

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Holly Lodge Girls' College
Number of students in school	988
Proportion (%) of pupil premium eligible students	55%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	Nov 2021
Date on which it will be reviewed	Nov 2022
Statement authorised by	A. Keen (Headteacher)
Pupil premium lead	R. Downey (Deputy Headteacher)
Governor / Trustee lead	Louise Grenville

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£476,545
Recovery premium funding allocation this academic year	£72,790
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	£549,335

## Part A: Pupil premium strategy plan

### Statement of intent

Holly Lodge Girls' College intention is for all of its students to be able to *'Expect to Achieve'*, irrespective of their background or the challenges they face. We aim for all students to make the best possible attainment and progress, across the curriculum so that they can successfully progress onto the next phase of their education.

Our overriding priority is to provide high quality teaching, focussed on high levels of challenge and targeted feedback, as this is proven to have the greatest impact on the attainment gap between disadvantaged students and their peers. Our goal is that disadvantaged students' attainment and progress will be significantly improved and sustained alongside greater outcomes for their non-disadvantaged peers.

The focus of our Pupil Premium strategy is to support disadvantaged students to achieve these goals irrespective of their prior attainment at Key Stage 2, which requires a particular focus on those who are prior high achievers.

Our strategy and support activities will also:

- Consider those students deemed vulnerable, such as those who have a social worker and young carers, regardless of them being disadvantaged or not. We will consider the challenges they face and how best to ensure they are able to overcome these.
- Be integral to wider school plans for education recovery. Notably by engaging with the National Tutoring Programme for students whose education has been worst affected. This will include, where appropriate, non-disadvantaged students.

Our approach will be designed to respond to the common challenges and individual needs of disadvantaged students. The approach we adopt will complement each other and support students to succeed. To ensure they are effective we will:

- adopt a whole school approach where all staff are expected to take responsibility for disadvantaged students outcomes, as well as raise their expectations of themselves and what they can achieve.
- act as early as possible to identify needs to cohorts and set appropriate intervention and support strategies
- ensure disadvantaged students are challenged in the work that they are set and receive pertinent feedback to enable them to develop further understanding and make greater progress.
- Measure the impact of intervention and support strategies. Evaluate the impact made and make changes or deploy further as appropriate.

## Challenges

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

Challenge number	Detail of challenge												
1	<p>Assessments on entry to year 7 in the last 5 years indicate that:</p> <ul style="list-style-type: none"> <li>• between 23.8% – 44.5% of our disadvantaged students arrive below age-related expectations in maths which compares to 10.1% - 30.0% of their peers.</li> <li>• between 23.8% – 33.9% of our disadvantaged students arrive below age-related expectations in English which compares to 7.0% - 28.6% of their peers.</li> </ul> <p>Subsequent internal assessments show that the gap in performance widens further throughout time in our school.</p>												
2	<p>Reading age assessments for KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <table border="1"> <thead> <tr> <th></th> <th>Y9</th> <th>Y8</th> <th>Y7</th> </tr> </thead> <tbody> <tr> <td>PP students</td> <td>95.9</td> <td>95.2</td> <td>96.4</td> </tr> <tr> <td>nPP students</td> <td>102.6</td> <td>101.1</td> <td>100.2</td> </tr> </tbody> </table> <p>On entry to year 7 in 2021, 56% of our disadvantaged pupils arrive below age-related expectations compared to 43% of their peers.</p>		Y9	Y8	Y7	PP students	95.9	95.2	96.4	nPP students	102.6	101.1	100.2
	Y9	Y8	Y7										
PP students	95.9	95.2	96.4										
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3	<p>Our attendance data for current year groups shows that attendance among disadvantaged students has been between 3.1% and 7.8% lower than for non-disadvantaged students.</p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 4.4% - 5.9% lower than for non-disadvantaged students.</p> <p>16.0% - 35.2% of disadvantaged students have been 'persistently absent' when compared to 4.9% - 18.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged student progress.</p>												
4	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p>												
5	<p>Our assessments (including; Blues Programme, Bounce Back Questionnaires, Oxwell Survey, Learning Mentor referrals / Sharp System notifications and MARF/EHAT requirements), observations and discussions with students and families have identified increased social and emotional issues, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>This is partly driven by concerns about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</p>												
6	<p>Many disadvantaged students did not have access to sufficient technology to allow them to engage meaningfully in online learning during school closures. This has meant that they have fallen further behind than others during this time and beyond as they continue to struggle to access home learning. Although there has been a programme of providing technology where possible and students have always had access to paper resources it has meant they are not accessing the same content as their classmates.</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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>- an average Attainment 8 score of &gt; 42.0. In the last 3 examination years this was 35.9 – 39.67</li> <li>- an EBacc average point score of 4.0 per subject. In the last 3 examination years this was 2.91 – 3.54</li> </ul> <p>By the end of our current plan in 2024/25, 40% or more of disadvantaged students enter the English Baccalaureate (EBacc). In the last 3 examination years this figure was 17.6% - 33.8%.</p>
<p>Improved attainment among high ability disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>2024/25 KS4 outcomes demonstrate that high ability disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>- an average Attainment 8 score of &gt; 55.0. In the last 3 examination years this was 46.2 – 52.4</li> <li>- an EBacc average point score of 5.0 per subject. In the last 3 examination years this was 4.01 – 4.83</li> </ul> <p>By the end of our current plan in 2024/25, 65% or more of high ability disadvantaged students enter the English Baccalaureate (EBacc). In the last 3 examination years this figure was 41.7% - 53.3%.</p>
<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- the overall absence rate for all students being no more than 5.0%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to no more than 5%.</li> <li>- the percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 8% lower than their peers.</li> </ul>

