-type: none"> <li>- High expectations of ALL students.</li> <li>- Aspirational ethos.</li> <li>- Targeted support for individuals.</li> <li>- Championing disadvantaged and vulnerable students.</li> <li>- Tutor reports used effectively.</li> <li>- Regular contact with home.</li> </ul>	Improved attendance, behaviour and approach to learning data for PP students because outstanding tutors champion and support their disadvantaged and vulnerable students.	MLO	<ul style="list-style-type: none"> <li>- LIMs</li> </ul>	Sept 2020 and ongoing.	<ul style="list-style-type: none"> <li>- Tutor time observations and standards checks (undertaken by SLT and LIMs).</li> <li>- Attendance, behaviour and approach to learning data for PP students improving at each interim report.</li> </ul>
<b>Core Intervention Specialist Support (CISS):</b> Targeted support offered in English and maths to underachieving students. This takes place in class, in small groups or individually depending on student needs.	Improved outcomes of PP students at end of KS4 because targeted support in English and maths has ensured that these students have received bespoke literacy and numeracy intervention.	LWA	<ul style="list-style-type: none"> <li>- LIMs</li> <li>- English lead</li> <li>- Maths lead</li> <li>- Further maths int group</li> <li>- Head of Science - Intervention group</li> </ul>	Sept 2020 and ongoing.	<ul style="list-style-type: none"> <li>- Achievement data improving at each interim report for selected cohort.</li> <li>- Feedback from students acknowledges benefits of this support.</li> </ul>



<b>Open Learning Centre (OLC):</b> Vulnerable students may be referred to the OLC for bespoke and closely supported learning in a safe, inclusive environment whilst remaining integrated with mainstream classes.	Improved progress and attainment data for vulnerable PP students because they are supported in a space that allows them to work without distraction.	LGI	<ul style="list-style-type: none"> <li>- LIMs</li> <li>- Heads of House</li> <li>- Curriculum leaders</li> </ul>	Sept 2020 and ongoing.	<ul style="list-style-type: none"> <li>- Achievement data improving at each interim report for selected cohort.</li> <li>- Feedback from students acknowledges benefits of this support.</li> </ul>
<b>Alternative Curriculum:</b> Vulnerable students who struggle with the demands of the mainstream curriculum may be placed on this programme to enable them to engage and achieve in a different curriculum model.	Improved engagement across the curriculum and improved progress in key curriculum areas because students are accessing a programme that more suits their needs.	GBA	<ul style="list-style-type: none"> <li>- SAN</li> <li>- Learning Support</li> <li>- LIMs</li> </ul>	Sept 2020 and ongoing.	<ul style="list-style-type: none"> <li>- Achievement data improving at each interim report for selected cohort.</li> <li>- Feedback from students acknowledges benefits of this programme.</li> </ul>
<b>Alternative Provision:</b> Vulnerable students who need to address their basic approach to learning may be referred to work in the AP room and/or work with the AP manager who will support students to improve their approach to learning.	Improved approach to learning because students have accessed support to ensure that they are aware of expectations and, where appropriate, have received bespoke coaching and mentoring.	LPI	<ul style="list-style-type: none"> <li>- FFE</li> <li>- Heads of House</li> <li>- LIMs</li> </ul>	Sept 2020 and ongoing.	<ul style="list-style-type: none"> <li>- Achievement data improving at each interim report for selected cohort.</li> <li>- Attendance, behaviour and approach to learning data for PP students improving at each interim report.</li> </ul>
<b>Total budgeted cost:</b>					£82,310



ii. Targeted support					
Strategy	Intended impact	Lead	Others	When	Monitoring
<b>Mentoring Programme:</b> Targeted support for selected students through tutor time mentoring programme. Additional capacity created through SLT mentoring and external support where required.	Improved attendance / behaviour / approach to learning / progress and attainment data for PP students because they are receiving high quality support from an adult they trust and who holds them to account.	LIMS	- LIMS - SLT	Sept 2020 and ongoing.	- Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.
<b>Head of House Support:</b> Vulnerable students may regularly access support from their Head of House. This can be daily or weekly and ensures that students feel safe and supported during periods when they may be struggling to engage with academic pursuits.	Improved attendance / behaviour / approach to learning / progress and attainment data for PP students because they are receiving high quality support from an adult they trust and who holds them to account.	LWA	- Heads of House	Sept 2020 and ongoing.	- Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.
<b>One-to-One Tuition:</b> This programme supports targeted students who are seriously underperforming. It is offered at the discretion of the school to targeted students who will benefit most from this very intensive intervention.	Improved outcomes of PP students at end of KS4 because targeted support in English and maths has ensured that these students have received bespoke literacy and numeracy intervention.	MFO	- LIMS	Sept 2020 and ongoing.	- Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.



