

Pupil Premium Strategy Statement - Holyhead School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Y7-13 1282 Y7-11 1061
Proportion (%) of pupil premium eligible pupils	57% (Y7-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Dave Knox Principal
Pupil premium lead	Jenny Campbell Vice Principal
Governor / Trustee lead	Sajid Hussain Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£618,451
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£618,451

Part A: Pupil premium strategy plan

Statement of intent

Our ambition is that every student, irrespective of their background, starting point or challenges will have the same opportunity to achieve success.

We strongly believe that all students who are part of the Holyhead family should:

- feel safe and happy, knowing how to seek support when required
- work with expert pastoral and teaching staff
- develop a strong sense of independence and self efficacy in life and in learning
- build strong relationships with their peers and staff
- believe in themselves and see their potential to achieve
- have a desire to contribute to the school and wider community of Handsworth
- be strong readers who love reading for pleasure and purpose
- achieve KS4/5 outcomes that highlight their potential and allow them to secure their desired pathway in education, employment or training.

At Holyhead, we are privileged to work in a diverse and vibrant community where we celebrate and learn from the many cultures our students come from. Whilst we are culturally rich in our diversity, Holyhead is one of the most deprived wards within the city. This presents us with challenges and opportunities, namely with children who need care and role models to help shape their future, lift aspirations and keep them safe.

Our underlying principle is that every student has meaningful participation within the same ambitious curriculum, regardless of their prior attainment and experiences. In order to achieve this we understand the importance of prioritising evidence informed CPD for staff alongside ongoing support to implement key strategies and approaches within the classroom. A key aspect of this is ensuring Quality First Teaching which is adaptive to meet the needs of our students of which over 25% have SEND and 74% are EAL. As many of our SEND and EAL learners also experience social and economical disadvantage this contributes to a complex interplay of barriers that we must overcome for learners to thrive.

We use a range of assessments (including close links with feeder schools) to diagnose the barriers that individual students are facing rather than making assumptions, so we know and recognise how each student is different and faces unique challenges.

We recognise the need for short and focused academic interventions which are evidence-informed (particularly in relation to reading) to ensure attainment gaps are closed quickly.

Holyhead is in the highest quintile for deprivation within the UK and as such the impact of the COVID-19 pandemic and the financial crisis in recent years have provided an even greater financial and emotional challenge for many of our families. Therefore, through our strategy, we will strive to remove financial barriers to our curriculum and enrichment, wherever possible. We provide additional capacity to strengthen the foundations of our student support team within the areas of attendance, wellbeing and behaviour.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Communication and language (SLCN)</u></p> <p>Our observations suggest that many of our students (including those who are at a disadvantage but not exclusively) have lower levels of oracy. For some students, this means they can struggle to confidently articulate their thoughts and feelings leading to frustration which can prevent them from participating fully in lessons if left unaddressed. Not being able to confidently articulate themselves could also impact students' life chances, holding them back in interviews or their place of work.</p>
2	<p><u>Reading</u></p> <p>A significant proportion of our Year 7 cohort arrive with SAS scores below national average. The proportion of disadvantaged students with low SAS scores is 21% compared to 15% for those who aren't eligible for the PP. It is crucial that all students meet or exceed this minimum standard for reading ability.</p>
3	<p><u>Independent learning</u></p> <p>Our observations suggest that many students (but particularly our lower-attaining students) have lower levels of organisation, motivation and confidence. They can struggle when presented with more challenging tasks and often rely on teacher affirmation rather than being able to utilise metacognitive skills to plan, monitor and evaluate their approach to a task. This can impact class work and in particular home learning, including revision.</p>
4	<p><u>Wellbeing</u></p> <p>Our observations, discussions with students and assessments (such as PASS) indicate that students with SEMH difficulties experience a variety of social and emotional struggles that can have a big impact on their wellbeing and ability to thrive in school.</p>
5	<p><u>Access to the full curriculum</u></p> <p>In response to the financial crisis we need to take steps to ensure that no student is prevented from taking part in the full curriculum (including extracurricular activities) and so financial support and resources are provided where needed across the curriculum.</p>

It should be noted that we aim to improve both behaviour and attendance as part of our Pupil Premium Strategy but we view these as symptoms of the challenges listed above and not the root causes.

