

Holly Lodge High School

College of Science



Pupil Premium Strategy 2017-2018

Date Adopted: _____

To be reviewed: _____

Signed by Governors: _____

Signed by Head Teacher: _____

Pupil Premium strategy 2017/2018

Introduced in April 2011 the Pupil Premium is additional funding allocated to children who are looked after by the Local Authority; are or have been eligible for free school meals in the last 6 years or whose parents are currently serving in the armed forces.

Cohort	PP	Non PP	Males	Females	Total	PP %
Y7	113	170	150	112	262	43
Y8	135	135	162	108	270	50
Y9	139	142	166	110	276	50
Y10	118	156	146	123	269	44
Y11	126	146	145	126	271	46

Whole school Pupil Premium 2017/2018 = 631 students = 46.6%

Use of Pupil Premium

Given the high percentage of students who need to be supported and monitored at Holly Lodge High School, it is important that the strategies that we use our Pupil Premium funding for, have to be equally extensive and reflect the needs of our school community. 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 basic out of this areas context. Due to the complex needs 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

2017/18

£571,285

Areas of support	Intervention
Academic Intervention	<p>Academic Coaches The school has employed graduate staff to act as subject coaches for English, Maths and Science at KS4. These staff provide either group or one to one support for students to bridge and close the gap in their attainment.</p>
	<p>SEN/EAL Specialist Staff A separate personalised curriculum is provided for our most vulnerable students following transition into Year 7. Students are supported in some mainstream classes and/or withdrawn for some lessons, particularly where there is a high literacy requirement. Where students join the school mid- year as International Newly Arrived, they are supported through an intensive induction process before they are slowly integrated into the mainstream curriculum. They are supported in some lessons and withdrawn when there is a high literacy content for a more focussed support.</p>
	<p>Gifted and Talented Support These are interventions that provide support and raising aspirations for students. The school has appointed More Able Champions to run the ‘Brilliant Club’.</p>
	<p>Exam Breakfasts Supervised study support with breakfast provided for all external examinations.</p>
	<p>Homework club staffing and resources Weekly supported homework sessions with academic coaches and specialist staff.</p>
	<p>Brightfutures Steps to Success (S2S) programme aimed at skill development 2x in year Y11 and 1 session for each of years 7 – 10.</p>
Alternative Provision on site	<p>CAP Base The Curriculum Alternative Provision base has been developed as an alternative provision for KS4 students who have become disengaged. The concept has proven highly successful. It allows students who may have gone down the permanent exclusion route or have become disengaged for whatever reason to maintain successful engagement with the school. The utilities have to be maintained independently from the FM contract. The school has recently begun to develop a KS3 area within the CAP provision that offers respite and preventative interventions for KS3 students. Again these are students who have barriers to their learning such as behavioural and/or emotional issues, possible attendance issues and in many cases they just need some interventions to refocus them</p>

	to return to mainstream. The school is working alongside Albion Foundation to provide this support.
	Isolation Room - The Isolation Room is used as a sanction to reduce fixed term exclusions. It is supervised by teaching staff.
Alternative Provision off site	The school uses a number of off-site Alternative Provision centres for when it is not suitable for the students to use the CAP Base. These include Albion Foundation, Sandwell Valley School, Sandwell Community School (PRU), Impact Education, NOVA Training, Oaktree Centre. They are used to tailor provision for students in danger of dropping out of school for a variety of reasons, 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.
	Class Charts A software system introduced in school to improve the recording and analysis of Behaviour and sanctions across the school
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
	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
	Holiday school - payment for Coaches and Teaching Staff

<p>Enrichment</p>	<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</p> <p>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>
<p>Pastoral intervention</p>	<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>
<p>Pastoral support</p>	<p>Chin Up A block programme for raising self-esteem in targeted students</p>
<p>Well-being and inclusion interventions</p>	<p>The school uses a number of outside agencies, such as School Nurses, Krunch, Brook, Healthy Inspirations, Womens Aid, Drama Therapy, West Midland Police and other agency specialist support – including ‘Big Dave’, Year 7/8 football programme, Workwise (EBP). These are used to support students who have emotional, social and well-being issues, to help them to overcome their barriers and fully engage with school. We also offer support to families of these students.</p>
	<p>Year 7 Induction Programme</p>

	<p>A programme that has been developed with the help of some outside agencies to support the transition of students from KS2 – KS3.</p>
	<p>Counselling Service We pay for a qualified counsellor to be based at school one day a week to help to support those students who have significant social and emotional barriers to their learning, This can be a 1:1, group 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>