Pupil Premium Investment Review

Introduction

Part 1: The first part of this review is a report on the impact of the school’s investment of Pupil Premium (PP) funding for the academic year 2018-2019.

Part 2: The second part of this report gives our plans for this investment for the academic year 2019-2020.

Part 3: The final part of this review briefly sets out our guiding principles around measuring the impact of Pupil Premium spending at Holte School.

Please note that all figures are necessarily based on financial years, although, for practical reasons, Pupil Premium interventions are monitored in terms of academic years.

Summary of Pupil Premium income

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<tbody>
<tr>
<td>Number of PP-eligible pupils:</td>
<td>579</td>
<td>620</td>
<td>682</td>
</tr>
<tr>
<td>Amount per pupil:</td>
<td>£935</td>
<td>£935</td>
<td>£935</td>
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<tr>
<td>Total pupil premium budget:</td>
<td>£541,365</td>
<td>£579,700</td>
<td>£637,670</td>
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Pupil Premium: Intent

Pupil Premium enrichment, interventions and support play a significant role in the academic and pastoral needs of students at Holte School supporting a varied curriculum. It is our desire to see all children receiving the support they need and prepare them for life. Pupil Premium helps fund staffing and interventions and enrichment. Some interventions are annually renewed, whilst new interventions are agreed on an almost monthly basis. Reports and guidance on the spending of Pupil Premium help to lead decision making including studying case studies from Ofsted which inspired the following specific projects in 2018-2019:

- Focusing on literacy (Sound Training and the new ‘MyOn’ programme for 2019-2020)
- The Full range of educational experiences (residential, sports events, theatre and cinema visits, site visits to the Eden Project, Warwick Castle, Aston Hall, Liverpool Slavery Museum and Carding Mill Valley)
- Good attendance (rewards for excellent attendance, Breakfast Club, An Attendance Officer)
- Good facilities for self study (opening of the library after school, access to revision materials and equipment)
- Strong careers information and advice (Skills Show, Civil Service Careers, HSBC visits, Enterprise schemes through Diana Awards)

Pupil Premium projects can be led by any member of staff at Holte through an application process, ensuring they fulfil the success criteria.

School Context (Pastoral team: Updated Sept 2019)

Holte School is an outstanding 11-18 comprehensive school on a shared campus with a primary (Lozells) and special school (Mayfield). It is situated in Lozells, one of the most deprived areas in the country. Our school serves a densely populated area that is ethnically diverse and culturally rich, with a predominantly Muslim community. Holte has the highest multiple deprivation indices of all Birmingham schools, with figures over twice the national average in these categories.

This academic year: 23% of pupils are on the SEND register (above the national average) and 73% of pupils are entitled to Pupil Premium funding (years 8-11, year 7 TBC). Holte School remains in the highest quintile nationally for pupils who are entitled to free school meals. Recent studies have shown that the parliamentary constituency with the highest number of children in or close to poverty and the constituency with the highest number of people claiming unemployment benefit is Birmingham Ladywood in which Holte School sits. Our catchment area is 0.6 miles.
from the school. There are currently six ‘Looked after Children’ (LAC) attending Holte School and 214 children are identified as vulnerable pupils.

The ethos and spirit of Holte School are both promoted and represented by our five core values; collaboration, aspiration, respect, equality and responsibility. These values were chosen after a consultation with governors, staff, parents and pupils. We expect these to be demonstrated by staff and pupils and strive through education, extra-curricular opportunity and CPD to allow all members of Holte School to excel. We are very proud that our staff includes ex-pupils and teachers that we have nurtured from trainee and NQT status, through to middle and senior leadership roles.

The energy of our school’s pupils and staff is remarkable and we strive to make a reality out of our vision to bring excellence to the inner city.

Pupil Premium funding supports learning by providing:

(a) additional staffing for projects and interventions;

(b) an enhanced curriculum, including a diverse range of additional opportunities to embed and further extend learning.

Pupil Premium Projects are tailored to the specific needs of disadvantaged pupils and, at Holte, we ensure that hardship does not limit students’ life-chances.

