

Holte School Pupil premium strategy statement

2025/2028

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	Holte School
Number of pupils in school	1160
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	January 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr S Adams
Pupil premium lead	Mr L Farmer Mrs J James
Governor	Mrs J Humpherson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£648,225.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£48,657.00
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	£653,092.00

Part A: Pupil premium strategy plan - Statement of intent

Our Pupil Premium strategy is committed to breaking the link between socio-economic status and educational engagement, experience, and progress. It is our desire to see all children receiving the support they need and prepare them for a healthy, fulfilling, and successful future. Reports and guidance on the spending of Pupil Premium help to lead decision making including those published by Ofsted and the Education Endowment Fund, (EEF). Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. In creating this strategy, we have also responded to the views of all stakeholders, including students, parents, teachers, and support staff. Our strategy will be shared with all stakeholders, including governors and owned by all who work with our students and their families. High expectations and ambition will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school, and into the world of work and further education.

Our continuous professional development and strategic decision-making will be supported by leaders, to ensure that staff will be trained with evidence-informed approaches. This is to ensure the 'best bets' are used to meet our challenges and that effective implementation practices give all staff the best chance of having a positive impact on our students. The fundamental elements of our Pupil Premium strategy include developing and empowering teachers to deliver exemplary lessons to our disadvantaged students, support disadvantaged students with targeted academic tuition to build confidence, knowledge and exam success and to ensure that our range of personal developmental and wellbeing support is as thorough and rigorous as our academic interventions.

Our Pupil Premium strategy outlines a wide variety of actions and priorities that will be implemented to address our objectives. We are heavily investing in instructional coaching to increase the impact we have as teachers within the classroom. This investment also will ensure equal access to the curriculum for all students through an improvement in adaptive teaching. We employ a wide variety of interventions and tests used to identify and address academic and social gaps that our students display. We also invest a large amount of time and money in key staff and particular systems they manage to ensure our students are safe while being supported mentally, emotionally, and pastorally. Finally, we prioritise purposeful school opportunities for our students which will have the most leverage and impact in their lives such as metacognition, coaching, extra-curricular opportunities, and careers advice to name a few.

Our core values of collaboration, aspiration, equality, respect, and responsibility will be manifest in action every day and will shape our strategy and approaches. This will be developed through positive relationships, routines, and responses, supported by ongoing professional development for all staff and clear communication to students, parents and carers. Our whole school pledge to provide an opportunity or experience for all students during their time at the school to inspire a love of learning is a key part of our commitment to support disadvantaged students. By focusing on addressing the challenges identified in this strategy, we know that all students will be given a robust, fair, and uncompromising education whereby the impact of this will especially improve the life changes for those who are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality Elevated levels of absenteeism and poor punctuality negatively impacts both academic progress and student's involvement in the life of the school
2	Learning outside of the classroom Not all students actively engage with learning opportunities to extend learning outside the classroom.
3	Aspirations Low aspirations for future destinations, including aspirations about careers, university, further education, and preparedness for adult life.
4	Literacy Low levels of literacy, including a significant reading and vocabulary gap.
5	Learning behaviours Learning behaviours are underdeveloped resulting in elevated levels of disengagement and poor academic progress.
We also recognise that the partnership between school, students and parents/carers does not always support parents in actively engaging in their child's education. This a priority for our Pupil Premium strategy and is a thread that is evident in all the challenges identified.	

