

## The Holt School Pupil Premium Strategy Statement 2020/21

This statement sets out how The Holt intends to best provide for students who are deemed disadvantaged due to their family, social or economic circumstances. The school receives additional funding for these students. The Department for Education identifies disadvantaged pupils as those who are eligible for Free School Meals or have been in the last six years or is a Looked After Child (LAC), or who has previously been looked after by the state, but are now adopted or are subject to a special guardianship order, a child arrangements order or a residence order.

### School overview

| Metric                                      | Data                          |
|---|-------------------------------|
| School name                                 | The Holt School               |
| Pupils in school                            | Year 7-11 1138 Sixth Form 245 |
| Proportion of FSM students                  | 53 students 4.7%              |
| Proportion of disadvantaged pupils          | 83 students 7.3%              |
| Proportion of Service Children              | 4 students 0.35%              |
| Pupil premium allocation this academic year | £69 715                       |
| Academic year or years covered by statement | 2020-21                       |
| Publish date                                | November 2020                 |
| Review date                                 | November 2021                 |
| Pupil premium lead                          | Anne Kennedy                  |
| Governor lead                               | Angela Blogg                  |

### Disadvantaged pupil performance overview for last academic year

|  |              |
|--|--------------|
| Progress 8   | +0.6 Overall |
| Ebacc entry  | 53%          |
| Average GCSE grade*  | 5.6          |
| Percentage of Grade 5+ in English and maths                              | 50.0%        |
| Percentage of Grade 4+ in English and maths                              | 81.2%        |
| Percentage of 5+ Grade 4-9 inc En and Ma                                 | 75.0%        |
| *All data is from FFT. Average GCSE grade attainment 8 is not published. |              |

## Strategy aims for disadvantaged pupils

| Aim   | Target  | Target date    |
|---|---|----------------|
| Progress 8                                  | To achieve a progress score for our disadvantaged students which is in the top 5% of schools.   | September 2021 |
| Attainment 8                                | For our DA students to achieve at least their GCSE target grade.  | September 2021 |
| Percentage of Grade 5+ in English and maths | 56% of DA students  | September 2021 |
| Attendance                                  | To achieve attendance rate in line with non DA students target 96.5%  | September 2021 |
| Ebacc entry                                 | DA students are put on correct pathway with realistic expectations. High and middle prior attainment DA students strongly encouraged to take an EBacc subject. Low prior attaining DA students and some middle prior attaining students advised to take non Ebacc subject if they have more chance of gaining a grade 4 or above. | September 2021 |
| Increase social mobility                    | DA students to take part in enrichment activities, to be confident speakers and have to engage in new experiences   | September 2021 |

## Teaching priorities for current academic year

| Measure   | Activities  |
|---|---|
| <p>Priority 1<br/>To encourage more 'student talk'/oracy in lessons to encourage consolidation of learning and create challenge in lessons.</p> | <ul style="list-style-type: none"> <li>• CPD Inset and T&amp;L briefings on improving pedagogy to ensure effective student talk in lessons</li> <li>• Focus for the incremental coaching partner programme</li> <li>• HOY/HoS to highlight skills of student talk in assemblies and seminars</li> </ul>   |
| <p>Priority 2<br/>Responsive teaching to identify gaps in knowledge and understanding due to school closure.</p>                                | <ul style="list-style-type: none"> <li>• Teachers to use summative and formative assessment to identify gaps and to respond by adapting teaching to fill the gaps.</li> <li>• CPD inset and T&amp;L briefings to share ideas</li> <li>• CPD on face to face teaching behind the 'safety line' – refresh on direct questioning, giving feedback to whole class/individuals when social distancing</li> </ul> |
| <p>Priority 3<br/>High quality remote teaching and learning in preparation for another school closure or partial closure due to pandemic.</p>   | <ul style="list-style-type: none"> <li>• Update CPD ppts on using TEAMS effectively</li> <li>• CPD inset on key pedagogy for remote teaching (explanation, modelling, checking understanding and feedback)</li> <li>• CPD bulletin - use of mini whiteboards and visualizers</li> </ul>   |
| <p>Barriers to learning these priorities address</p>  | <ul style="list-style-type: none"> <li>• DA students don't have access to technology at home</li> <li>• DA students lack experience in 'student talk' – possible vocabulary gap, confidence, structure of talk</li> <li>• DA student attendance in school/remote learning</li> <li>• Investment in school IT systems</li> </ul>   |
| <p>Projected spending</p>   | <ul style="list-style-type: none"> <li>• Mini whiteboards and pens £3000</li> <li>• Visualizers for all staff £7000</li> </ul>  |