<p>Continue to develop wellbeing support for vulnerable students to recover from the effects of school closures and enable them be more confident, happy and more able to engage in school and with home learning opportunities.</p>	<p>Students who become identified as vulnerable are able to be effectively supported both within school and by specialist agencies to be able to increasingly engage within school and maximise their attendance, attainment and progress.</p>
<p>To continue to work with disadvantaged students and their families to increase their access to technology and connectivity to enable them engage with home learning.</p>	<p>To provide effective technology solutions which enable a greater proportion of our disadvantaged students to access home learning opportunities in 2024/25</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: £ 271,726.35

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Subscription to the National College to provide staff with a suite of CPD. specifically around assessing and targeting, teaching and learning and student support.</i>	EEF Guide to the Pupil Premium—Autumn 2021 identifies High Quality Teaching as a main driver for narrowing the performance between Disadvantaged Students and their peers: <a href="#">EEF Guide to the Pupil Premium—Autumn 2021</a>	1
<i>Appointments of Lead Practitioners for teaching and learning. Will focus on</i> <ul style="list-style-type: none"> <li>- development of teaching standards</li> <li>- Coaching of colleagues who are identified as needing to further development</li> <li>- Support for recently qualified colleagues</li> <li>- delivery of the whole school reading initiative</li> </ul>	EEF Guide to the Pupil Premium—Autumn 2021 identifies High Quality Teaching as a main driver for narrowing the performance between Disadvantaged Students and their peers: Lead practitioners are a key appointment to drive the development of T&L standards at Holly Lodge and narrow attainment gaps <a href="#">EEF Guide to the Pupil Premium—Autumn 2021</a>	1, 2
<i>Teaching assessment and feedback development: To reinforce metacognition in teaching strategies so staff implicitly use these techniques in their day to day teaching. Staff are more aware of how students learn and can tailor lessons accordingly. Principally basing whole school routines on Rosenshein’s Principles of Instruction.</i>	EEF Teaching toolkit: <a href="#">Metacognition and Self-regulation</a>	1
<i>Appointment of seconded Senior Leader (plus associated backfill) with</i>	This new role will play a key part in implementing and evaluating the strategies	1, 4, 5