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 academic outcomes for Pupil Premium pupils at all key stages.	Achieve positive progress for disadvantaged pupils and national average for attainment for all students.
Improved Pupil Premium pupils' literacy, with a focus on reading and vocabulary development.	An improvement in pupil reading ages and standardised reading scores including percentile scores. Assessments related to literacy show more pupils making progress. Continued improvement in GCSE results. Successful Intervention data for intervention including programmes such as 'Catch up.' Disciplinary literacy strategies are embedded across all curriculum area and the school's extra-curricular and enrichment offer.
Teaching and Learning continues to improve in all subject areas, at all key stages and impacts positively upon Pupil Premium pupils.	Teaching in lessons demonstrate a highly effective quality of adaptive and responsive teaching and learning. All students can access the curriculum to close the learning gap. Improved attainment and progress for PP Pupils in comparison to historical data.
An improved relationship with parents, carers, and the local community in all aspects of school life has a positive impact on the progress of Pupil Premium pupils.	Parents have an active role in all aspects of school life. Parents and families of disadvantaged pupils are supported in this respect. Parental Voice of Pupil Premium students' states that events are useful. The numbers of Pupil Premium parents attending events improves.
The attendance and punctuality of Pupil Premium students improves and the gap between non-pupil Premium students and Pupil Premium pupils is narrowed or diminished. This will impact positively upon academic progress and students' personal development.	Improved attendance figures for Pupil Premium students in comparison to historical data, including persistent absence. The difference in attendance figures between non-Pupil Premium Pupils and Pupil Premium students is narrowed/diminished.
Students improve skills of self-regulation in terms of their learning and behaviour.	Students will demonstrate greater resilience, increasing levels of independence in their learning and the ability to plan, monitor and evaluate their progress. There will be an improvement in the attitude of students with respect to the completion of homework.
The aspirations of Pupil Premium pupils are improved.	Pupil and parent voice states that there is an increased optimism about Pupil Premium pupils' future/career. A greater proportion of Pupil Premium pupils will

	have access to aspirational opportunities that extend beyond the curriculum.
Destination data indicates students are well prepared for the post-16 stage of their education and for life after education	All disadvantaged pupils choose to continue with full time education, apprenticeship or employment and remain on their chosen course/employment path. No disadvantaged students will end up NEET, including following any 'career change.'

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: £391,855.20

Activity	Evidence that supports this approach	Challenge number addressed

<p>PP Leadership & Management</p> <p>Teacher in charge of PP provides leadership and support for all governors, leaders, and teachers to ensure that our approach is evidence informed and has significant impact on outcomes. Professional development is comprehensive.</p>	<p>DfE - Using pupil premium: guidance for school leaders</p> <p>Spotlight on Disadvantage: NGA pupil premium research</p> <p>EEF – School's Guide to Implementation</p> <p>Pupil Premium and Disadvantage – Mark Rowland</p>	<p>1, 2, 3, 4, 5</p>
<p>Instructional coaching</p> <p>Further embed a culture of instructional coaching to improve subject specific pedagogy and enhance the feedback provided to staff to improve their teaching in their classroom using an explicit framework for T&L. This includes group coaching, subject development meetings, one to one coaching and the review and development of teaching and learning process.</p>	<p>Instructional Coaching, Josh Goodridge and Harry Fletcher-Wood</p> <p>Four reasons instructional coaching is currently the best-evidenced form of CPD – Sam Sims</p> <p>EEF suggests that high quality teaching strategies are the most effective way of supporting pupils and narrowing gaps</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020)</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p> <p>Steplab – a professional development platform for teachers.</p>	<p>2, 4, 5</p>
<p>Literacy Initiatives</p> <p>Literacy lead promotes these areas, leads professional development, monitors and evaluates the impact of these initiatives. This includes a range of interventions and the promotion of disciplinary literacy.</p>	<p>Literacy and numeracy lead is an Evidence Lead in Education (ELE) for Billesley Research School.</p> <p>EEF – Improving literacy in Secondary Schools in conjunction with improving literacy at Key Stage 2 guidance report.</p> <p>Secondary Literacy Research and Policy Guide 2020/21</p> <p>GL Assessment report - Why reading is the key to GCSE success.</p>	<p>2, 4</p>

	<p>EEF Reading aloud with your class</p> <p>EEF Peer to peer tutoring</p> <p>Bringing words to Life – study – Beck et al.</p> <p>Literacy in the Disciplines – Wolsey and Lapp</p> <p>Improving Mathematics at Key Stage 2 and 3 – EEF guidance report.</p> <p>Improving Numeracy and Literacy – EEF report.</p> <p>Oracy across the curriculum, Voice 21</p>	
Quality of Education Professional development Continued development of quality first teaching and curriculum development through an explicit T&L framework and an effective professional development programme.	<p>EEF report: Teacher Professional Development, 2021</p> <p>Assistant Headteacher, Teaching and Learning is an Evidence Lead in Education (ELE) at Billsley Research School.</p> <p>Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) the link between high quality CPD and improved outcomes.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	2, 4, 5
Access to technology Technology is used to support pupil learning at every opportunity. Laptop and calculator provision to support disadvantaged students with home learning. Professional development for teachers to improve the use of technology in teaching and learning, including the use of visualisers and Microsoft Teams and SharePoint.	<p>Digital technology can add up to +4 months progress (EEF, 2020)</p> <p>OECD PISA data studies on the challenges of online learning.</p> <p>Remote Learning and the Digital Divide– Sutton Trust</p> <p>All Party Parliamentary Group (APPG) for Education Technology: What we learned about Education Technology in 2020</p> <p>EEF Toolkit: digital technology can lead to + 4 months progress.</p>	2, 4, 5
		2, 4, 5