The Pupil Premium Coordinator ensures that:

(a) Pupil Premium Projects are supported and funded appropriately through a clear application and evaluation process;

(b) all projects fulfil at least one of Holte’s Pupil Premium Principles (please see below).

Holte’s Pupil Premium Principles

All Pupil Premium funded projects must:

1. improve academic outcomes;
2. enrich pupils’ lives through new opportunities and a creative curriculum;
3. encourage excellence.

We must also:

4. ensure that hardship never hinders learning.

PART 1: Pupil Premium Investment Summary for the period, April 2018 - April 2019

1. Staffing and Curriculum Support 2018-2019

In 2018-19, about 75% of the school’s overall Pupil Premium funding was spent in this area, as follows:

i. Additional staffing in school creates:
   • smaller class sizes;
   • individualised timetables for pupils in their final term in Year 11;
   • targeted support for small groups of pupils;
   • ‘withdrawal’ groups (specialising in literacy and numeracy) that support targeted pupils;
   • cover support to free up specialist staff to teach intervention groups;
   • additional academic support for pupils across year groups;
   • additional pastoral support for pupils, where needed.
ii. **The City year team**
The school has invested in the ‘City Year UK’ scheme since 2013. This initiative provides us with a team of young graduates, who undertake mentoring and curriculum support. City Year corps members also run clubs and support educational visits across Key Stages 3 and 4. The CY Impact Coordinator evaluates the impact of City Year interventions termly and these are also available on request.

iii. **Saturday and holiday revision for pupils**
Year 11 pupils attended revision sessions, offered in many GCSE subjects throughout the year (attendance is closely monitored and spreadsheets are available on request). The school library was also opened up after school for small study groups.

iv. **Learning Support Centre staff**
A dedicated team of behaviour support professionals is employed by the school. They provide additional coaching and mentoring, as appropriate, to enable identified pupils to succeed in their studies.

v. **The Pupil Premium Coordinator (PPC)**
The role of PPC is a significant one, given the number of disadvantaged pupils at Holte School. The increment attached to this role is funded by PP income (please see school accounts).

vi. **The school attendance officer**
To support the pastoral team and maintain and improve attendance across the whole school.

vii. **Medical professionals**
To support children with a range of medical needs. This included the funding of regular school nurse visits and speech and language therapy (confidential reports are accessible to a limited number of staff)

viii. **Other projects**
Other important projects that engage pupils, support their learning, and provide additional motivation include:

- The ‘Access Project’ (for pupils in Key Stage 4)
- The ‘Brilliant Club’
- Vocational programmes

2. **Projects from April 2018 - April 2019**

NB. The tracker is available on request and is organised by academic year

A further c25% of the school’s overall Pupil Premium funding was spent on projects and interventions that were fully- or partly-funded by Pupil Premium.

A range of projects have been agreed across the majority of subjects and include pastoral and academic support.

These projects include a variety of activities, including ‘Out of hours’ learning, residential visits, workshops, visiting speakers, mentor training, lending library resources and ‘fill-in’ revision guides, family support, ipeace training, specialist physical education sessions, sports and wellbeing days, exam workshops, revision packs, educational films, ‘Personal, Social, Health, and/or Economic Educational’ activities, site visits and environment studies and other opportunities.

Pupil Premium has also been used to fund a number of student leadership opportunities, including accredited peer mentoring and peer mediation training and pupils successfully took part in the Diana Awards, projects that have enriched our curriculum and promoted our students’ SMSC development.

This academic year has seen a record number of interventions across the year groups. Holte School prides itself in ensuring that support and enrichment is part of the curriculum throughout the year.
We ensure that funding supports academic development but we also look at wider programmes/support that prevent barriers to learning. We invest in developing cultural capital, training in ipeace mediation and restorative process, reward reaching attendance and punctuality targets, support community cohesion and invest in programmes that offer support and develop physical and mental wellbeing.

A range of evaluations are available on request.

These are all evaluated and a concise display in the community room and displays around the school include staff and student feedback of the majority of these projects.

3. **Encouraging excellence and ensuring that hardship never hinders learning**

The remaining <1% of Pupil Premium funding was invested to ensure access to all appropriate opportunities despite hardship, as follows:

- a) equipment, support, resources, travel expenses;
- b) behavioural and social support that rewards excellence.

