

# Pupil premium strategy statement

## School overview

Detail	Data
School name	Up Holland High School
Number of pupils in school	842
Proportion (%) of pupil premium eligible pupils	31% (265)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	P. Scarborough Headteacher
Pupil premium lead	K. Higgs Associate Assistant Head
Governor / Trustee lead	P. Sharples Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£237,890
Recovery premium funding allocation this academic year	£35, 670
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	£273, 560

# Part A: Pupil premium strategy plan

## Statement of intent

At Up Holland High School, our intention is that all students, regardless of their personal, socio-economic or academic background, will make good progress and achieve across the curriculum. We aim to utilise our knowledge and expertise, as a staff body, to ensure that we are committed to excellence in order to achieve the best outcomes for all of our students.

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, formative and summative assessment and a meticulous reading curriculum, we endeavour to ensure that our disadvantaged students make progress alongside their non-disadvantaged peers in the classroom.

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 lessons to support targeted cohorts of students. Further to this, our ambition to support students in their academic progression is evident through our introduction of school-led tuition, which will ensure that students, including non-disadvantaged students, are receiving high-quality support across subjects. Not only do we perceive academic support to be pivotal, but we also value the importance of engaging our students with enrichment activities, both inside and outside of school, in order to develop their cultural capital. Finally, we recognise the importance of utilising the Common Assessment Framework in order to identify and implement early support. Our school 'Pride' centre is a significant element of the additional Pastoral care that is provided at Up Holland High School.

As a school, we have utilised assessments to ensure that our strategy responds to and addresses both the challenges and individual needs of our students.

## Challenges

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

Challenge number	Detail of challenge
1. Literacy skills	Internal assessments conducted at the beginning of Y7 indicate that disadvantaged students have lower levels of reading comprehension than peers, which subsequently impacts their progress across the curriculum.

2. Numeracy skills	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>Internal Assessments on entry to Year 7 show that 12% of PP are below average in their Maths CATS scaled score (KS2 data not available due to Covid).</p>
3. Covid-19 & lost learning	The impact of Covid-19 has meant that faculty areas have had to amend current curriculum sequence plans and embed a stronger focus on recall and addressing misconceptions.
4. Academic progress of boys	Historically, boys have underachieved in comparison to girls, in most subject areas.
5. Attendance	<p>Previous attendance data indicates that attendance among disadvantaged students has been between 86 - 93%, which is lower than our non-disadvantaged students.</p> <p>3 - 10% of disadvantaged students have been 'persistently absent' compared to 0.15 - 2% of their non-disadvantaged peers during that period.</p>

## 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 levels of literacy for disadvantaged students	<p>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.</p> <p>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.</p>
Improved levels of numeracy for all students eligible for PP	<p>Years 7-9: All students eligible for PP to make at least expected progress by achieving their progress targets in Maths. This will be evidenced using internal tracking data.</p> <p>Years 10 &amp; 11: All students eligible for PP make more than expected progress in Maths towards their GCSE target. This will be evidenced using validated GCSE data.</p>
Gaps in learning addressed for disadvantaged students	<p>All students eligible for PP to make expected progress towards their targets. This will be evidenced using tracking data and the final GCSE data.</p> <p>Evidence in the data of 'diminishing differences'.</p>
Improved progress of boys and a narrowing	<p>Internal tracking data reflects improved motivation of PP boys.</p> <p>Increase in average ATL score.</p>

of the gender gap	Final GCSE data evidences a closing of the gender gap.
Increased attendance rates for disadvantaged students	<p>Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below.</p> <p>Overall attendance among students eligible for PP improves to 96%, in line with their non-disadvantaged peers.</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: £100, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. 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, 4
2. To embed effective formative and summative assessment.	Rosenshine Principles <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>	3, 4
3. 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>	1

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

Budgeted cost: £75, 560

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

1. Literacy and Numeracy interventions	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>	1, 2
2. Extra English and Maths	Use of small groups to deliver additional English and Maths: <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>	1, 2, 3
3. School-led tutoring	Small group tuition: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3

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

Budgeted cost: £98, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Personal Development Curriculum	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>  GL Assessment: Why reading is key to GCSE success	1, 2, 3
2. Investment in the school attendance team	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>	5
3. Nurture group and Phoenix	EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	5, 3

**Total budgeted cost: £273,560**

## 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 2020 to 2021 academic year.

As a result of Covid-19, it is apparent that one of our biggest successes was our implementation of online learning. Through effective staff CPD, we were able to launch our online learning platform promptly to ensure that students received consistently high-quality teaching, subsequently allowing us to minimise the impact of lost learning.

All faculty areas have closely reviewed and amended curriculum plans to ensure that any missed learning has been interwoven into their new curriculum sequence to enable students to catch up and secure knowledge and skills.

Literacy and Numeracy interventions were disrupted significantly due to the impact of Covid-19, which has meant that students, particularly disadvantaged students, have not made expected progress by the end of this strategy. This is a key element that has been transferred to our new three-year strategy to ensure that it remains at the forefront of our approach to closing the gap between our disadvantaged and non-disadvantaged students.

Attendance has been significantly impacted by Covid-19 and it continues to be a core aspect of our pupil premium strategy. Over the last two years, the number of persistent absentees has increased, subsequently, this will remain a primary focus for our school.