Increased Teaching Capacity Increased teaching capacity by over staffing to allow for smaller group sizes and creation of responsive intervention groups. No use of external cover to ensure consistency in terms of behaviour and access to the curriculum. Deployment of trainee teachers and Teacher Assistants to support learning.	EEF summary states that reducing class size results in 3 months additional progress on average (effect size of plus 3). Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020) Social Stratification Theory research Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. EEF- Metacognition and Self-regulation- high impact EEF – Maximising the Impact of Teaching Assistants. EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £195,927,60

Activity	Evidence that supports this approach	Challenge number addressed
Tuition Tuition organised for students at KS3 and KS4 pupils in all subject areas where there is a need for academic support, including tuition organised by teachers and that provided by external agencies including the Access Project.	Established tutoring programmes will follow DfE and EEF guidance basing group size at 11 to 1:3 on fifteen-week programmes. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020) EEF Toolkit: Extending school time- moderate impact EEF Toolkit: small group/one to one- Moderate to high impact	2, 3, 4

<p>Catch-up Intervention</p> <p>To provide support for our disadvantaged students in participating in independent revision after school, communicating regularly with families and carers. This includes Year 7 literacy and numeracy catch-up. Appointment of a Year 7 Transition and Specialist Intervention teacher.</p>	<p>House of Commons committee of Public Accounts entitled 'Covid-19: Support for children's education'</p> <p>Ofsted Covid-19 briefing update, September 2020</p> <p>EEF Covid-19 Support Guide for Schools, March 2020</p> <p>EEF guide on literacy and numeracy interventions</p>	<p>2, 3, 4</p>
<p>Online Tuition</p> <p>Disadvantaged students have access to a range of online tuition resources that support independent learning including Seneca, GCSEPod, Sparx Maths and Flash Academy.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Draws on the recall and consolidation mastery approach and can improve progress by 5 months.</p> <p>'Education in times of crisis: Effective approaches to distance learning' - Chartered College</p> <p>EEF report on self-regulation and metacognition.</p>	<p>2, 4, 5</p>
<p>Academic Mentoring</p> <p>Academic mentoring is used to identify academic, emotional, or social needs and support key individuals. Year Managers and Teaching and Learning coordinators implement a range of interventions to support pupils and parents.</p>	<p>"Mentoring has a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour." EEF Teacher Toolkit Mentoring.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	<p>3, 5</p>
<p>Parent Partnership</p> <p>Partnerships with parents ensure parents</p>	<p>EEF report - Parental engagement has a positive impact on average of 4 months' additional progress.</p>	<p>1, 2, 3, 4, 5</p>

<p>are aware of their child's needs and to outline ways in which they can support their child at home. A range of strategies are used to improve communication e.g., Class Charts, MyEd and the Solihull Parenting Approach.</p>	<p>DfE Review of best practice in parental engagement in schools.</p> <p>Do parental involvement interventions increase attainment? A review of the evidence, Nuffield Foundation.</p>	
<p>Alternative Provision</p> <p>Identify and commission alternative curriculum provision for pupil's whose needs cannot be effectively met within mainstream provision. This includes provision within school (e.g., functional skills) and that led by an external provider.</p>	<p>DfE research 'Investigative research into alternative provision' 2018</p> <p>Alternative Provision: Effective Practice and Post 16 Transition, DfE</p> <p>Education Policy Institute SEND and alternative provision: is policy on the right path? 2019</p> <p>Achieving successful outcomes through Alternative Education Provision CFBT 2019</p> <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.</p>	<p>1, 5</p>
<p>Study Skills</p> <p>A study skills curriculum is embedded to promote self-regulation. This includes, study skills interventions, and guides. Metacognition and self-regulation a fundamental part of the school's T&L framework and CPD.</p>	<p>EEF suggest +8 months progress for metacognition and self-regulation.</p> <p>Research on metacognition and self-regulation by Sweller, Dunlosky, Agarwal, Flavell, Perkins.</p> <p>Six strategies for effective learning – Schreyer Institute</p>	<p>2, 3, 5</p>