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
To improve attainment for disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2026/27 we aim to: <ul style="list-style-type: none"> close the gap between disadvantaged and non-disadvantaged students' attainment. ensure no subjects have more than a 1 ALPS grade difference for students at a disadvantage and those who aren't.
To improve reading ability for all students (including disadvantaged) across KS3.	<ul style="list-style-type: none"> NGRT reading data shows improved reading scores for all students (including disadvantaged students as a group). Lesson observations, teacher observations and work scrutinies should also demonstrate improved engagement with learning.
To achieve and sustain improved attendance for all students, including disadvantaged students with a particular focus on reducing persistent absenteeism.	Sustained high attendance by 2026/27 is demonstrated through: <ul style="list-style-type: none"> average attendance for students who qualify for PP is in line with that of national non-disadvantaged students. persistent absenteeism for students who qualify for PP is in line with that of national non-disadvantaged students.
To improve the learning behaviours of all students, including those who are eligible for PP.	Reduction in behaviours requiring the use of suspensions by 2026/27 will be demonstrated by: <ul style="list-style-type: none"> Suspension rates for students eligible for PP each term is proportionate to that of non-disadvantaged students.
Improve all students, but particularly disadvantaged students' cultural capital and ensure disadvantaged students are fully engaged and participating in the school's extracurricular offer.	Reduce gaps in cultural capital by 2026/27 will be demonstrated by: <ul style="list-style-type: none"> reduced gaps in all students (and students at a disadvantage as a subgroup) enrichment Personal Learning Checklist responses; monitoring of extracurricular activity attendance showing that students at a disadvantage are at least proportionally represented for all opportunities
Improved metacognition and self-regulatory skills amongst disadvantaged students across all subjects.	<ul style="list-style-type: none"> Class observations and student and teacher voice indicate that all students (including those at a disadvantage) are able to monitor and regulate their learning. The ratio of myPoints for high quality class and homework to those given for poor quality classwork or no homework will be 5:1.
Improved and sustained wellbeing for all students, including those who are disadvantaged.	<ul style="list-style-type: none"> Sustained high levels of well-being from 2026/27 will be demonstrated by qualitative data from student voice, parent surveys and teacher observations, alongside quantitative data from PASS surveys.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £349,271

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and curriculum: To ensure all learners' needs are addressed.</p> <p>Internal CPD programme led by a Lead Teacher Educator and supported by Faculty Walkthru Clusters focussed on areas of highest leverage.</p> <p>External CPD to include:</p> <ul style="list-style-type: none"> ● Matt Pinkett: Getting the best from boys ● Talk the Talk: Series of twilights on developing oracy ● Externally delivered workshops for students by Talk the Talk 	<p>The quality of teaching matters a great deal: having a one-standard deviation better teacher has been shown to raise test scores by (at least) 25% of a standard deviation. Therefore raising teaching quality is central to our disadvantaged strategy.</p> <p>Slater, Davies, and Burgess (2012). Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England.</p> <p>Evidence indicates that schools should focus on building teachers' knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>The EEF 'Cognitive Science Approaches in the Classroom: A review of the evidence' makes the evidence easily accessible and along with the EEF guidance reports which make clear the best bets to focus on in relation to improving literacy, maths, science and teacher feedback.</p> <p>The EEF guidance report on Professional Development tells us we need to ensure that our CPD is evidence-based, has content that is drawn from trusted sources and incorporates the mechanisms of; building on prior knowledge, motivating staff as well as developing and embedding techniques in practice.</p>	<p>1 & 3</p>
<p>Instructional coaching: To ensure all staff continue to improve with a sharp focus on ECTs and RQTs.</p>	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD.</p> <p>Trained coaches observe lessons, identify small actionable steps for improvement and then coach staff on its implementation.</p>	<p>1 & 3</p>

