

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Holt School
Number of pupils in school	1200(Yr7-11) 1458 (Yr7-13)
Proportion (%) of pupil premium eligible pupils	6.33% (76 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	This statement is the second year of a three year cycle
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Anne Kennedy and Katie Pearce
Pupil premium lead	Anne Kennedy
Governor / Trustee lead	Jennifer Ging

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 101 700
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ n/a
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
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>	£ 101 700

Part A: Pupil premium strategy plan

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 through the pupil premium grant. The Department for Education identifies pupil premium students 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 (PLAC) but are now adopted or are subject to a special guardianship order, child arrangements order or a residence order. The targeted support for some pupil premium students will also benefit other groups of students, for example SEN students and students who are carers or who have social workers.

Statement of intent

Our comprehensive school welcomes students from all backgrounds, including disadvantaged students.

We want our students to

- be self-confident
- know how to build and sustain strong relationships
- have high aspirations and
- achieve their very best.

The Holt is forward looking and ambitious whilst at the same time upholding traditional values through our

- excellent teaching
- rich learning opportunities
- consistent and rigorous learning culture
- overall student well-being and development

Our students will leave us prepared for responsible adulthood, taking with them the good character of stoicism, gratitude and humility that will impact positively on their own lives and those of others to make for a better world.

The pupil premium strategy will work to achieve these objectives by setting out priorities that link to

- the continuous improvement of teaching and learning in the classroom through recruitment of subject specialists and a relentless CPD focus on pedagogy.
- providing targeted academic support to our pupil premium students such as mentoring, individual or small group interventions and provision of learning resources.
- wider strategies that focus on non-academic provision, such as improving their well-being, participation in extracurricular and providing opportunities such as work experience and cultural trips, to prepare our students for adulthood so that they can contribute positively to their own lives and those of others.

The principle behind the strategy plan is to embed it within the school's vision and improvement plan. Throughout the strategy we will refer to our disadvantaged students as pupil premium students.

Challenges

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

Challenge number	Detail of challenge
1	PP student achievements in all year groups could be higher so that it matches that of their peers with similar starting points, with particular focus on maths, science, business and POR.
2	PP students' disciplinary literacy is not yet as strong as it could be.
3	PP students do not always attend regularly or come to school ready to learn.

4	Some PP students struggle with social and mental health issues which can impact self-regulation and resilience.
5	PP students tend to have less knowledge of courses post 16 and 18 options and have lower career aspirations than their peers.
6	A lower proportion of PP students take part in extra-curricular activities and trips, linked to lack of confidence about the unknown.
7	A lower rate of engagement from PP parents particularly with: <ul style="list-style-type: none"> • School's high expectations for behaviour • School's high expectations for attendance • Supporting their child's independence and resilience (eg: trying new things) • Attendance at parents' evenings

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.

Challenge	Intended outcome	Success criteria	Evidence
1	To improve the achievement of PP students in all year groups especially in maths, science, business and POR.	<p>PP students are grouped in subjects and in classrooms so that they can reach their potential</p> <p>Curriculum design and delivery from Y7 ensures all PP students</p> <ul style="list-style-type: none"> • develop similar levels of fluency and expertise as their cognitive peers. • demonstrate independence and resilience in the face of academic challenge • complete class and homework tasks to the same standard as their cognitive peers 	<p>All data compares PP students with their 'peers' (eg: non-PP peers with similar starting points)</p> <p>In-year progress and attainment data eg:</p> <ul style="list-style-type: none"> • KS3, rates of progress for PP students are in line with peers • Y10 and Y12, rates of progress for PP are in line with peers • Y11 and Y13, current attainment and predicted grades for PP are in line with peers <p>Monitoring of quality of learning shows that:</p> <ul style="list-style-type: none"> • PP students are demonstrating appropriate levels of subject fluency across the curriculum given their starting points • PP students are given and complete similar levels of written work as their peers • PP students respond increasingly spontaneously to verbal and written feedback with marked improvement of their responses/work <p>Where bespoke interventions are used, they empirically show rapid and marked improvement over course of programmes.</p>

