

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	Holmfirth High School
Number of pupils in school	1299
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2024
Statement authorised by	B Stitchman
Pupil premium lead	E Hollingdrake
Governor / Trustee lead	A Waldron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,145.00
Recovery premium funding allocation this academic year	£29,435.00
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	£234,580.00

Part A: Pupil premium strategy plan

Statement of intent

All staff should have high expectations for all pupils. Seating plans need to be thoughtfully put together to ensure all pupils are accessing the appropriate level of support. Tutors and staff should be ensuring students are equipped for the day and each classroom should have spare equipment for pupils. We should set rigorous homework and insist on high standards of home learning from all our students, offering support, challenge and modelling. Work should be neatly presented, and sub-standard presentation should be challenged. Parents and carers should know if their children are not meeting expectations before monitoring is presented to them. At KS3, we should be stretching students to reach the top of their pathways, to ensure they achieve the most that they can, and KS3 work should be moderated in departments, where possible. We must all foster the sense of self-worth in all our pupils, all the time.

All staff should be working to the 'Teach to the Top' and model and support to ensure all students can strive to achieve the best of their ability. Lessons should be thoughtfully planned with the needs of all in mind, including seating plans, questioning, modelling and clear outcomes and expectations presented to pupils. There should be no 'opt-out' available to pupils and we need to ensure that we challenge any work that does not reach our high expectations. As soon as we accept less than a pupil's best, we are allowing them to under-achieve. If this happens a number of times over the course of a day, or a week, or a month, or a year, that pupil has lost the belief that they can achieve their best and we have failed them as a school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We also want all pupils to access events and opportunities that will support their cultural capital, alongside taking part in school or House competitions.

We need to work together to ensure the best of all our pupils. We need to know our pupils. We need to show them that we care. This means working together as a staff body. If a pupil is not demonstrating their best, look at their monitoring, find the subjects they excel in and speak to those teachers. If students are working with non-teaching members of staff, ask after them. Speak to their tutor or Head of House, or previous teacher, or parents. We are all working together with one goal in mind: to ensure our pupils achieve their best. We are all in it together.

Challenges

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

Challenge number	Detail of challenge
1	<p>Resilience to challenge</p> <p>Our observations suggest that disadvantaged pupils often have lower levels of resilience in school. This is demonstrated through level of responses to feedback, attendance, and punctuality, and overcoming barriers in the classroom.</p>
2	<p>Stamina towards longer answer questions</p> <p>Our observations suggest that many of our disadvantaged students can find it difficult to produce longer answer responses, and many lower attaining disadvantaged pupils lack metacognitive and self-regulatory strategies when faced with challenging tasks, particularly longer-length answers.</p>
3	<p>Pride and presentation in work</p> <p>Our observations suggest the presentation of some of our disadvantaged pupils, and the pride in their work, is not as high as we would expect, or strive for. Pupils do not have the same high expectations of themselves, as we do for them, as staff.</p>
4	<p>Addressing gaps in the curriculum</p> <p>Our monitoring and curricula reviews across school indicate that there are some gaps in knowledge from some of our disadvantaged pupils, in part, due to higher levels of general absence, and in part, due to Covid absence and engagement with home learning.</p>
5	<p>Attendance</p> <p>Our attendance data shows that the attendance for our disadvantaged pupils is lower than our non-disadvantaged pupils, and this is a trend consistent with previous years.</p>
6	<p>Social and emotional wellbeing</p> <p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
7	<p>Level of cultural capital</p> <p>Our observations have identified a lack of enrichment and cultural opportunities that have been presented to our disadvantaged cohort throughout Covid and lockdowns.</p>