**PART 2: Pupil Premium Investment plans for the period, May 2019 - July 2020**

(a) **Funding staffing and curriculum support**

These are planned to include:

- i. Saturday and holiday intervention classes for pupils in all year groups
- ii. City Year
- iii. Some pastoral and academic support: some Learning Support Centre staff, Year Managers and Teaching Assistants
- iv. Extra staffing in school to create:
  - smaller class sizes
  - individualised timetables
  - targeted support in small groups
  - focused withdrawn groups specialising in literacy and numeracy
  - cover support
  - academic support across year groups
  - pastoral support where needed

- v. Personalised external provision
- vi. The Pupil Premium Coordinator
- vii. The Access Project (Key Stage 4)
- viii. Brilliant Club
- ix. The attendance Officer
- x. Medical support (details TBC)

(b) **Pupil Premium Projects**

A range of projects have been agreed across a range of subjects and include pastoral and academic support. These are planned throughout the year and new ideas are trialled every year.

These projects include a variety of activities, including ‘Out of hours’ learning, residential visits, workshops, theatre visits, a huge range of specialist visiting speakers, mentor training, first aid training, lending library resources, family support, ‘Personal, Social, Health, and/or Economic Educational’ activities, site visits, wellbeing days and other opportunities.

Planned visits/enrichment in the first term (Sept-Dec 2019) include:
Year 7
- Bushcraft form team building days
- Minalema and Design workshops
- Safeside SEND visits
- ‘Horrible Histories: Rotten Romans’ cinema visit

Year 8
- Yr 8 Maths Day at the University of Birmingham
- Blood Brothers Theatre visit (Performing Arts study)
- ‘Girls that Geek’ programme
- Bletchley Park
- 2040 documentary study

Year 9
- Girls in STEM (University of Birmingham)
- ‘Chaos Created’ app making workshops (Computer Science)
- ‘The World Outside’ programme

Year 10
- Carding Mill Valley site visit
- ‘Biggest Little Farm’ and Greenpeace talk
- ‘Hate You Give’ film and book study

Year 11
- ‘Achieve’ Conference
- Jaguar Land rover Engineering workshop
- Apollo 11 documentary and Space Agency Talk

PART 3: Impact and Accountability

There is a strict system for the application for Pupil Premium funding that is open to all staff across the school. This is coupled with a clear requirement for them to prove the impact of all spending, following robust accountability measures.

The school ensures that all pupils have the same opportunities and are given support academically and pastorally throughout their time at Holte. Internal and external results show that there is little difference between PP and non PP pupils.

The ‘Teaching and Learning’ team keeps rigorous data records of all pupil’s overall grades as well as end of year examinations and behaviour for learning.

The school’s Pupil Premium Coordinator keeps a record of what interventions have taken place for which pupils on an overall spreadsheet. This is colour coded based on success criteria.

Impact of interventions: Key figures

Key Stage 4 results 2019*

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<tr>
<th></th>
<th>Pupil Premium</th>
<th>Non Pupil Premium</th>
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<tbody>
<tr>
<td>Number of pupils</td>
<td>119</td>
<td>61</td>
</tr>
<tr>
<td>Progress 8 score</td>
<td>-0.17</td>
<td>-0.08</td>
</tr>
<tr>
<td>Basics- English and Maths 4+</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td>Basics- English and Maths 5+</td>
<td>15%</td>
<td>25%</td>
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*Updated September 2019.
### Attendance (available as FSM) 2018-2019

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<thead>
<tr>
<th>Cohort</th>
<th>FSM %</th>
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<tbody>
<tr>
<td></td>
<td>Y</td>
</tr>
<tr>
<td>Year 7</td>
<td>96.3%</td>
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<tr>
<td>Year 8</td>
<td>95.0%</td>
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<tr>
<td>Year 9</td>
<td>95.6%</td>
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<tr>
<td>Year 10</td>
<td>95.2%</td>
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<tr>
<td>Year 11</td>
<td>95.7%</td>
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<tr>
<td>Whole school</td>
<td>95.6%</td>
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- The review of PPE is part of the annual departmental SEF reviews.