			<p>Public examinations</p> <ul style="list-style-type: none"> • Attainment of PP students is at least in line with peers: Gr4+, Gr5+
2	<p>PP students show a marked improvement in their disciplinary language and use of it.</p>	<p>Staff use a range of pedagogical approaches to develop vocabulary and explore texts. These are adapted appropriately as necessary to support PP students to access the same texts as their peers.</p> <p>PP students' disciplinary language enables them to read ambitious texts and use language at an appropriately high level across the curriculum</p>	<p>Monitoring of quality of learning shows that:</p> <ul style="list-style-type: none"> • PP students are accessing age-appropriate texts in all subjects • PP students are using increasingly varied language in verbal responses • PP students are using increasingly varied language in written responses <p>Where bespoke interventions are used, they empirically show rapid and marked improvement over course of programmes.</p>
3	<p>PP students attend regularly and are ready to learn</p>	<p>The attendance gap between the PP students and non-PP students being no more than 2%. Fewer DTs for lack of equipment</p>	<p>Weekly/termly/annual attendance data</p> <p>Weekly/termly/annual behaviour data</p>
4	<p>Interventions and strategies to support social and mental health issues have a positive impact on self-regulation and resilience</p>	<p>Staff have a repertoire of strategies to pre-empt and de-escalate emotional behaviours and responses. Fewer incidents of poor behaviour linked to emotional reactions. More evidence of students rising to challenges and sticking with difficult tasks/scenarios</p>	<p>Weekly/termly/annual behaviour data</p> <p>Staff, parent, student surveys</p> <p>Individual case studies</p>
5	<p>To ensure PP students have high aspirations and knowledge in understanding the options for future post 16 study and career pathways.</p>	<p>All Year 11 PP students have applied to a suitable post 16 by Easter. All PP students in Y9 and Y10 have an annual careers Interview. All PP students in Y7 and 8 attend at least one careers fair with parents.</p>	<p>Records from careers adviser HoY mentoring records QA – student focus group Parent and student survey Careers Fair attendance Pre-NEET/destinations data</p>
6	<p>A greater proportion of PP students participate in the wider life of school</p>	<p>100% PP participation in at least one enrichment activity in school. 100% PP to go on Year 7, 8 and 9 activities week year group trips.</p>	<p>Termly x-c survey analysis of take up. Parent and student surveys QA – student focus group</p>
7	<p>A greater proportion of parents of PP students show buy-in to the school's expectations and attend parents evening/information evenings.</p>	<p>100% attendance at parents evening. PP parent satisfaction in surveys at least 80% At least 50% previously negative parents are increasing their support</p>	<p>Parents evening attendance list Parent survey HOY/SENCO/DSL case studies</p>

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1482 (6.33% of CPD budget + 6.33% of NACE subscription)

Challenge number(s) addresses	Activity	Evidence that supports this approach (why?)	Budget
1,2	<p>Masterclasses at KS3</p> <p>Move PP students to the next prior attainment band if their CAT/KS2 scores are just below the threshold of the next prior attainment band.</p>	<p>NACE – stretching the more able – high expectations for all students... ‘ a rising tide lifts all boats’</p> <p>To raise aspirations and allow for underachievement at KS2 due to their disadvantage.</p>	6.33% of NACE subscription = £25.00
1.2	Teachers embed a focus on subject specific reading and use of subject specific vocabulary in written work and in student talk	<p>Oral language interventions EEF +6 mths</p> <p>Reading comprehension strategies +6</p> <p>Parent survey 23/24</p>	6.33% of CPD budget = £1457
1,2,4,5,6,7	<p>CPD to support school T&L priorities</p> <ul style="list-style-type: none"> ○ Adaptive teaching ○ Feedback and responsive teaching ○ Grapple <ul style="list-style-type: none"> ● SEN T&L briefings to teaching staff – topics to cover <ul style="list-style-type: none"> ○ Getting the best out of LSA ○ Referring on for exam access arrangements – signs in the classroom ○ Awareness and strategies to support students’ sensory needs in the classroom ○ Supporting students with dyslexia. ○ Handwriting – training/use of 	<p>Teaching Assistant Interventions +4 mths</p> <p>EEF Pupil Premium Guide (2023) and EEF ‘menu of approaches’ emphasises quality of teaching and learning benefits all students but especially PP students</p> <p>Mastery Learning EEF +5 mths</p> <p>Feedback EEF +5 mths</p> <p>Behaviour Interventions +4 mths</p> <p>Metacognition and self-regulation +7 mths</p> <p>Phonics +5</p> <p>Reading comprehension strategies +6</p> <p>Homework +5mths</p> <p>Books and blogs from Daniel Willingham/Doug Lemov/Tom Sherrington/Tom Bennett/Adam Boxer</p> <p>HoY analysis of termly PP progress data and fortnightly conversations with SENCO</p> <p>Outcomes from QA programme in school including QA of departments, lesson drop ins, QA of HoY, student focus groups.</p>	1,2,3