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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 metacognitive strategies to support progress for disadvantaged pupils.	Teaching and Learning monitoring will demonstrate good progress for our disadvantaged pupils Monitoring will show classroom focus on our disadvantaged pupils, demonstrating high expectations for those pupils in terms of progress and pride in presentation. Pupils will demonstrate metacognitive strategies to support independent learning across subjects.
Increased involvement in cultural capital events from our disadvantaged pupils.	All disadvantaged pupils will attend a cultural capital event through school. Attendance from disadvantaged pupils will be monitored throughout the year.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	An increased involvement in cultural capital and House events across school. Pupil Voice feedback from school-led surveys.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance data will demonstrate an improvement in attendance figures, particularly for our disadvantaged pupils. The gaps between our disadvantaged and non-disadvantaged pupils to decrease.
To fill any gaps in learning from Covid absence/ lockdowns.	Teaching and learning and curriculum monitoring will demonstrate good progress for our disadvantaged pupils, with specific focus on filling gaps through quality first teaching.
To improve attendance for all pupils.	Attendance figures will show increased attendance to school, including our disadvantaged pupils who currently

	show a greater level of absence than their non-disadvantaged peers, resulting in a more consistent access to the curricula and other school-based activities.
To improve our P8 figures.	Our P8 figure will show improved outcome for our pupils, particularly our disadvantaged pupils who historically make proportionately less progress than our non- disadvantaged cohort.

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: £ 170,000 approx est

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Quality First Teaching and CPD</u></p>	<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p><u>Covid Recovery Plan</u></p>	<p>Using tutoring to support disadvantaged pupils to fill in gaps within their curricula understanding is crucial, and we will start with English, Maths and Science.</p> <p>https://www.gov.uk/government/news/huge-expansion-of-tutoring-in-next-step-of-education-recovery</p>	<p>4, 6</p>
<p><u>Oracy Development</u></p>	<p>Teaching pupils to articulate their ideas and develop their confidence is a key priority of our focus.</p> <p>https://oracy.inparliament.uk/speak-for-change-inquiry</p>	<p>1, 6</p>
<p><u>Recruitment</u></p> <p>T&L Associate Lead</p>	 <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>5, 6, 7</p>

Changes to pastoral team Cultural Capital Lead	<p>Making changes to staff roles have allowed more bespoke roles to be created to support pupils with their emotional wellbeing.</p> <p>The role of Associate Lead for T&L will be used to support staff to develop their understanding of metacognition (see QFT).</p> <p>All these roles will positively impact areas of the EEF toolkit.</p>	
<u>Recruitment</u>	<p>Additional teaching capacity added to English, Maths and Science departments. with one extra teacher added to each department.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	

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

Budgeted cost: £ 30,000 approx est

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School-Led Tutoring</i>	<p>Using tutoring to support disadvantaged pupils to fill in gaps within their curricula understanding is crucial, and we will start with English, Maths and Science.</p> <p>https://www.gov.uk/government/news/huge-expansion-of-tutoring-in-next-step-of-education-recovery</p>	4, 6
<i>Reading Intervention</i>	<p>To improve the reading ages of year 7 students who are below age related expectations in reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	4
<i>Yr11 Exam specific workshops</i>	<p>Evidence based on our own observations of the additional support our disadvantaged pupils require in preparation for their examinations.</p>	1,6

<i>delivered by 'Elevate Education'</i>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 70,000 *approx est*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Design, development, and implementation of a wellbeing package of tiered interventions to support students identified as having SEMH needs	<p>To increase levels of engagement in lessons. and in turn reduction in behaviour incidents.</p> <p>Improvement in attendance as a result of improved emotional health and anxieties being addressed, leading to pupils feeling more settled in school and engaged back fully into all lessons.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 5, 6
Reorganisation of the non-teaching pastoral roles and increase in staffing to enable more support to be provided to students in addressing attendance issues	<p>Improvement in attendance will enable pupils to access increased levels of teaching, and will enable them to access a wider range of opportunities outside of the classroom too.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5, 6

Total budgeted cost: £ 270,000 *approx est*

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum.

Despite making good progress in the first year 2018/19 towards closing gaps in outcomes between disadvantaged and non-disadvantaged pupils, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully met.

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 pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by the teaching of on-line lessons, the offer of 'Ask the Teacher' sessions for pupils struggling as well as use of online resources such as those provided by Oak National Academy.

Overall attendance in 2020/21 for our disadvantaged pupils was lower than in the preceding 2 years at 89.71%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 6.5% higher than their peers and persistent absence 21% higher. These gaps are larger than in previous years, which is why attendance will remain a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.