

Holly Lodge High School

College of Science



Pupil Premium Statement 2016-2017

Pupil Premium strategy 2016/17

Cohort	PP	Non PP	Males	Females	Total	PP %
Y7	112	152	156	108	264	42
Y8	131	146	166	111	277	47
Y9	121	153	148	126	274	44
Y10	125	145	144	126	270	46
Y11	104	148	129	123	252	41

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 priority for Pupil Premium spending is to narrow the attainment gap between eligible students and their peers and also to support and remove any barriers which may impact on their learning. These include achievement and attainment, behavioural issues, attendance and punctuality and social and community issues.

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 will as a result have regular progress checks and intervention 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 interventions 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.

Allocation of spending

2016/17
£574,090

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.
	SEN Specialist Staff

	Year 7 Nurture / Foundation group. 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
Alternative Provision on site	CAP Base - The Curriculum Alternative Provision base was developed as a concept and has 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.
	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	Albion Foundation, Sandwell Valley School, Sandwell Community School (PRU), Impact Education, NOVA Training, Oaktree Centre are used to tailor provision for students in danger of dropping out of school for a variety of reason, many due to personal and social 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.
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.

	<p>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 in KS2 or in PIMs testing. This initiative will be rolled into the whole of KS3 in the future.</p>
	<p>ILD support for Students Providing laptops for students who would not be able to pay for the supported purchase scheme in school</p>
	<p>Maths Watch software</p>
	<p>Holiday school - payment for Coaches and Teaching Staff</p>
Enrichment	<p>Scheduled Subject Immersion Days and Personal Development Mornings 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, Anti Bullying, British Values</p> <p>Year 8 – Faith visits, Black Country Museum, Clent Hills, Science by Design activity, Diversity workshops</p> <p>Year 9 – Enterprise activity, Sex and Relationships Education, Drugs Education, Expressive Arts Immersion, Internet Safety, British Values</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>
	<p>Year 9 University visits as part of raising aspiration.</p>
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 role bridges the administration and monitoring of all pupil intervention with outside agencies from the ECAF 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	<p>Chin Up Year 7 A block programme for raising self-esteem in targeted students</p>

<p>Well being and inclusion interventions</p>	<p>West Midland Police and other agency specialist support – including ‘Big Dave’, Year 7/8 football programme, Workwise (EBP)</p>
	<p>Drama Therapy 1:1 sessions with targeted individuals</p>
	<p>Conkers Y7 whole year outward bounds course</p>
	<p>Womens Aid 1:1 and group counselling and workshops</p>
	<p>Counselling Service 1:1 and family service</p>
	<p>Connexions Personal Adviser Additional Connexions advice(x2 days) is purchased beyond that which is the statutory allocation for our vulnerable students. This supports student progression /destinations. All KS 4 students have an individual interview.</p>
	<p>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.</p>