## Targeted academic support for current academic year

| Measure   | Activity  |
|---|---|
| <p>Priority 1<br/>Catch up sessions for DA students across all year groups.</p>   | <ul style="list-style-type: none"> <li>• Create a timetable of after school catch up provision for Year 11 and Year 10 (POR) – target DA students to attend.</li> <li>• Provide catch up in maths and English for students Year 7 -10 who are not meeting expectations/below target. Target DA students. Include registration booster sessions in learning link.</li> <li>• Run study days in the holidays for English and maths in addition to other subjects.</li> <li>• HoY to meet with all DA students at least once every half term and to make this coincide with the issuing of reviews to discuss areas for improvement and set up an action plan. DA students to be able to identify where they need to work on their gaps in learning.</li> <li>• Key marginal meetings for Year 10 and Year 11 to check on interventions and make adaptations if needed.</li> </ul> |
| <p>Priority 2<br/>To improve the attendance of DA students by striving for full parental engagement in their daughter's learning.</p> | <ul style="list-style-type: none"> <li>• Daily calls home for DA persistent absentees and calls home for other DA students on the third broken week in the school year.</li> <li>• EWO interventions/parent meetings</li> <li>• DA parents invited to parents evening/study skills evenings/ concerts/shows. Give priority booking.</li> </ul>  |
| <p>Priority 3<br/>To ensure DA students have all the correct equipment.</p>   | <ul style="list-style-type: none"> <li>• HOY to check half termly that all DA students have sole access to a working laptop</li> <li>• DA students to be provided with revision guides, text books, ingredients, practical subject equipment, laptops</li> </ul>  |
| <p>Barriers to learning these priorities address</p>  | <ul style="list-style-type: none"> <li>• Poor attendance of DA students</li> <li>• DA parents struggle to navigate the remote systems eg parents evening software or ParentSims app</li> <li>• Increasing proportion of DA students are BME and EAL so presenting a language and cultural barrier.</li> <li>• May not want to stay after school for catch up sessions</li> </ul>  |
| <p>Projected spending</p>   | <ul style="list-style-type: none"> <li>• Catch up lessons (comes out of catch up funding)</li> <li>• Laptops - £15 000</li> </ul>   |

## Wider strategies for current academic year

| Measure  | Activity   |
|--|--|
| <p>Priority 1<br/>To ensure Year 11 DA students have a post 16 course to attend and DA students in other years are starting to develop a focus/vision for the future</p> | <ul style="list-style-type: none"> <li>• Careers lead to prioritise careers interviews with DA students across all Year groups.</li> <li>• Careers lead to check in on Year 11 DA students fortnightly in Autumn term to support with post 16 applications. To take to college for visits if necessary.</li> <li>• Careers lead to target WEX to Year 10 DA students and set up extended WEX if appropriate.</li> <li>• Careers is in the KS3 PSHE core programme</li> </ul> |
| <p>Priority 2<br/>To give support to DA students who struggle with their mental health and/or coping in school</p>   | <ul style="list-style-type: none"> <li>• DA students are given priority to see the school counsellor or behaviour support counsellor</li> <li>• DA students at KS3 are prioritised to have sessions in the LL to help with coping at secondary school.</li> </ul>  |
| <p>Priority 3<br/>DA students are given opportunities to enjoy building up their cultural capital</p>  | <ul style="list-style-type: none"> <li>• Enrichment day trips are paid for and DA students targeted to attend</li> <li>• DA students encouraged to attend school concerts/shows</li> <li>• DA students will have one residential trip up to £300 paid for per year eg Bushcraft</li> </ul>   |
| <p>Barriers to learning these priorities address</p>   | <ul style="list-style-type: none"> <li>• DA students poor attendance</li> <li>• DA students lack of confidence to engage in opportunities</li> </ul>   |
| <p>Projected spending</p>  | <ul style="list-style-type: none"> <li>• Purchase careers programme Unifrog £4000</li> <li>• Trips £16 000</li> <li>• Counselling £3000</li> </ul>   |

## Monitoring and implementation

| Area             | Challenge   | Mitigating action  |
|------------------|---|--|
| Teaching         | <ul style="list-style-type: none"> <li>All teaching staff make time for incremental coaching</li> <li>Teaching staff do not teach the skills of oracy/student talk to students as they are not confident themselves.</li> </ul>   | <ul style="list-style-type: none"> <li>HOD and AHT regularly assess how the programme is running and make tweaks to ensure everyone is engaged.</li> <li>CPD on the four strands of student talk to enable teachers to deliver student talk opportunities in lessons effectively.</li> <li>SLT/HOD/QA Drops ins</li> </ul>   |
| Targeted support | <ul style="list-style-type: none"> <li>Staff having to teach from behind the 'safety line' due to covid measures – makes it difficult to check on students' progress in class.</li> <li>DA students do not attend after school or holiday catch up</li> <li>Enough teachers/suitable tutors to deliver after school catch up for KS3 DA students in maths, science, MFL and art.</li> </ul> | <ul style="list-style-type: none"> <li>CPD on ways to check in on progress behind the safety line eg honing on good pedagogy eg direct questioning to cover all students, think-pair-share, use of mini whiteboards</li> <li>SLT/HOD/QA Drops ins</li> <li>To check in with DA students before the catch up sessions to make plans for staying behind after school. Liaising with parents.</li> <li>To actively recruit tutors/encourage teachers in Autumn term.</li> </ul> |
| Wider strategies | <ul style="list-style-type: none"> <li>DA student attendance is lower than non-DA</li> <li>DA students lack of confidence to engage in opportunities</li> </ul>   | <ul style="list-style-type: none"> <li>Constant communication with DA students and parents to identify issues and come up with solutions.</li> <li>Teachers/HOY/tutors to explicitly encourage mentoring sessions/ tutors to get involved/ to support them to be involved. Staff meeting agenda item to highlight the needs of DA students and why they might be reticent to put themselves forward.</li> </ul>  |

**Review: last year's aims and outcomes – see impact statement 2019/20**

Anne Kennedy Nov 2020