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

Budgeted cost: £65,309.20

Activity	Evidence that supports this approach	Challenge number addressed
<p>Pastoral guidance & support</p> <p>The pastoral team provides support and intervention for our most vulnerable pupils and helps keep our pupils safe. The senior non-teaching pastoral manager provides enhanced levels of support. A range of interventions are organised to support vulnerable pupils.</p>	<p>Strong pastoral care is the foundation stone of a successful strategy. It should be seen as any the bedrock of any efforts to tackle education disadvantage. Evidence should be valued in pastoral approaches as much as academic approaches. (Addressing Educational Disadvantage-The Essex Way Marc Rowlands.)</p> <p>“Mentoring has a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour.” EEF Teacher Toolkit Mentoring.</p> <p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>EEF report Improving behaviour in schools</p> <p>EEF report Metacognition and Self-regulated learning</p>	<p>1, 2, 3, 4, 5</p>
<p>Attendance Officer</p> <p>An attendance officer closely monitors and supports the attendance and punctuality of</p>	<p>EEF ‘wider strategies’ states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p>	<p>1, 5</p>

<p>disadvantaged pupils and establishes and maintains strong links with the community to improve attendance and punctuality.</p>	<p>EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>EEF Attendance interventions rapid evidence assessment</p> <p>DfE School Attendance Framework</p>	
<p>Therapeutic interventions</p> <p>Continue to make full use of the Learning Support Centre to support SEMH needs. The Thrive Approach and emotion coaching is embedded to support vulnerable pupils, including those with SEND.</p>	<p>EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects.'</p> <p>EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour, and social and emotional support.</p> <p>EEF Toolkit Social and Emotional Learning +4 months</p>	1, 5
<p>SEMH Interventions</p> <p>Support for student's mental health and wellbeing through the Wellbeing Crew and school's Mental Health First Aiders.</p>	<p>Review of Children's Mental Health Provision – Children's Commissioner for England</p> <p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.</p> <p>EEF Toolkit Social and Emotional Learning +4 month</p>	1, 5
<p>Careers Education, Information, Advice and Guidance</p> <p>Careers advice and interventions to provide students with goals and a clear informed pathway to get there.</p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p><i>Research, such as that by Nabil Khattab (2015), suggests that students with low expectations of themselves, and low aspirations, will achieve less in their educational lives.</i></p>	3

All pupils access a CEIAG curriculum.		
<p>Rewards and recognition</p> <p>All students are rewarded and recognised at every opportunity for their personal development, for exceeding school expectations, excelling academically and for their contribution to school life and the wider community.</p>	<p>Development of intrinsic motivation rather than a material focus. Hertzberg's Two-Factor Theory, Maslow, impact of extrinsic and intrinsic rewards on employee's (2013 and 2015)</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	1, 2, 5
<p>The Brilliant Club and Excel Programme</p> <p>Tutors and mentors work with disadvantaged learners at Key Stage 3 and 4 to raise ambitions and understanding of university learning and life</p>	<p>Linked to the Gatsby Benchmark number 7: Encounters with further and higher education</p> <p>"Mentoring has a positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour." EEF Teacher Toolkit Mentoring.</p>	2,3, 5
<p>Medical Care & Support</p> <p>All pupils can access medical guidance and support, primarily through a health and wellbeing coordinator, school nurse, counsellor, and mental health first aiders. Additional interventions are arranged as required to support disadvantaged pupils.</p>	<p>Public Health Birmingham – Healthy Headlines 2021/2.</p> <p>Supporting pupils at school with medical conditions, DfE</p> <p>NASEN - Children with medical needs: What schools and settings need to know</p> <p>Maslow's Hierarchy of need.</p>	1, 5