<i>focus on student recovery from 2020 and 2021 pandemic related school closures</i>	needed to improve student outcomes for disadvantaged students. Employing a number identified as high impact within the <a href="#">EEF Teaching toolkit</a>	
<i>Whole school reading initiative to students improve literacy levels and ability to comprehend written sources</i>	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf</a> (oup.com.cn) EEF Teaching toolkit – <a href="#">reading comprehension strategies</a>	1, 2
<i>Purchase of standardised on entry diagnostic assessments (CAT testing)</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support	1, 2
<i>Purchase of IRIS Connect cameras to support lesson observation and coaching processes for teachers who need additional support, as well as sharing of best teaching practice.</i>	EEF Guide to the Pupil Premium—Autumn 2021 identifies High Quality Teaching as a main driver for narrowing the performance between Disadvantages Students and their peers: <a href="#">EEF Guide to the Pupil Premium—Autumn 2021</a>	1
<i>Engagement with the CPD provided by the Princes Teaching Institute. These are both subject specific courses designed to support teachers to develop rich subject experience for their students and long term professional development opportunities centred on delivering exceptional teaching and transformational classroom practices</i>	EEF Guide to the Pupil Premium—Autumn 2021 identifies High Quality Teaching as a main driver for narrowing the performance between Disadvantages Students and their peers: <a href="#">EEF Guide to the Pupil Premium—Autumn 2021</a>	1
<i>Additional learning resources targeted towards teachers being able to support disadvantaged students for whom the school closures meant they were unable to make the progress their peers did.</i>	EEF Guide to the Pupil Premium—Autumn 2021 identifies High Quality Teaching as a main driver for narrowing the performance between Disadvantages Students and their peers: <a href="#">EEF Guide to the Pupil Premium—Autumn 2021</a>	1

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

Budgeted cost: £ 100,209.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mentors provide by the Tutor trust through the National Tutoring Programme.</i>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups: EEF Teaching toolkit – <a href="#">one to one tuition</a>	1, 2, 3
<i>Teaching assistants, small group and one to one intervention for students requiring the greatest support</i>	Teaching assistants deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.  EEF Teaching toolkit – <a href="#">Teaching assistant interventions</a>	1, 2
<i>Summer school Allowing new year 6 students to arrive ready and prepared to start HL in September</i>	Transition programme focused on literacy, numeracy and wellbeing EEF Teaching toolkit – <a href="#">Summer schools</a>	1,2,4,5
Debate Mate- to enhance students' confidence and self-esteem through oracy.	Opportunity for students to develop key analysis and debating skills. Develop key Oracy. EEF Teaching toolkit – <a href="#">Oral Language interventions</a>	2
Appointment of an Assistant to aid disadvantaged students in Year 9-11 to make greater progress in French	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups: EEF Teaching toolkit – <a href="#">one to one tuition</a>	1,2,3
A range of intervention activities designed to improve the outcomes of key year 11 students. In particular in English, Maths and Science	A number of EEF teaching toolkit intervention activities , including: Extending school time Mentoring Small group tuition Homework	1,2,3



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

Budgeted cost: £ 177,398.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhanced pastoral support due to needs of student cohort with high level of disadvantage. Including non-teaching year leaders and learning mentors</i>	Increased in school capacity to support students with well-being and social emotional issues which are acknowledged as having a significant impact upon their ability to achieve in school EEF Teaching toolkit – <a href="#">Mentoring</a> Public Health England Advice – <a href="#">The link between pupil health and wellbeing and attainment</a>	4, 5
<i>Transform project</i>	Youth Sports Trust target support for physical and mental wellbeing through physical activity, working with Year 10 students. Place 2 Be-Staff CPD to identify and support students with mental health issues. Student support on Yr 7 and 8 Debate Mate- to enhance students' confidence and self-esteem through oracy. Public Health England Advice – <a href="#">The link between pupil health and wellbeing and attainment</a>	4, 5
<i>Blues programme</i>	Small group activities to reduce the signs of adolescent low mood/negative thoughts, year 9 and 10. Public Health England Advice – <a href="#">The link between pupil health and wellbeing and attainment</a>	4, 5
<i>Bounce Back programme</i>	Small group activities to reduce the stress related to returning to school, year 7. Public Health England Advice – <a href="#">The link between pupil health and wellbeing and attainment</a>	4, 5
<i>Enhancing access to technology</i>	Year groups audited and students without access to broadband and or laptops identified. Laptops and routers to be allocated to students.	6
<i>Increasing Parental engagement</i>	Numeracy booklet launched to “explain new mathematical methods to parents “ numeracy activities for parents and students to do together	1,2,3,4,5,6