	<ul style="list-style-type: none"> pens/when to switch to a laptop. o Strategies to support EAL students • Department team coaching on Holt pedagogy including <ul style="list-style-type: none"> o High expectations o Passion o Explain and model o Question and check for understanding o Guided practice and lesson planning o Review - retrieval and recall o Feedback and responsive teacher o Positive relationship • 	Progress and achievement - HoY analysis of termly PP progress data and GCSE exam results analysis	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 86 129 (6.33% of HOY time for mentoring, revision resources, 11.9 % LSA time in the learning link, student support time, EAL small group sessions with specialists, equipment (books, stationary, ingredients, laptops) 6.25% alternative provision, uniform vouchers,

Challenge number(s) addressed	Activity	Evidence that supports this approach	Budget
1,2,3,4	<p>Provide intervention for students who are not meeting expectations/below target. Key marginal meetings for KS4 PP students. Learning link registration booster numeracy and literacy sessions for KS3 students.</p> <p>Alternative Provision to support PP students who struggle with full</p>	<p>Small group tuition EEF +4 mths Reading comprehension interventions EEF +6</p> <p>HoY analysis of termly PP progress data and fortnightly conversations with SENCO. Progress and achievement made by students.</p> <p>Feedback from parents Attendance in school Behaviour data</p>	<p>11.9% of LL staffing £31 849</p> <p>Exact £2750</p> <p>EAL small group = £567</p>

	time mainstream school eg JAC equine therapy, Foundry outreach		AP £6991
1,2,3,4,5,6,7	HoY to meet with all PP students at least once every term and to coincide with the issuing of reviews to discuss areas for improvement and set up an action plan. PP students to be able to identify where they need to work on their gaps in learning. HoY to check in with things going on at home through the 'three houses' framework.	Mentoring EEF + 2 mths Metacognition and self-regulation EEF +7 mths Homework EEF +5 mths Social and emotional learning EEF +4 mths Signs of Safety – Three Houses Model N Weld and M Greening 2008 Feedback from HoY, students and parents. Feedback from teaching staff.	HoY – £22 961
3,4,6,7	HoY regularly check in with targeted PP students to reinforce the expectations for behaviour in lessons, to encourage them to contribute to a positive learning climate but to hold them to account when necessary.	Mentoring EEF + 2 mths Metacognition and self-regulation EEF +7 mths Social and emotional learning EEF +4 mths Homework EEF +5 mths Trends in behaviour data in school	HoY - £22 961
1,4,7	HOY and class teachers to give tips and encouragement to targeted PP students who struggle to complete home learning and at KS4 completing independent revision. HoY to encourage PP students to establish good habits in KS3. Student Support to call PP parents to personally invite to the parent information evenings for KS3 and/or KS4 which cover study and revision skills at home.	Homework EEF +5 mths Mentoring EEF + 2 mths Metacognition and self-regulation EEF +7 mths Parent and student feedback Improved attendance at parents evening/parent info evenings. HoY analysis of termly PP progress data	HoY - £22 961 Student support £7 532

1,2,3,4	PP students to be provided with revision guides, textbooks, ingredients, practical subject equipment, laptops, uniform, payments for clubs out of school, prom tickets, charity tokens	Homework EEF +5mths Social and emotional learning +4 mths HoY analysis of termly PP progress data Feedback from students, parents and teachers	Laptops £4500 Books and stationary £4600 Uniform £4520
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13 948 (25% of attendance officer time, 6.33% careers lead time, counselling, residential trips for Year 8 and day trips for Year 7 -11, enrichment clubs)

Challenge number(s) addressed	Activity	Evidence that supports this approach	Budget allocation
3	Daily calls home for PP persistent absentees and calls home for other PP students on the third broken week in the school year.	Parental engagement EEF +4mths May 2022 DfE 'the link between absence and attainment at KS2 and KS4' DfE 'Working together to improve school attendance' May 2022 School PP attendance data	Attendance Officer = £3606
1,2,3,4,6	PP students at KS3 are prioritised to have sessions in the LL to help with coping at secondary school.	Social and emotional learning EEF +4 mths KS3 PP termly progress data	LL £31849
7	PP parents invited to parents' evening/study skills evenings/concerts/shows. Give priority booking.	Parental engagement EEF +4mths Improved attendance at parents evening – stats from parent evening bookings.	Student support= £7532
5	Careers lead to prioritise careers interviews with PP students across all Year groups and to meet with Year 11 PP students in Autumn term to support with post 16 applications.	Aspiration interventions EEF (unclear of impact due to lack of evidence) School destinations data – non PP NEETs	Careers lead £2845 Unifrog = £3055
5,3	Careers lead to prioritise WEX to Year 10 PP students and set up extended WEX if appropriate.	Aspiration interventions EEF and evidence from previous cohorts is that WEX boosts self-confidence and helps strengthen CV for part time employment at 16+ yrs. Student feedback to HOY in mentoring sessions. Attendance of PP students to WEX placements,	Careers lead £2845
4	PP students are given priority to see the school counsellor or behaviour support counsellor	Social and emotional learning EEF +4 Improved PP attendance Parent survey HOY mentoring – student feedback	Counsellor £2042

