

# Up Holland Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
School name	Up Holland High School
Number of students in school	862
Proportion (%) of pupil premium eligible students	23.1% (199)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	P. Scarborough Headteacher
Pupil premium lead	D. Blackledge Deputy Headteacher
Governor / Trustee lead	P. Sharples Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£208,950

# Part A: Pupil premium strategy plan

## Statement of intent

At Up Holland High School, our intention is that **all** students will make good progress and achieve across the curriculum. Our Pupil Premium strategy is designed with the understanding that the barriers faced by disadvantaged students are multi-dimensional. Our values are rooted in the principle that all students, regardless of their socio-economic background, can achieve excellence. The strategy aims to close the achievement gap in a way that is sustainable, evidence-based, and holistic. Our efforts will focus not only on academic success but also on improving personal development, mental health, and long-term life opportunities for disadvantaged students.

Our key goal is for disadvantaged students to make at least the same progress as their peers in every subject, particularly in core subjects such as English and maths. We aim to foster an environment where every pupil, regardless of background, can excel academically. With our drive for excellence, we believe it pertinent to have quality first teaching at the heart of our approach. With a renewed focus on staff CPD, and a meticulous reading curriculum (reading plus, PD reader), we endeavour to ensure that our disadvantaged students make progress alongside their non-disadvantaged peers in the classroom. Ensuring that all staff are equipped with the skills and knowledge to effectively support disadvantaged students is key to achieving our goals. We will focus on embedding best practices for differentiation, inclusive teaching, and high-quality feedback for all students.

Our strategy also incorporates the fundamental requirement of targeted academic support as part of our approach in tackling educational recovery. Our attention to such, specifically with English and maths, is reflected in our additional timetabled intervention to support targeted cohorts of students.

A key element of our strategy is to support the personal development and emotional well-being of disadvantaged students. When students are confident, resilient, and mentally healthy, they are more likely to engage in their learning and academic progress. The importance of engaging our students in enrichment activities, both inside and outside of school, in order to develop their cultural capital is a significant focus. We want to help disadvantaged students raise their aspirations and broaden their horizons. We will ensure they have access to the guidance and opportunities necessary to thrive in further education, apprenticeships, and future careers.

Finally, we recognise the importance of utilising the 'Early Help Assessment' in order to identify and implement early support. Our school 'Phoenix' centre provides the additional pastoral care that is provided at Up Holland High School. As a school, we utilise assessments to ensure that our strategy responds to and addresses both the challenges and the individual needs of our students. By regularly monitoring the progress and attainment of our disadvantaged students, interventions at all levels can be targeted to remove barriers and close gaps in learning.

