

Pupil premium strategy statement

School overview

Detail	Data
School name	Up Holland High School
Number of pupils in school	864
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	P. Scarborough Headteacher
Pupil premium lead	S. Priestley K Higgs
Governor / Trustee lead	P. Sharples

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£271,745
Recovery premium funding allocation this academic year	£117,204
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	£388,949

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 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, revision strategies 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 reduced class sizes in KS4. Further to this, our ambition to support students in their academic progression is evident through our continued provision of school-led tuition, which will ensure that students, including non-disadvantaged students, are receiving high-quality support across a range of subjects.

Not only do we perceive academic support to be pivotal, but we also value the importance of engaging our students in enrichment activities, both inside and outside of school, to develop their cultural capital. Finally, we recognise the importance of utilising Early Help and Agency support to identify and implement early intervention for our most vulnerable students. Our school 'Well-being hub,' incorporating SEND and EBSA students are significant elements of 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.

Challenges

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

Challenge number	Detail of challenge												
1. Literacy skills	<p>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.</p> <p>As of September 2023, 51% of Y7 students did not meet the benchmark.</p>												
2. English and maths	<p>The attainment of disadvantaged pupils in English and maths is generally lower than that of their peers.</p> <p>The GCSE 2023 P8BC data shows that there was a gap of -0.34 for English Language, -0.37 for English Literature and -0.32 for maths.</p> <p>Headline figures (% of students achieving English and maths):</p> <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> <th>2023</th> </tr> </thead> <tbody> <tr> <td>9-5</td> <td>41.7</td> <td>57.7</td> <td>41.5</td> </tr> <tr> <td>9-4</td> <td>63</td> <td>77.9</td> <td>65.8</td> </tr> </tbody> </table>		2019	2022	2023	9-5	41.7	57.7	41.5	9-4	63	77.9	65.8
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3. Academic progress of boys with a focus on AtL	<p>Historically, boys have underachieved in comparison to girls, in most subject areas.</p> <p>The GCSE 2023 P8 data shows a gap of -0.6 between males and females. There was a slight decrease (-0.56 in 2022), and it remains an area of focus.</p>												
4. Attendance	<p>2022/23</p> <p>Overall attendance – 91.5% PP – 2022 – 87.2% Non-PP – 93.3% PA PP – 40.7% Non-PP – 17.1%</p> <p>Attendance remains a priority for school and is one of school's whole school targets, including a School Improvement Group and Plan</p>												
5. Self-regulation	<p>Current data shows that students are not confident approaching or organising their revision, which is hindering their progress across the curriculum.</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 Readingplus test data.</p> <p>Years 10 &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 outcomes in English and maths for disadvantaged students	<p>Years 7-9: All students eligible for PP to make at least expected progress by achieving their progress targets in English and maths. This will be evidenced using internal tracking data.</p> <p>Years 10 & 11: All students eligible for PP to make expected progress in English and maths towards their GCSE target. This will be evidenced using validated GCSE data.</p>
Improved progress of boys and a narrowing of the gender gap	<p>All boys to show internal tracking data that reflects improved motivation of PP boys.</p> <p>Increase in average ATL score in all year groups</p> <p>Final GCSE data to show a closing of the gender gap.</p>
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>
Improved self-regulation amongst 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>

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: £150, 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 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3
2. To embed effective self-regulation.	Effective self-regulation can have an impact of +7 months and is cost effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	5
3. A whole school focus on reading, vocabulary development and disciplinary literacy.	EEF: Improving disciplinary Literacy - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Alex Quigley, 'Closing the Vocabulary Gap' GL Assessment: Why reading is key to GCSE success. EEF: Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1

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

Budgeted cost: £130, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Literacy interventions	<p>Accelerated Reader can have +3 months impact: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>The importance of fluency: https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency</p> <p>A Whole school approach to reading: 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</p>	1
2. Smaller class sizes instead. Evidence?	<p>Use of smaller class sizes to deliver English and Maths will increase the amount of attention each student will receive (impact can be +2 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	2, 3
3. School-led tutoring through NTP	<p>Small group tuition (impact can be +4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>NTP research and currently in its infancy (impact unknown currently) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners?utm_source=/projects-and-evaluation/projects/national-tutoring-programme-ntp-tuition-partners&utm_medium=search&utm_campaign=site_search&search_term=ntp</p>	1, 2, 3, 5

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

Budgeted cost: £108, 949

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Personal Development Curriculum	<p>SEL: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>GL Assessment: Why reading is key to GCSE success</p>	1, 2, 5
2. Investment in the school attendance team	<p>Advice from the DfE: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	4
3. Investment in wellbeing, inclusion and SEN provision	<p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p>Inclusion EEF: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/engage-in-education?utm_source=/projects-and-evaluation/projects/engage-in-education&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p>	4

Total budgeted cost: £388,949

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 Herts Reading Fluency programme shows an average increase in reading accuracy of three months and of reading comprehension of twenty-nine months, with an average of 23 months for boys. Our IDL programme shows an average increase in the reading age of our students of 11 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 5 months for the reading ages of our students. Our evaluation of the programme has led us to trial another software system (ReadingPlus) to accelerate progress with reading and literacy. The new programme starts in September 2023.

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 2023 was 72.4% (78.5% in 2022). This has led to the reduction of class sizes to improve outcomes in Maths.

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. However, this has meant that our internal assessment data illustrates deterioration over the last academic year. Our validated Y11 GCSE data illustrates the Y11 performance since September 2022 as the percentage of students achieving a G5 in English and maths has decreased from 58.4% in 2022 to 41.5% in 2023. Upon reflection, smaller class sizes and the use of the NTP (National Tutoring Programme) will be used to accelerate progress.

As part of our drive for excellence in 2022, we had a SIG (school improvement group) that solely focuses on boys and PP across the curriculum, which has enabled us to identify key students and implement support. GCSE data shows a reduction in the P8 figure from -0.34 for boys in 2022, to -0.80 in 2023. Upon evaluation, the SIG has changed to increase motivation and resilience in school of all students with a focus on AtL (attitude to learning) as a priority.

Since Covid-19, attendance continues to be a challenge. It remains a core aspect of our pupil premium strategy. PP termly attendance figures continue to be below that of their non-disadvantaged peers. The attendance team continues to challenge parents/carers, arrange home visits, organise attendance panels and issue FPN, when applicable.