<b>Speech &amp; Language:</b> This addresses significant literacy-based needs through the deployment of specialist external support. This is offered at the discretion of the school when it is clear that these literacy needs cannot be met in the mainstream classroom.	Improved ability to engage with literacy activities in all lessons, along with increased confidence in reading, writing and oracy.	LGA	- Learning Support	Sept 2020 and ongoing.	- Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.
<b>Counselling:</b> This addresses the <a href="#">emotional, social and behavioural needs of our students including those who are vulnerable and disadvantaged</a> . The role is a complementary service to our Students Service provision and is targeted to our high focus students.	Improved resilience and self-awareness leading to improved attendance / behaviour / approach to learning / progress over time.	LWA	- Heads of House	Sept 2020 and ongoing.	- Students are happier in school and display increased resilience and ability to engage and progress in lessons. - Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.
<b>Period 6:</b> This is a targeted group of students who attend a revision for 1.5 hours on Monday and Tuesday. This provides support to vulnerable and disadvantaged students who may not have access to academic support at home.	Improved progress and attainment over time.	MFO	LIMS MLO	Sept 2020 and ongoing.	- Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.
<b>Total budgeted cost:</b>					£22,344







iii. Other approaches					
Strategy	Intended impact	Lead	Others	When	Monitoring
<b>Literacy Support (inc. IDL &amp; Accelerated Reader for Year 7 PP students):</b> A strategic approach to whole-school literacy ensures that all students receive bespoke support to enable them to access literacy aspects of the curriculum.	Improved performance in all aspects of literacy-based work because students have been supported to work on their reading, writing and oracy skills.	HCO	- English faculty - Learning Support	Sept 2020 and ongoing.	- Work scrutiny reveals improved level of proficiency in literacy skills. - Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.
<b>Numeracy Support (inc. MathsWatch &amp; Accelerated Numeracy):</b> A strategic approach to whole-school numeracy ensures that all students receive bespoke support to enable them to access numeracy aspects of the curriculum.	Improved performance in all aspects of numeracy-based work because students have been supported to work on their generic numeracy and mathematical skills.	SEU	- Maths faculty - Learning Support	Sept 2020 and ongoing.	- Work scrutiny reveals improved level of proficiency in numeracy skills. - Achievement data improving at each interim report for selected cohort. - Feedback from students acknowledges benefits of this support.
<b>Educational Materials:</b> Revision guides and other resources (such as ingredients for food technology work) are provided for all disadvantaged students.	No student is denied the same educational opportunities as their peers simply because they are disadvantaged.	MFO	- Curriculum leads	Sept 2020 and ongoing.	- Feedback from students and parents acknowledges the benefits of this support. - Materials are actually being used in lessons and students know how to make use of them.



<b>Trips &amp; Visits:</b> The first £50 of educational trips and visits for PP students is subsidised through the PP fund.	No student is denied the same educational opportunities as their peers simply because they are disadvantaged.	MFO	- Trip leaders	Sept 2020 and ongoing.	MNI to monitor expenditure to ensure that all affected students are supported.
<b>Uniform &amp; Transport:</b> In exceptional circumstances, PP funding is used to ensure that PP students are able to wear the correct uniform and access transport so that they can attend extra-curricular activities.	No student is denied the same educational opportunities as their peers simply because they are disadvantaged.	MFO	- Heads of House	Sept 2020 and ongoing.	MNI to monitor expenditure and liaise with FFE and Heads of House to ensure that all affected students are supported.
<b>Music Lessons:</b> The PP fund is used to subsidise music lessons for all PP students so that parents only have to contribute 50% of the cost of these lessons.	No student is denied the same educational opportunities as their peers simply because they are disadvantaged.	RLA	- LSI	Sept 2020 and ongoing.	RLA to monitor engagement and impact over the course of the year.
<b>Rewards Program:</b> Pilot program based on academic research in order to nudge students to improve attitude to learning and attendance. Ultimately if students meet certain criteria they can earn a reward.	Improved attendance and attitude to learning therefore attainment and progress.	MLO	MNI BGA MFO	Sept 2020 and ongoing.	Interim data and attendance.
<b>Period 0.5:</b> Intervention targeted at underperforming PP students across all year groups. Targets of	Improve attainment and increases access to resource and one-to-one support	MFO	MFO NTH	Sept 2020 and ongoing	Interim data



programme is to aid pupils achieve their interim review targets					
<b>Breakfast Club</b>	Improve engagement with school and attitude to learning	MFO	MFO	Sept 2020 and ongoing	Interim and attendance
<b>Total budgeted cost:</b>					£23,256