<p>Hardship Fund</p> <p>A wide range of interventions to ensure that disadvantaged pupils can participate in all aspects of school life. This includes equipment, uniform, supplies, breakfast club, transport.</p>	<p>Tracking and monitoring progress to implement interventions effectively. Removing barriers to participation increases attendance.</p> <p>Maslow's Hierarchy of need.</p>	<p>1</p>
<p>Extended Learning Opportunities</p> <p>A wide range of extra-curricular activities, including those organised during and after school are organised so that disadvantaged pupils have cultural capital experiences that ensure greater access to the school's curriculum.</p>	<p>Cultural Capital: disadvantaged students do not develop as they do not watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it. 6 10 (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>Missing the mark: education policies for disadvantaged children in COVID-19 England - LSE</p> <p>EEF Toolkit - +4 months for outdoor adventure learning</p>	<p>2, 3, 5</p>
<p>SMSC curriculum</p> <p>Provide students with cultural capital experiences via assemblies, our SMSC offer, PSHE and Citizenship curriculum and visiting speakers.</p>	<p>Cultural Capital: disadvantaged students do not develop as they do not watch documentaries, visit museums, read books, talk at the dinner table, have an awareness of the World, or the language to articulate an understanding of it. 6 10 (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018)</p> <p>Promoting fundamental British values through SMSC, DfE</p> <p>Social Mobility Commission research.</p>	<p>2, 3, 5</p>
<p>Engagement with professional bodies</p> <p>The school collaborates with professional organisations such as IQM, PSS, and Ed Psych, to ensure that vulnerable pupils,</p>	<p>Collaborations between schools is important in ensuring we continue to keep up to date with research and effective strategies for support pupils and narrowing gaps. An annual review through IQM and the Safeguarding Alliance ensures that we are rigorous in our self-reflection of our inclusive practices. Outcomes from engagement with a range of professional organisations.</p>	<p>1, 2, 3, 4, 5</p>

including those with SEND are effectively supported.		
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Total budgeted cost: £653,092.00

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 2023 to 2024 academic year.

Our original Pupil Premium strategy was launched in January 2022, with a renewed emphasis on addressing barriers to learning identified through EEF guidance and DfE recommendations. The latest iteration, published in January 2025, removed all references to the Covid-19 pandemic. While the pandemic's impact on student development remains evident, it is no longer an explicit focus for the school. Pupil Premium numbers have been updated and are rising again, highlighting growing levels of deprivation within our community. Currently, 58% of students in Years 7–11 Pupil Premium, including 59% of the current Year 11 cohort. Data for Year 7 will be confirmed in the summer, but early indications show that 72% of students receive Free School Meals, representing a significant increase and reinforcing the challenges faced by our families.

Our disadvantaged plans to address the barriers to achievement, are implemented by middle leaders. Plans have been developed so that they target those disadvantaged students who are in greatest need of support and intervention. All disadvantaged students receive additional layers of support but our most vulnerable are closely monitored and supported by leaders. All plans are evaluated rigorously and monitored by a disadvantaged lead. Senior leaders work with middle leaders to review and develop interventions to support Pupil Premium students at least once per half term. As part of the evaluation process, we will also identify 'flagship' projects that will include comprehensive evaluations, including all stakeholders. All Pupil Premium/Disadvantaged applications must emphasise one of the barriers identified within this strategy.

Year 11 Pupil Premium students achieved stronger outcomes in Maths and English across all measures in the summer exam series compared to non-Pupil Premium peers, reflecting the impact of targeted support. While these students have lower attendance and a slightly higher likelihood of suspension, the overall number of suspensions remains extremely low. Encouragingly, DfE autumn term data shows attendance for FSM students has improved by 1% this year, indicating positive progress that should be sustained through continued interventions.

The following interventions have been implemented in these areas during the academic year 2025/26.

