

Holly Lodge College of Science



Pupil Premium Statement 2014-15

Holly Lodge 11-19 Science College

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Background and numbers

Holly Lodge a school of 1338 students, 1217 in year's 7-11 of which 545 students are eligible for pupil premium or 45% of this cohort.

Year 7	106
Year 8	124
Year 9	93
Year 10	104
Year 11	118
Total	545

Given the high percentage of students who need to be supported and monitored, clearly the strategies themselves have to be equally extensive. Holly Lodge believes it is important not just to see these students as numbers but to understand their very disparate needs, some of which may seem so basic out of this areas context. Due to the complex need of these students, the school has identified and has in place a variety of interventions, experiences, and support.

The school is advanced in its ability to monitor and track progress of groups of students, tracking and reviewing progress of all every half term. Students identified in the year 14 -15, will as a result have progress checks and intervention every 6 weeks as part of the monitoring and review process, with adjustments to the focus of each intervention made according to findings.

Governors of the school believe that intervention where applicable, should not discriminate and non-Pupil Premium students may well have similar needs and take advantage of this provision. Given the numbers of Pupil Premium students in each year this has the additional benefit of not specifically highlighting one sub group of students, who above all, need to be made to feel fully integrated into the whole school population.

At this stage the identified intervention and areas to be funded represent the schools planning and funding for this academic year.

Areas of support	Intervention
Academic Intervention	
	Academic Coaches The school has employed graduate staff to act as subject coaches for English and Maths at KS4. These staff provide either group or one to one support for students to bridge and close the gap in their attainment. [45%] of cost
	SEN Specialist Staff Year 7 Nurture / Foundation group – x3 LSP's. A separate personalised curriculum is provided for our most vulnerable students following transition. Students are gradually introduced to mainstream classes with support
	Exam Breakfasts Supervised study support with breakfast provided for all external examinations
	Homework club staffing and resources Weekly supported homework sessions with academic coaches and specialist staff. Food and drink provided.
	Brightfutures Steps to Success (S2S) programme aimed at skill development 2x in year Y11 and 1 session for each of years 10-7

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Alternative Provision on site	CAP Base The Curriculum Alternative Provision base was developed as a concept last academic year and proved highly successful. It allows students who would normally have gone down the permanent exclusion route for whatever reason to maintain successful engagement with the school. The utilities have to be maintained independently from the FM contract.
	Skillforce This learning company provides a Princes Trust short course programme to our most disaffected and disruptive students in Year 11. This removes them from optional subjects and includes additional support for core subjects
	Isolation Room The Isolation Room is used as a sanction to reduce fixed term exclusion. It is supervised by teaching staff.
Alternative Provision off site	Y10 &11 Albion Foundation, The Bridge & Batmans Hill are used to tailor provision for students in danger of dropping out of school for a variety of reason, many due to personal life issues.
	Y10 &11 additional curriculum costs to support lower ability students through a work related based learning programme to support progression options – Learning providers Nova Training Group and Paragon Training Group are used to provide this specialist provision at £ 40 per day per student.
	Impact alternative education provision supplier
Whole school tracking for intervention	Edukey provision map tracker software enables us to record and review students with Special Educational Needs.
	Mint Class Tracker software that will allow all SIMs data to be displayed on seating plans. This identifies progress indicators and PP status.
Curriculum Support / Intervention	Maths Specialist Staff As part of the support to drive up maths attainment and effectively overstaff the department to allow rapid intervention the school has appointed a subject expert to take to Lead Practitioner status.
	English Support As part of the support to drive up English attainment additional staffing is used to target underachievement through group work or 1:1 withdrawal
	Renaissance Accelerated Reader is used across key stage 3 within English to improve literacy levels
	Science Support As part of the support to drive up Science attainment additional staffing is used to target underachievement through group work or 1:1 withdrawal
	LEXIA Literacy software is used within literacy catch-up in KS 3. This is for approx. Students in each year 7 – 9 that enter the school with significantly below expected reading ages.
	Lexia Numeracy Software is supporting Numeracy catch up in Year 7. This is approx.. For Students in KS3 year group who have scored well below the expected standard of numeracy inKS2 or in PIMs testing. This initiative will be rolled into the whole of KS3 in the future..
	ILD support for Students Providing laptops for students who would not be able to pay for the supported purchase scheme in school
	Maths Watch software
	Easter school payment for Coaches and Teaching Staff