<p>Release time for a team of Instructional Coaches to carry out faculty and individual coaching.</p>	<p>Four reasons instructional coaching is currently the best-evidenced form of CPD. Sam Sims (Quantitative Education Research) 2019</p> <p>An instructional coaching approach will help support teachers who struggle to overcome existing ingrained habits and adopt new, more effective techniques which will benefit both teaching and learning and behaviour for learning.</p> <p>As recognised by the EEF's Effective Professional Development Guidance Report, a key mechanism is embedding practice to avoid the 'get it, do it' gap which can exist in teachers' practice.</p>	
<p>Literacy across the curriculum: Developing disciplinary literacy, vocabulary development, oracy and reading in line with the EEF's guidance.</p> <p>Taking part in the National Thinking Classrooms Programme strands for questioning, thinking, speaking and listening.</p>	<p>The EEF's Improving Literacy in Secondary Schools report states that prioritising disciplinary literacy across the curriculum is key to learning across all subjects in secondary school, and is a strong predictor of outcomes in later life. This is, therefore, particularly relevant for our disadvantaged students.</p> <p>The Thinking Classrooms Programme course will enable teachers to go deeper into the top 5 interventions researched, Oral Language Development and Collaborative Learning approaches which the EEFs Teaching and Learning toolkit have shown to have an additional 6 and 5 months respectively.</p>	1 & 2
<p>Building resilience as learners: Helping students to become more independent in their learning through scaffolding and teacher modelling.</p> <p>Taking part in the National Thinking Classrooms Programme strand for metacognition.</p>	<p>Teaching metacognitive strategies to students can be a useful method to help students become more independent learners, and teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.</p> <p>The EEFs toolkit strand on metacognitive and self-regulation strategies have been effective across the curriculum, with approaches in mathematics and science particularly successful. It has been shown to have up to 7 months additional impact.</p>	3
<p>Recruitment and retention of teaching staff: Through developing a team of lead practitioners to support subject specific implementation of curriculum and pedagogical developments.</p>	<p>We need to ensure a career in teaching is attractive and through managing workload by engaging with the DfE's 'Reducing School Workload Collection' to ensure teachers can focus time and energy on things that make a difference for students by prioritising planning and assessment.</p> <p>The delivery of effective professional development is also key to retaining great teachers as stated in the EEFs Professional Development guide.</p>	1, 3 & 4

	Through recruiting Lead Practitioners in key curriculum areas we can support the development of subject specific pedagogy as set out in the EEFs guidance reports for literacy , maths and science as well as the findings of Ofsted's research reviews .	
Technology: To support high quality teaching and learning including independent work via SENECA that can be monitored by teachers and parents.	<p>The EEF's Using Digital Technology to Improve Learning is clear that to improve learning, technology must be used in a way that is informed by effective pedagogy. In particular we use it to retrieve key concepts from the curriculum and support independent learning outside of the classroom.</p> <p>Innerdrive have reviewed SENECA and their report can be found here, in summary Seneca has placed a strong emphasis on strategies that enhance students' long-term learning, including Retrieval Practice, Spacing, Interleaving and Dual Coding. These are great to increase engagement, boost memory and strengthen links with concepts they already know. Seneca implements these strategies through short topic summaries, retesting and using images, diagrams, mind maps and videos.</p>	3 & 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £107,567

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support students with low reading age: NGRT tests are used to ensure any students' underlying reading barriers are identified (using further diagnostic assessments where necessary).</p> <p>A focused intervention (Lexia, Read Aloud and reading buddies) will then be put in place based on need whether that be EAL, sentence structure,</p>	<p>The EEF's toolkit strand on reading comprehension strategies states they have been found to have a positive impact (+7 months) on outcomes in secondary-aged students. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p>The EEF evaluation of Lexia as an online literacy support programme concluded that the programme had a positive effect on skills that are important for further literacy development. Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM.</p> <p>A small study in UK schools has found that reading challenging, complex novels aloud, and at a fast pace has been shown to increase students reading comprehension by 8.5 months on standardised tests of reading</p>	2