High Quality Teaching

1. PP leadership and management – professional development for all staff led by disadvantaged lead and SLT. Lead attends leadership meetings to review progress and develop plans and contributes to the Headteacher's Report to Governors each term.
2. Instructional coaching – Investment in Steplab coaching tool and WalkThrus professional development resource. Eight teachers per term are coached. All ECTs are coached during their induction. Increase in the capacity of the school's instructional coaching team.
3. Investment in coaching initiatives for leaders including Middle Leader Coaching and the Middle Leader Mastery Programme for current and aspiring leaders.
4. Development of the way in which data is used to support vulnerable students by all leaders. Improved use of SISRA and closer scrutiny of data and interventions by senior leaders. Investment in the Pupil Progress monitoring software to develop the use of data.
5. Literacy and numeracy initiatives – Bedrock used to conduct reading tests that support interventions organised by teachers, TAs and a primary trained intervention teacher. Whole school priority led by SLT – this will be a significant priority for 2026-2027.
6. Appointment of a primary trained intervention teacher to teach English and Maths to our Year 7 and 8 nurture group and to lead catch-up interventions. This teacher liaises with feeder schools to support the transition process.
7. T&L Professional development – CPD library and access to WalkThrus and Evidence Informed Teaching resources. Nine teachers have now completed the intensive instructional coaching course organised by Steplab and are actively coaching teachers. External reviews of teaching are completed by a partner school at least once per year. This has included a review of the Quality of Education in the Sixth Form and how we stretch and challenge all students through adaptive teaching.
8. Access to technology – all students in Year 11-13 have access to a school laptop and calculators required for their course. Professional development for teachers using them as part of teaching and learning. Further development of online resources and remote learning opportunities, including the use of Teams and SharePoint.
9. Increased teaching capacity – Additional staffing in key subjects, particularly Science and Maths. Effective use of trainee teachers to support small groups of students and through one-to-one interventions. Appointment of primary trained intervention teacher to lead catch-up interventions.

10. Teachers delivering an alternative curriculum for students at Key Stage 4, including functional skills and alternative courses. Significant change to the Key Stage 4 curriculum from September 2026.

Wider Strategies

1. Tuition – school-led tuition programme embedded for pupils in Year 11 and 13. T&L Coordinators lead the Excel Programme to support the aspirations of Key Stage 3, 4 and 5 students. Brilliant Club is now part of this intervention for disadvantaged students at Key Stage 3.
2. All Heads of Department are available during form time to lead academic interventions with all students, particularly those identified as disadvantaged.
3. We now offer all students the opportunity to attend 'quiet study' sessions every Saturday and every day during holidays. Numbers have increased significantly, and hours will be extended to meet the demand of students attending.
4. Successful partnership with Regents Camp to deliver Maths tuition to Key Stage 4 students throughout the year. The school heavily subsidises tuition for parents who request it through Regents Camp.
5. Catch-up intervention – literacy and numeracy catch-up coordinated by SLT and delivered by a primary trained intervention teacher and teachers from across the school with capacity.
6. Academic mentoring – mentoring has continued and PASS surveys are used by LSC mentors. Peace and conflict audit tools are now being used as part of mentoring.
7. The Thrive Approach is being used to support vulnerable students, including a considerable number of disadvantaged students.
8. EAL students account for 75% of our school community. We also admit several EAL students with significant needs each year. We have appointed a specialist EAL TA who supports such students and teachers in conjunction with the Assistant Headteacher, T&L. We also subscribe to Flash Academy an online platform used extensively by EAL students.
9. Parent partnership – increase in parents' evenings in the school calendar. Parental forums and workshops delivered during the current academic year. Changes to reporting process to increase parental engagement.
10. Alternative provision – there are currently three disadvantaged students attending full-time alternative provision, ensuring that they can access a bespoke curriculum, including motor vehicles.
11. Functional skills in Maths and English are now delivered to Year 10 and 11 pupils by specialist staff.
12. Study skills – The Associate Assistant Headteacher has created a programme of study for study skills using Learning WalkThrus and invested in resources for delivering such sessions during SMSC days, including working with external agencies,

13. Positive Peace programme – the school continues to work with Professor Hilary Cremin from Cambridge University during the academic year to reduce incidents of conflict and improve relational practice.

