

Pupil premium strategy statement

School overview

Detail	Data
School name	Up Holland High School
Number of pupils in school	844
Proportion (%) of pupil premium eligible pupils	31% (265)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
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	£251, 275
Recovery premium funding allocation this academic year	£61,548
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	£312, 823

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 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 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, 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 'Well-being hub' and 'Phoenix' 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	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.

	As of September 2022, 31% of Y7 students did not meet the benchmark.									
2. English and maths	<p>The attainment of disadvantaged pupils in English and maths is generally lower than that of their peers.</p> <p>GCSE 2022 SPI data shows that there was a gap of -0.61 for English Language, -0.41 for English Literature and -0.48 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> </tr> </thead> <tbody> <tr> <td>9-5</td> <td>41.7</td> <td>57.7</td> </tr> <tr> <td>9-4</td> <td>63</td> <td>77.9</td> </tr> </tbody> </table>		2019	2022	9-5	41.7	57.7	9-4	63	77.9
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9-5	41.7	57.7								
9-4	63	77.9								
3. Academic progress of boys	<p>Historically, boys have underachieved in comparison to girls, in most subject areas.</p> <p>The GCSE 2022 SPI data shows a gap of -0.23 between males and females. Although diminishing, (-0.66 in 2019), it remains an area of focus.</p>									
4. Attendance	<p>Previous attendance data indicates that attendance among disadvantaged students has been between 81-93%, which is lower than our non-disadvantaged students.</p> <p>33% of disadvantaged students have been 'persistently absent' compared to 12% of their non-disadvantaged peers during that period.</p>									
5. Self-regulation	Current data shows that students are not confident approaching or organising their revision, which is hindering their progress across the curriculum.									

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 & 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>

<p>Improved outcomes in English and maths for disadvantaged students</p>	<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>
<p>Improved progress of boys and a narrowing of the gender gap</p>	<p>Internal tracking data reflects improved motivation of PP boys.</p> <p>Increase in average ATL score.</p> <p>Final GCSE data to show a closing of the gender gap.</p>
<p>Increased attendance rates for disadvantaged students</p>	<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>
<p>Improved self-regulation amongst students.</p>	<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: £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 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: £75, 560

Activity	Evidence that supports this approach	Challenge number(s) addressed
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1. Literacy interventions	Accelerated Reader can have +3 months impact: https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader The importance of fluency: https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency 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	1
2. Extra English and maths	Use of small groups to deliver additional English and Maths (impact can be +2 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	2 , 3
3. School-led tutoring	Small group tuition (impact can be +4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 5

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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning GL Assessment: Why reading is key to GCSE success	1, 2, 5
2. Investment in the school attendance team	Advice from the DfE: https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	4
3. Nurture group and Phoenix	EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4

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 2021 to 2022 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 2022 was 79.1% (66.1% in 2019).

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 2021 as the percentage of students achieving a G5 in English and maths has increased from 41.7% in 2019 to 57.7% in 2022.

As part of our drive for excellence, we have 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 an improvement in the SPI figure from -0.80 for boys in 2019, to 0.17 in 2022.

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.