## Challenges

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

Challenge number	Detail of challenge
1. <b>Attainment</b>	The GCSE attainment of disadvantaged students at GCSE is lower than non-disadvantaged students, particularly in subjects that require higher levels of literacy and maths, such as English language, English literature, maths, science, geography and history.
2. <b>Academic progress of boys</b>	The progress and attainment of disadvantaged boys is significantly lower than both that of disadvantaged girls and non-disadvantaged students. (PP Boys P8 of $-1.38$ , PP girls P8 of $-0.11$ and non-disadvantaged P8 of $-0.06$ ). Research consistently shows that attitudes toward learning are a significant predictor of academic success. For many disadvantaged boys, negative attitudes toward school, disengagement, and low self-esteem can create substantial barriers to success. To improve their attitudes towards learning, we will take a holistic approach that focuses on <b>engagement, motivation, self-worth, and behaviour</b> .
3. <b>Literacy</b>	Internal assessments conducted at the beginning of Y7 indicate that disadvantaged students have lower levels of reading comprehension than their non-disadvantaged peers, which subsequently impacts their progress across the curriculum. Reading and oracy are foundational skills that underpin academic success across all subjects and contribute significantly to personal development and employability. For disadvantaged student who may have limited access to language-rich environments at home, supporting these areas is essential to ensuring that they can access the curriculum fully and develop strong communication skills.
4. <b>Metacognition</b>	Current data, student surveys and focus group feedback have identified that disadvantaged students are not confident organising or leading their own learning, which is hindering their progress across the curriculum. The challenge for our disadvantaged students to become more independent and effective learners and have the skills to plan, monitor, and evaluate their learning is crucial for improving outcomes in both the short and long term.
5. <b>Attendance</b>	Improving the attendance of disadvantaged students is a crucial part of any strategy aimed at closing the achievement gap, as they are often more likely to experience barriers to regular attendance, such as issues at home, health challenges, or lack of engagement with school. One of the school's main priorities is to ' <b>raise the bar</b> ' with attendance. Previous attendance data from 2023-24 indicates that attendance among disadvantaged students was at 86.5% and although above the national figure of 85.4%, is still lower than our non-disadvantaged 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
<p><b>Improved outcomes particularly in English and maths.</b></p>	<p><b>2026/27 evidence on self-regulatory skill levels to include:</b></p> <ul style="list-style-type: none"> <li>• A positive Progress 8 score for the attainment of disadvantaged students in English language, English literature and maths.</li> <li>• Progress significantly above the national average for all students</li> <li>• Top quartile for progress made by disadvantaged students set amongst similar schools.</li> <li>• Key stage 4: All students eligible for PP to make expected progress in English and maths towards their GCSE target, in line with non-disadvantaged students. This will be evidenced using validated GCSE data.</li> </ul>
<p><b>Improved outcomes of disadvantaged boys and a narrowing of the gender gap.</b></p>	<p><b>2026/27 evidence on self-regulatory skill levels to include:</b></p> <ul style="list-style-type: none"> <li>• A positive Progress 8 score for the attainment of disadvantaged boys.</li> <li>• Top quartile for progress made by disadvantaged students set amongst similar schools.</li> <li>• Progress of disadvantaged boys is in line with disadvantaged girls.</li> <li>• Increase in average ATL score. Final GCSE data to show a closing of the gender gap.</li> </ul>
<p><b>Improved levels of literacy for disadvantaged students and less disparity between GCSE language and literature outcomes.</b></p>	<p><b>2026/27 evidence on self-regulatory skill levels to include:</b></p> <ul style="list-style-type: none"> <li>• Years 7-9: Disadvantaged students will show a marked improvement in their reading age. This will be evidenced using internal tracking data, IDL data and reading test data.</li> <li>• Years 10 &amp; 11: All students eligible for PP to make least expected progress in English towards their GCSE target. This will be evidenced using validated GCSE data.</li> </ul>
<p><b>Improved metacognitive and self-regulatory skills across all subjects.</b></p>	<p><b>2026/27 evidence on self-regulatory skill levels to include:</b></p> <ul style="list-style-type: none"> <li>• Teacher reports and class observations (learning tours) suggest disadvantaged students are more able to monitor and regulate their own learning.</li> <li>• This finding is supported by improved home learning completion rates across all classes and subjects.</li> <li>• Increase in attendance to revision sessions.</li> </ul>
<p><b>Increased attendance rates for disadvantaged students</b></p>	<p><b>2026/27 evidence on self-regulatory skill levels to include:</b></p> <ul style="list-style-type: none"> <li>• Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below.</li> <li>• Overall attendance among students eligible for PP improves to 96%, in line with their non-disadvantaged peers.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £75, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality First Teaching through a calendared CPD programme.	Recently published guidance by the EEF supports the importance of professional development <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1, & 2
To embed effective self-regulation.	Effective self-regulation can have an impact of +7 months and is cost effective. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4
A whole school focus on reading, vocabulary development and disciplinary literacy.	EEF: Improving disciplinary Literacy - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>  Alex Quigley, 'Closing the Vocabulary Gap'  GL Assessment: Why reading is key to GCSE success.  EEF: Improving Literacy in Secondary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a>	3

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

Budgeted cost: £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy interventions	<p>Accelerated Reader can have +3 months impact:  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p>The importance of fluency:  <a href="https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</a></p> <p>A Whole school approach to reading:  <a href="https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school">https://www.gov.uk/government/publications/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school/now-the-whole-school-is-reading-supporting-struggling-readers-in-secondary-school</a></p>	3
Extra English and maths	<p>Use of small groups to deliver additional English and Maths (impact can be +2 months):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1&2

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

Budgeted cost: £83.950

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Personal Development Curriculum	<p>SEL:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>GL Assessment: Why reading is key to GCSE success</p>	1, 2, 3, 4 & 5
2. Investment in the school attendance team	<p>Advice from the DfE:  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5
3. Phoenix	<p>EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	5

**Total budgeted cost: £208,950**

## 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 students in the 2023 to 2024 academic year.

The Herts Reading Fluency programme shows an average increase in reading accuracy of five months and of reading comprehension of fifteen months, with an average of 16 months for boys. Our IDL programme shows an average increase in the reading age of our students of 9 months. As part of our drive to improve literacy amongst our students, we also invested in the Accelerated Reader programme, which illustrates an average increase of 7 months for the reading ages of our students.

The maths faculty have primarily focused on driving improvements with G9-4 figures to ensure that GCSE students achieve their pass grade to progress further in life. As a result of targeted intervention and carefully selected students, the percentage of students achieving a G4 or above in maths in 2024 was 72.3%, compared to the national average of 69.9%.

After close reflection and evaluation of curriculum plans, faculties were able to identify gaps in knowledge and subsequently, amend their curriculum to meet the needs of students. This has meant that our internal assessment data illustrates improvement over the last academic year. Our validated Y11 GCSE data illustrates the improvement of Y11 performance since September 2022 as the percentage of students achieving a G5 in English and maths has increased from 41.5% in 2023 to 49.1% in 2024.

Since Covid-19, attendance continues to be a challenge. It remains a core aspect of our pupil premium strategy and school improvement plan. Disadvantaged students termly attendance figures continue to be below that of their non-disadvantaged peers at 86.5% for 2023-24 but is +1.1% above the national average of 85.4%. The attendance team continues to challenge parents/ carers, arrange home visits, organise attendance panels and issue FPN, when applicable.