<p>phonics or comprehension and fluency.</p> <p>HLTA and Achievement Assistants support will be required to run the interventions.</p>	<p>comprehension, but the poorer readers made a surprising 16 months progress.</p> <p>‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms Jo Westbrook, Julia Sutherland, Jane Oakhill and Susan Sullivan. 2018</p>	
<p>Subject-based interventions:</p> <p>Close monitoring and intervention of students who are not yet fulfilling their potential on a faculty level.</p> <p>EDclass is used to support a small number of students as required.</p> <p>The Axiom pilot in mathematics to support disadvantaged learners.</p> <p>The Maths Progression Programme</p>	<p>The EEF toolkit strand on one-to-one tuition states it is very effective at improving student outcomes if targeted at knowledge gaps and specific needs. It provides greater levels of interaction and feedback compared to whole-class teaching and can support students to overcome barriers to learning and increase their progress through the curriculum.</p> <p>Similarly the EEF toolkit strand on small group tuition states it is most likely to be effective if it is targeted at students’ specific needs. Diagnostic assessment can be used to assess the best way to target support. The toolkit also states that ‘Studies involving digital technology show broadly similar effects.</p> <p>One-to-one tuition and small-group tuition are both effective interventions. However, the cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>Axiom Maths is aimed at addressing the issue of half of top performers in maths at primary school who were on free school meals aged eleven are no longer top performers by sixteen. It is run by some of the leading figures in mathematics education and social mobility. The long-term sequencing of the Axiom Maths curriculum and the specific task design in each session enable mentors to apply the research-validated principles of effective pedagogy that can also be seen in the best teaching in UK classrooms.</p> <p>The Maths Progression Programme is a 5 year programme targeted to support disadvantaged HPA students with a KS2 Maths score of 110+. The programme starts with Y7 students and aims to help facilitate progression into STEM related courses and careers post-16 and beyond.</p>	2 & 3
<p>Targeted interventions and resources to meet the specific needs of disadvantaged students with SEND through our waves of intervention.</p>	<p>The EEF acknowledges that Disadvantaged students with SEND have the greatest need for excellent teaching and we aim to embed the recommendations from the ‘High quality teaching benefits pupils with SEND The ‘Five-a-day’ principle’ and the findings from the EEF guidance report ‘Special Educational Needs in Mainstream Schools’ which recommends high quality teaching supported by small</p>	2 & 5

<p>Wave 1 includes high quality T&L via Quality First Teaching with additional support for SEND students outlined by SLIPs and the use of reasonable adjustments and assistive technology as required.</p> <p>Wave 2 is delivered via small group support to improve the area of need identified such as handwriting, reading fluency and/or comprehension along with wider literacy and numeracy support.</p> <p>Wave 3 is delivered through 1:1 support via the dyslexia pathway, access arrangements, Pupil and School Support and Speech and Language Therapist involvement where necessary.</p>	<p>group interventions and the use of Teaching Assistants to supplement the support we provide for SEND students.</p> <p>The EEFs guidance report on 'Making best use of Teaching Assistants' tells us that 'The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one to-one or small group settings.'</p>	
--	--	--

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

Budgeted cost: £161,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing: Providing waves of intervention to support students with SEMH to help them regulate their</p>	<p>Effectiveness with SEMH means it is intrinsic to every aspect of school life, rather than something done in isolation. It is a set of behaviours, interactions and values.</p> <p><i>Addressing Educational Disadvantage In Schools and Colleges The Essex Way</i> edited by Marc Rowland - 2021</p>	<p>3, 4 & 6</p>

<p>behaviour and emotions so they do not become a barrier to their achievements and that wellbeing is improved.</p> <p>PASS data, myPoints, CPOMs and suspension data along with pastoral team and tutors' observations and recommendations, are used to identify students who may require additional support beyond what can be provided within a lesson including our Refocus and Link provision as well as 1:1 support from a school counsellor as necessary.</p>	<p>The EEFs guidance report on Improving Behaviour in Schools provides key recommendations alongside the EEF toolkit strand of Behaviour implementation.</p> <p>DfE figures report that students eligible for Free School Meals are more likely to receive a permanent or fixed term exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Student behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p> <p>The EEF toolkit strand on Social and Emotional Learning states that students from disadvantaged backgrounds are more likely to have weaker Social and Emotional Learning (SEL) skills. SEL interventions in education are shown to improve relevant skills and are therefore likely to support disadvantaged students to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment by 5 months if planned and monitored carefully.</p>	
<p>Attendance:</p> <p>Continue to work alongside an attendance consultant to review and improve our attendance procedures to ensure the principles of the DfEs Working together to improve school attendance are embedded within school routines, and that capacity within the attendance team is increased to support students who are persistently absent and their families.</p>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world. Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) amongst other problems. However, evidence suggests that small improvements in attendance can lead to meaningful impacts on these outcomes.</p> <p>The EEFs 2022 Attendance Interventions, Rapid Evidence Assessment acknowledges that the evidence base isn't as strong as it needs to be but does state that 'there is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance'.</p> <p>The DfEs Working together to improve school attendance makes clear that 'good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.' as well as 'schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.'</p>	<p>1, 2, 3 & 4</p>

