

Pupil premium strategy statement – Holyport College

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	575 years 7-13 389 years 7-11
Proportion (%) of pupil premium eligible pupils	76 students 13% of years 7-13 20% of years 7-11
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	30th January 2023
Date on which it will be reviewed	9th December 2024
Statement authorised by	Ben McCarey
Pupil premium lead	Alex Jeffery
Governor / Trustee lead	Sue Dudley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (estimate)	£102,208
Recovery premium funding allocation this academic year	£13,608
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£12,318
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£128,134

Part A: Pupil premium strategy plan

Statement of intent

We believe every child should have the opportunity to ‘Aspire, Achieve and Succeed’ regardless of their background or barriers to learning they may face. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Since opening in September 2014, Holyport College has given priority to a proportion of day places to pupils eligible for the pupil premium (up to 20%) under category 5 of our Admissions Policy. As such, a long-term strategy in how we utilise the pupil premium grant has been critical to our success in ensuring disadvantaged students achieve, on or above, national average attainment figures. Strategically, initiatives are categorised into two areas:

1. Initiatives that have a direct impact on the delivery of high quality teaching and learning
2. Initiatives that pastorally support our students.

The latter is of critical importance given many of our students are previously looked-after (PLAC) and have therefore suffered varying degrees of early childhood trauma. We also consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

The College’s strategic aims for disadvantaged pupils are as follows:

Aim	Target	Target Date
Progress 8	x	Annually
Ebacc Entry	To maintain higher than national average EBacc Entry for all pupils	Annually
Attainment 8	To achieve at or above national average for all pupils	Annually
Percentage of Grade 5+ in English and Maths	To achieve national average English and Maths 5+ scores	Annually

Other	To ensure all pupils are given the correct support, guidance and resources to achieve their full academic potential To achieve and maintain the number of pupils categorised as NEET as zero	Annually
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Profile of disadvantaged students at Holyport College 2016-2022

	2016 - 2017	2017 - 2018	2018 - 2019	2019- 2020	2020- 2021	2021- 2022
Total students on roll	353	445	503	528	581	575
Students in years 7 to 11 on roll	353	357	356	358	373	389
1.Number of FSM pupil eligible for Pupil Premium (FSM and Ever 6)	49	52	50	42	41	
2. Number of post looked after (PLAC) pupils eligible for Pupil Premium	14	19	22	28	30	
3. Looked After (LAC) pupils eligible for PP+ (funds held by Virtual Schools)	7	10	13	10	8	
4. Number of Service students eligible for Pupil Premium (not classified as disadvantaged)	9	10	12	13	17	
Total number of *disadvantaged students (1-3)	70	81	85	80	79	
Total number of students eligible who attract funding (1-4)	79	91	97	93	96	

	2016 - 2017	2017 - 2018	2018 - 2019	2019- 2020	2020- 2021	2021- 2022
Pupil premium funding received	£60,618	£70,115	£89,715	£91,609	£98,393	£102,208

Challenges

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

Challenge number	Detail of challenge
1	Our observations and discussions with pupils and families have identified a high degree of social, emotional and mental health issues

	amongst the cohort, many of whom have suffered early childhood trauma experiences. Curriculum Support referrals for support (internally and externally sourced) remain high.
2	Students who come from disadvantaged backgrounds, including many from the care system, have not necessarily been exposed to aspirational careers advice, opportunities or role modelling.
3	The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers. Assessment on entry to year 7 in September 2023 indicated that 20% of pupil premium students arrive with a standardised score of 90 or less for the quantitative component of CATS. For year 7 entry in September 2022, this was 60% of pupil premium students.
4	Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.
5	Our attendance data over Autumn 2022 term indicates that students on free school meals are tracking higher than the national average for this cohort, but that the gap between those on FSM and those who pay for their lunches is high in year 11. The level of unauthorised absence for students in general is 1.2% but for those on free school meals it is 4.2% and for those on Code K it is 4.2%.
6	Our discussions with pupils indicate a lack of access to wider reading material amongst 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
Provide extensive pastoral, social and emotional support for pupils with particular needs	Sustained high levels of wellbeing by 2024/2025 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student parent surveys and teacher observations - reduction in the number of safeguarding concerns involving disadvantaged students

<p>Improve attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in achieving 5+ for Maths and English</p>	<p>By the end of our current plan in 2024/2025, the same percentage of disadvantaged students achieve 5+ for Maths and English as for the whole school. 2021/2022 KS4 outcomes demonstrate that 58% of non disadvantaged students achieve 5+ in English and Maths, versus 18% of disadvantaged students.</p> <p>By the end of our current plan in 2024/2025, all students will have access to wider reading material, including the use of a new library at the College and participation in the College's reading strategy</p>
<p>Dedicated careers advice and support to allow students to reach their potential beyond Holyport College</p>	<p>Sustained programme of careers advice and initiatives across all year groups, with priority given to disadvantaged students.</p> <p>To achieve and maintain the number of pupils categorised as NEET as zero.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - parity of attendance between disadvantaged pupils and their non-disadvantaged peers
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</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: £50k

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p> <p>This will be led by the staff member responsible for implementing the whole school reading strategy, additional staff training by speech and language specialist, the purchasing and provision of a reading book to all students at the College (Headmaster's Book Club)</p> <p>Time will be made available for teacher to identify Tier 2 and 3 vocabulary within their specialism</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2,5,6</p>

Morning form given over to whole school reading twice a week		
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1,5

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

Budgeted cost: £50k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our curriculum support provision, particularly initiatives that focus on meeting the SEMH needs of students.</p> <p>Continuation of SEMH provision already on offer: drama therapy, art therapy, school counselling, ELSA, pastoral support</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	1, 2, 4, 5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	3, 4

<p>tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Founding Headmaster to lead on whole school attendance, liaising</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	
<p>Engaging the families facing most challenges</p>	<p>Working closely with the Virtual School and social care teams and undertaking any authority wide outreach initiatives</p>	

Total budgeted cost: £120k

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.06. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 45.38. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 48.7. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.03.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the percentage of disadvantaged students achieving grade 5+ in English and Maths was below our expectations.

Disadvantaged pupil performance overview for last academic year 2021-2022

Progress 8	-0.06
Ebacc entry	81.3%
Attainment 8	45.38
Percentage of Grade 5+ in English and Maths	18.8%

National Average 'All' and 'Disadvantaged' pupil performance overview for last academic year 2021-2022

	All pupils	Disadvantaged pupils
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Progress 8	-0.03	-0.55
Ebacc entry	38.7	26.9
Attainment 8	48.7	37.5
Percentage of Grade 5+ in English and Maths	49.6	29.5

Holyport College 'Disadvantaged'* pupil performance over the past four years

	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022
Progress 8	0.51	0.66	-0.06	N/a	N/a	-0.06
Ebacc entry	38%	80%	81%	N/a	N/a	81.3%
Attainment 8	39.8	51	41.5	N/a	N/a	45.38
% Grade 5+ in English and Maths	25%	30%	31%	N/a	N/a	18.8%

**Disadvantaged pupils are those who were eligible for free school meals at any time during the last 6 years and children looked after (in the care of the local authority for a day or more or who have been adopted from care).*

Whole School pupil performance over the past four years

	2016 - 2017	2017 - 2018	2018 - 2019	2019-2020	2020-2021	2021-2022
Progress 8	0.1	0.49	0.22	N/a	N/a	0.25
Ebacc entry	78%	80%	86%	N/a	N/a	80%
Attainment 8	54.7	57	53.1	N/a	N/a	54.98
% Grade 5+ in English and Maths	62%	56%	54%	N/a	N/a	58%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