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	Saturday catch up sessions
Enrichment	<p>Scheduled Subject Immersion Days enable us to meet some of the statutory requirements for PSHE, Citizenship and Careers Education. In addition to this they support SMSC, Skills for Learning and cultural values. We deliver aspects of these days using visiting speakers, offsite visits and by specific resources to enrich learning. This has included:-</p> <p>Year 7 – Health and Safety, Expressive Arts Immersion, Inter-form sports competition</p> <p>Year 8 – Faith visits, Black Country Museum, Clent Hills, Science by Design activity</p> <p>Year 9 – Enterprise activity, Sex and Relationships Education, Drugs Education, Expressive Arts Immersion</p> <p>Year 10 – Leisure in the community, Study Skills, English Media Immersion, Work experience preparation workshops</p> <p>Year 11 – Post 16 event, Study Skills</p>
	Year 9 University visits as part of raising aspiration.
Pastoral intervention	<p>Learning Mentors These staff work with student disaffection and disengagement to provide more stability from a pastoral perspective.</p>
	<p>Attendance Manager To work proactively with many of our families some of which are extremely mobile and ensure attendance is maximised, this role directly impacts on PP students on a daily basis.</p>
	<p>Pastoral Administrator This is a new role developed this year that bridges the administration and monitoring of all pupil intervention with outside agencies from the CAF process to the range of SEN interventions and links with corresponding provisions and entitlements. This given the responsibilities delegated to schools and the proportions of students involved. It provides the first line in compensating for the unequal backgrounds and needs of our students.</p>
Pastoral support	Chin Up Year 7 A block programme for raising self-esteem in targeted students
	Y10 &11 Wellbeing and Inclusion interventions , we need to include one to one mentoring from KRUNCH, one to one counselling and group therapy from Tamworth Counselling
	Drama Therapy 1:1 sessions with targeted individuals
	Conkers Y7 whole year outward bounds course
	Womens Aid
	Tamworth Counselling
	Connexions Personal Adviser Additional Connexions advice(x2 days) is purchased

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	beyond that which is the statutory allocation for our vulnerable students. This supports student progression /destinations. All KS 4 students have an individual interview.
	Hardship fund This as the name suggests is there to support a variety of hardship issues to allow all students equality in a range matters.

As last year the final impact of this plan of intervention has to be evaluated at the end of the academic year. The school is monitoring all aspects of performance related to Pupil Premium in the interim to ensure this impact is maximised. The impact statement and evidence will be posted as soon as external examination results are in and analysed.

The result of the interventions put in place to date show that the difference in progress of our Pupil Premium students compared to non-Pupil Premium is significantly lower than the national average in all years. The school is however determined to further reduce this gap striving to remove the inequalities within our community.

Impact Statement 2014/15

The table below indicates the 2014/15 impact on Pupil Premium students in context of the key indicators of English and Maths performance and 5 A*- C including English and Maths. It also looks at comparing the previous year's performance to look at the overall trend over time.

	2013/14		2014/15	
<i>Yr 11 GCSE Performance indicators</i>	Gap Between PP & Non PP - School	Gap Between PP & Non PP - National	Gap Between PP & Non PP - School	Gap Between PP & Non PP - National
5 A*-C including English & Maths	23%	26%	14%	26%
Making Expected Progress In English	8%	17%	14%	17%
Making Expected Progress In Maths	29%	23%	4%	23%

Nationally the gap between Pupil Premium students and non- Pupil Premium students has stayed the same. As a result of the interventions put in place, the gap between Pupil Premium students and non- Pupil Premium students at Holly Lodge is significantly lower than the national average in all years. There has been a significant narrowing of the gap in all areas but particularly in Maths and the overall GCSE results.

The school is however determined to further reduce this gap striving to remove the inequalities within our community.

	Non-Pupil Premium attendance	Pupil Premium attendance	Gap	Whole school PA (absence more than 15%)	Number of PA students who are PP
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2013/14	95.6%	93.56%	-2		
2014/15	94.8%	93.4%	-1.4	4.8%	59%

The gap in attendance between Pupil Premium students and non- Pupil Premium students has narrowed marginally. The number of Persistent Absence students who are Pupil Premium is still high and the school acknowledges that this needs to be reduced.

In addition to the generic indicators illustrated there is a number of case studies that illustrate the impact of this spending.