TAS: targeted Academic Support

1. Pastoral guidance and support – The school continues to offer counselling support through the Wellbeing Crew. Additional learning mentors are in place to support a considerable number of vulnerable students.
2. Educational Welfare Officer – the school has appointed a full-time educational welfare officer to lead in raising attendance. Attendance is above national averages, although there is a gap in attendance, including persistent and severe absence for Pupil Premium students when compared to non-Pupil Premium students. This is a priority for the 2025-2028 strategy.
3. Therapeutic interventions – the Thrive Approach has been embedded to support vulnerable pupils. There are two staff trained in the Thrive Approach which is delivered by LSC mentors. Additional training has been funded for the second in SEND to lead such interventions. In support of this PP funds have been used to develop a specialist Thrive room to support students self-regulate.
4. SEMH Interventions – Three senior leaders have been trained as senior mental health leads. The Wellbeing Crew are in school for an additional day. Sixth Form students will be trained in a Youth Mental Health Award. SEMH interventions are organised for cohorts during SMSC days.
5. CEIAG – the school successfully meets the Gatsby Benchmarks. Unifrog is used as part of the SMSC curriculum. The school hosts an annual careers event for students and parents. Additional careers support is organised for disadvantaged students. Work experience is organised for Year 12 students.
6. Rewards and recognition – the school has introduced Class Charts to improve the way in which it motivates students, including those who are disadvantaged. Parents have access to accurate and up to date data about their child. We have focused on improving the way in which we communicate with parents with senior leaders making calls to students recognised by their year teams.
7. The Brilliant Club and school's Excel Programme – T&L Coordinators coordinate these interventions arranged for Pupil Premium higher attainers at Key Stage 3, 4 and 5.
8. Medical care and support – the School Nurse is now on site for two days and the school has appointed a 2nd in SEND to address increasing medical needs. There is a dedicated health and wellbeing support officer, and the Wellbeing Crew available to support students.
9. Hardship fund – the hardship fund is particularly important during the cost-of-living crisis. The school has used this to support vulnerable students including asylum seeking students.
10. Extended learning opportunities – a considerable number of extra-curricular curriculum activities have been arranged, but this will be increased during the current academic year. All leaders are expected to organise one extra-curricular

club per term. Student participation, including disadvantaged students, is monitored by the Disadvantaged Lead. This includes an annual wellbeing day for all students, including a sports day held at Alexandria Stadium

11. SMSC curriculum – the school has further developed the school's SMSC curriculum to address contextual and national safeguarding priorities. This includes engagement with professional bodies and external agencies. A member of staff has been appointed as an SMSC lead to support the work of the Assistant to the Headteacher, Pastoral. This will allow us to improve provision further and engage with parents and the community to address attendance issues.
12. Engagement with professional bodies – the IQM Flagship Award was achieved for our positive peace programme. Our SEND team has also achieved the SENDIA award. External agencies continue to support the school e.g. CAT, Ed Psych, PSS.

Pupil Premium funds are broadly deployed for funding staffing and curriculum support and stand-alone Pupil Premium projects. Pupil Premium funds are used to partially fund some initiatives, such as rewards and recognition and SEMH interventions.

(a) Funding staffing and curriculum support (about 80% of the school's overall Pupil Premium funding was spent in this area)

- Tuition – a wide range of tuition interventions for pupils in all year groups.
- LSC Mentors - pastoral and academic mentoring
- Some pastoral and academic support: some Learning Support Centre staff, Year Managers and Teaching Assistants
- Extra staffing in school, including additional teachers in Maths and English
- The Disadvantaged Students Lead
- School nurse, health and wellbeing lead, speech and language therapy and medical support
- Excel Programme led by T&L Coordinators (KS3, 4 and 5)
- Brilliant Club (Key Stage 3) and Excel Programme (KS3, 4 and 5)
- External Agency support, particularly for SEND students
- Educational Welfare Officer
- Lunchtime clubs (Esports, Sport, and wellbeing)
- Specialist after-school sessions

(b) Pupil Premium Projects (about 20% of the school's overall Pupil Premium funding was spent in this area)

A range of projects were agreed across most subjects and included pastoral and academic support. Reading is being encouraged and developed through The Day as well as class sets of brand-new books to encourage shared reading experiences. Health and wellbeing (physical and mental) are another emphasis that has meant a range of activities being funded including a whole school sports day, Blackwell team building,

wellbeing days, funding for the Thrive approach and investment in annual peer mediator training.

Pupil Premium funds a range of specialist online learning systems, these will be evaluated in depth this year to see how effectively they are working for our staff and pupils. These include Seneca, UpLearn, GCSE Pod and Flash Academy. Year 7 had a record-breaking number of pupils take part in the Autumn Seneca competition (169 pupils, 242 hours of work). We will work with departments to improve the use of online platforms both in terms of teaching and independent study, particularly by disadvantaged students.

We also regularly invest in specialist SMSC sessions including workshops on drugs, sexual health, bullying, online safety, and Honour based violence. We ensure that funding supports academic development, but we also look at wider programmes/support that prevent barriers to learning. This is a significant and appropriate investment and contributes to our exemplary safeguarding curriculum. As well as funding Pastoral programmes and support including the Wellbeing Crew and school nurse, PP has partly funded 113 projects including cinema visits, a careers fair visit offered to all of year 11, Natural High, SMSC specialists, Blackwell Adventure and Brilliant Club.