	<p>School cloud software purchase renewed to allow virtual parents evening events should Omicron variant lead to increased restrictions.</p> <p>Purchase of App solution to allow parents access to key school information such as attendance, reports and behaviour incidents</p> <p>EEF Teaching toolkit – <a href="#">Parental Engagement</a></p>	
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Total budgeted cost: £549,335.00

## 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.

External grades for 2021 awarded via Teacher Assessed Grades showed a continuation of the increased outcomes for Disadvantaged students seen at Holly Lodge in the years where examinations could take place (see below):

	2017	2018	2019
Attainment 8	35.59	36.56	39.67
9-4 grades in Eng & maths	52.9	40.0	49.2
Ebacc achievement 9-4 grades	11.8	20.0	21.5
EBacc Uptake	17.6	24.6	33.8

These increased outcomes reflect a programme of increased expectations, improving teaching quality, effective intervention activities and pertinent aspiration programmes all developed since 2016. All internal assessment and tracking of student performance indicated that we were on track to achieve the targets for disadvantaged students outlined within our last Pupil Premium plan.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students was lower than in the previous 4 years in key areas of the curriculum. EBacc entry for year 11 has fallen to 21.4%, which is lower than in the previous 3 years. This figure has been adversely affected by a strategic decision to allow students to focus on less subjects this year, enabling them to use increased time to account for the school closures they experienced in 2020 and 2021.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our teaching and targeted interventions, outlined above, to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of closure, which was aided by use of teacher led online lessons and of online resources such as those provided by GCSE Pod and Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at X%, it was higher than the national average. At times when all students were expected to attend school, absence among disadvantaged students was 5.94% higher than their peers and persistent absence 16.87% higher. These gaps are significantly larger than in previous years and impacted by the covid pandemic and isolation rules. These figures are the reason why attendance is a focus of our current plan, which aims to bring these figures much closer.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Mentoring from a network of professional female role models	Girls' Network
Liverpool Hope University	Hope Opportunity Trust
Inspire and Reaching Higher	Aspire Liverpool

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible students?	n/a

## Further information (optional)

*Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:*

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged students will be encouraged and supported to participate.*
- A range of aspiration activities which have been developed with high quality partners such as The Girls Network and the Hope Opportunity Trust. Which provide access to support programmes and Further Education opportunities which can be used to further inspire Disadvantaged students to engage with their academic studies.*
- Ensuring our students and their families understand we have a 'catch-up' plan which will give them with the support they require to be successful regardless of the additional circumstances created by the global COVID-19 pandemic . This will help to address concerns around learning loss - one of the main drivers of student anxiety.*
- Continuing to embed more effective practice around questioning and feedback. EEF evidence demonstrates this has significant benefits for students, particularly disadvantaged students*

### **Planning, implementation, and evaluation:**

*In planning our new pupil premium strategy, we evaluated activities undertaken in previous years and reviewed the degree of impact that they expected. We also engage with a Local Authority working part which is targeted to sharing best practice in supporting disadvantaged students.*

*We triangulated evidence from multiple sources of data including assessments, learning walks demonstrating engagement in class, book scrutiny, and conversations with parents, students & teachers in order to identify the challenges faced by disadvantaged students.*

*We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged students, in particular their well-being.*

*We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.*

*We have put a robust evaluation framework in place for the duration of our three-year approach, including oversight from our governing body and will adjust our plan over time to secure better outcomes for students.*