6	<p>Enrichment day trips and cultural events in school are paid for and PP students targeted to attend.</p> <p>All PP students at KS3 to attend an enrichment club at lunch or after school at least once a week.</p> <p>All Year 8 PP students to attend the year group residential.</p>	<p>Social and emotional learning EEF +4 mths</p> <p>Arts Participation EEF +3 mths</p> <p>Physical activity EEF +1 mth</p> <p>Student feedback to HoY in mentoring sessions</p> <p>Parent survey</p> <p>Excellent engagement in trips</p> <p>Over 70% engagement in x-c activities at KS3</p>	<p>Enrichment £2400</p>
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Total budgeted cost: £101 700

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.

Aim	Target	Outcome																																				
Progress 8	To achieve a progress score for our disadvantaged students which is in the top 5% of schools.	<ul style="list-style-type: none"> DA students achieved 2024 ALPS QI grade 3 - which is in the top 25% of schools for PP value added The Alps P8 for DA is +0.22 compared to all at +0.96 FFT average DA P8 is +0.16 compared to +0.93 for overall P8 DFE P8 TBC DA and TBC P8 for all students 																																				
Attainment 8	For our DA students to achieve at least their GCSE target grade.	<table border="1"> <thead> <tr> <th></th> <th>Target</th> <th>DA - Actual Results Sum 23</th> <th>Non-DA (189 students) Actual</th> </tr> </thead> <tbody> <tr> <td>4+ en and ma</td> <td>95%</td> <td>63% (12 out of 19)</td> <td>92.5%</td> </tr> <tr> <td>5+ en and ma</td> <td>79%</td> <td>32% (6 out of 19)</td> <td>80.5%</td> </tr> <tr> <td>5+ GCSEs (en and ma) grade 4+</td> <td>84%</td> <td>58% (11 out of 19)</td> <td>91.1%</td> </tr> <tr> <td>5+ GCSEs (en and ma) grade 5+</td> <td>73%</td> <td>32% (6 out of 19)</td> <td>80.8%</td> </tr> <tr> <td>EBacc</td> <td>53%</td> <td>16% (3 out of 19)</td> <td>54.2%</td> </tr> <tr> <td>EBacc APS</td> <td></td> <td>4.81</td> <td>7.00</td> </tr> <tr> <td>ALPS QI grade</td> <td></td> <td>3</td> <td>2</td> </tr> <tr> <td>P8 for DA</td> <td></td> <td>+0.22 (Alps)</td> <td>+0.96 (Alps)</td> </tr> </tbody> </table>		Target	DA - Actual Results Sum 23	Non-DA (189 students) Actual	4+ en and ma	95%	63% (12 out of 19)	92.5%	5+ en and ma	79%	32% (6 out of 19)	80.5%	5+ GCSEs (en and ma) grade 4+	84%	58% (11 out of 19)	91.1%	5+ GCSEs (en and ma) grade 5+	73%	32% (6 out of 19)	80.8%	EBacc	53%	16% (3 out of 19)	54.2%	EBacc APS		4.81	7.00	ALPS QI grade		3	2	P8 for DA		+0.22 (Alps)	+0.96 (Alps)
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Percentage of Grade 5+ in English and maths	73% of DA students	32% (6/19) of DA students																																				
Attendance	To achieve attendance rate in line with non-DA students target 96.5%	DA attendance 22-23 92% Whole school attendance 22-23 95%																																				
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.	<p>Ten PP students took Ebacc subjects with three achieving the Ebacc. Of the seven girls who did not achieve the Ebacc against their targets, they did not achieve a grade 4 in MFL and for some in additional subjects too.</p> <p>Of the nine who did not take the Ebacc, five were low PA. They took business, child development, H&SC and/or a technology subject such as food or textiles. They mostly achieved a grade 4 or above in these subjects and were a better choice than taking a humanities subject in terms of their final grade and future pathways. None of the low PA students took a MFL.</p> <p>Two students of the nine who did not take the Ebacc were middle PA and two students were high PA. These four students took business, one chose computing over humanities and another student dropped geography due to SEMH issues, another took H&SC and one took a second language. Three of these four took a technology subject.</p>																																				

Service pupil premium funding (optional)

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	The school received £1360 for four students 2023-24. The funding contributed to paying for our ARC counselling service.
What was the impact of that spending on service pupil premium eligible pupils?	One service child used the ARC counselling service.