We invest in developing cultural capital helping support a wide range of trips across subjects developing academic knowledge, wider understanding, and inspiring experiences such as the annual CAT trip. Pupil Premium funds training in relational and restorative practice and Positive Peace programme (staff and peer) as well as a progressive CPD library to embed successful Teaching and Learning. A summer school is organised to support the transition of students from primary school and is funded, in part, from Pupil Premium funds.

Tuition has been offered to all students in Year 11 and Year 13, in addition to targeted pupils in other year groups. 96% of Pupil Premium students in Year 11 attended a revision or tuition workshop during the academic year 2024-2025, including before and after school, weekends and during school holidays. A total of 167 students received tuition for a total of 2868 hours, (May Census). Above 50% of these students were Pupil Premium. Tuition is led and managed by the school's disadvantaged pupils lead and a T&L Coordinator. This includes tuition delivered by the school's teachers at weekends, after school and during school holidays, tuition delivered by school appointed tutors in English and Maths and tuition delivered by the Access Project, and Regents Camp. Our 'Five-week Programme' (funded through Pupil Premium) and 'Small group Saturday tuition' (Funded through Tuition) has also run during the academic year with details listed below. From September we started to offer Quiet Study spaces every day before and after school (including Breakfast club on the run-up to mocks), after school and on Saturday mornings. Quiet Study on a Saturday was extended to all other year groups.

From September 2024 we launched a 'pledge' with all students and parents, our commitment to ensuring that all students have an opportunity to become involved in a range of enrichment activities during their time at the school. This includes enjoy an outdoor educational experience, visit a site of cultural or historical significance, have an opportunity to watch a live performance, discuss ideas with an expert, showcase talents, explore different religions, languages and cultures, complete a community or charitable project, take part in first air or mental health training and take part in competitions. The school's pledge will further enable us to address the barriers to achievement identified as part of this strategy.

We have launched our Holte Excel Programme, targeting pupils in KS3 and KS4 & 5 to look at how we can specifically move forward our more academically gifted pupils. This programme is coordinated by Teaching and Learning Coordinators who work with a small group of students and their families throughout the year, including at least 50% disadvantaged pupils. We continue to offer the Brilliant Club in partnership with universities for our high attainers at Key Stage 3. The Disadvantaged Lead is now responsible for the progress of High Attainers and Higher Prior Attainers from Key Stage 4-5. An updated policy has been created to outline how we will support these students. Now our own teachers take responsibility for the aspirations of our most able students, ensuring that access all support they need to be a success.

This highly diverse and complex range of interventions and opportunities has helped us to start to address the barriers we face. There is evidence of success in terms of outcomes, and leaders proactively monitoring their progress and implementing interventions to address the barriers to their achievement.

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
White Rose Maths	White Rose Hub
Kerboodle	Oxford University Press
UpLearn	UpLearn Ltd.
Seneca	Seneca Learning
GCSEPod	Access Education
Steplab	Steplab Ltd
WalkThrus	WalkThrus
Brilliant Club	The Brilliant Club
Access Project (finished Sept 2025)	The Access Project

Regents Camp	Regents Education
Sparx Maths	Sparx Learning

Further information (optional)

With such a high percentage of our pupils being eligible (or close to) for Pupil premium funding, we have chosen to pursue a 'whole school' collective approach, where we work together on addressing the needs of all pupils. We prioritise a solid foundation of good pastoral care (through year teams) and encourage supportive relationships built over time.

For Pupil Premium spending, we also allocate a small amount throughout the year on subject specific and pastoral interventions. Departments and year teams can request funding but must show the rational and evidence base for the funding request. Leaders are required to submit a disadvantaged plan each term addressing the barriers to achievement identified within this strategy. These plans inform strategic development plans for all teams in the school and are evaluated each term. The governing body receive updates regarding the use of Pupil Premium funds and the impact of interventions through Headteacher's Reports completed once per term

Previous applications have included new software, access to online learning like Kerboodle, Seneca and GCSEPod and motivational speakers, some of which are now part of our long-term programme. PP funding can also be requested to support with resources that will impact teaching and learning for all including classroom resources and additional rewards.