<p>Enrichment: Extracurricular activities are planned, sequenced and built into the subject curriculum offer, ensuring they are targeted meaningfully at students (in particular those at a disadvantage) in order to meet their ‘Enrichment guarantee’ as a minimum.</p>	<p>The EEF toolkit strand on arts participation tells us that ‘there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.’</p> <p>The access to extra-curricular provision and the association with outcomes report by the Education Policy Institute in 2024 found that ‘Attending extra-curricular clubs during secondary school is associated with a range of positive outcomes when young people are in their early twenties. Students who attend clubs have a higher probability of progressing to higher education and being in employment, as well as higher levels of participation in sports. The research also finds an association between attending some kinds of clubs and self-reported poorer health as a young adult.’</p>	4, 5 & 6
<p>Parental engagement: Communicate positively with parents and carers around support and learning throughout the year to provide them with timely, appropriate and well-pitched information that can be easily understood.</p>	<p>The EEFs Toolkit has a strand on parental engagement which states that levels of parental engagement are consistently associated with improved academic outcomes. This applies heavily to our context and practical strategies with tips, support and resources may be more beneficial to pupil outcomes.</p> <p>Considering how to tailor school communications to encourage positive dialogue about learning can be key, with some evidence suggesting personalised messages linked to learning can promote positive interactions is a key recommendation of the EEFs guidance report on ‘Working with Parents to Support Children’s Learning’</p>	3 & 4
<p>Extended school time: To ensure access to homework support and a quiet study space are available alongside revision sessions for exam groups.</p>	<p>The EEFs toolkit strand on extending school time states that There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. It warns that this time must be focussed to increase its effectiveness and be run by well trained staff.</p>	3, 5 & 6
<p>Breakfast club: To ensure that all students who would like one have access to a free breakfast before school to increase uptake.</p>	<p>The independent evaluation of EEF-funded project, Magic Breakfast programme found that its model of a free, universal, before-school breakfast club delivered an average of +2 months’ additional progress for pupils in reading, writing and maths.</p>	4 & 6
<p>Contingency fund for acute issues: To ensure that we are able to support</p>	<p>Due to the recent cost of living crisis, we are aware that we cannot anticipate every need that may require us to respond and so feel it is necessary to set aside a small amount of money to allow us to support students in difficult times.</p>	5

students and families going through hardship to, where possible, mitigate the effects of this impacting on their access to the full curriculum.		
---	--	--

Total budgeted cost: £618,451

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

2024 outcomes

	Progress 8		Attainment 8		%5+ E&M	
	Holyhead	National	Holyhead	National	Holyhead	National
All	-0.04		41.4		38.8	
DA	-0.09		39.1		32.8	
Non-DA	0.02		43.4		45.7	

We have seen a significant narrowing of the gap in terms of progress between DA/non-DA students as well as improved performance for disadvantaged students in the key performance measures. Disadvantaged students who make up the majority of our cohort are achieving better results than their peers nationally and our work to close the gap is continuing to have a positive impact.

Female disadvantaged students performed extremely well with a P8 score of 0.3 and an A8 score of 43.8, and performance in line with the cohort as a whole in many other performance measures.

Trends in outcomes over time

DA 2019-2024	2019	2023	2024*
DA Cohort	127	109	116
DA A8 score	38.43	38.16	39.1
Non-DA A8 score	46.4	45.84	43.4
A8 Gap	7.97	7.68	4.3
DA P8 score	-0.04	-0.34	-0.09

Non-DA P8 score	0.23	-0.03	0.02
P8 Gap	-0.27	-0.31	-0.11

The % of disadvantaged students gaining 9-4 in English and Maths has improved from 46% in 2023 to 57% in 2024. The reduction in the gap at this measure between disadvantaged and non-disadvantaged students from 19.2% in 2023 compares very favourably with 9% in 2024.

The % of disadvantaged students gaining 9-5 in English and Maths has also improved to 32.8% from 27.4% in 2023, which again sees an overall improvement from 2019 of 12%. The reduced gap between disadvantaged and non-disadvantaged students from 17.5% in 2023 compares to 12.9% in 2024.

We are pleased that the progress and attainment of our disadvantaged students is improving and remains better in comparison to national figures for other disadvantaged students. We remain committed to working to ensure our disadvantaged students reach the levels of non-disadvantaged students nationally to truly close the gap.

Our community is still feeling the effects of the impact of the COVID-19 pandemic and the cost of living crisis. These are well known not to have impacted all students and areas equally and as Holyhead is in the most deprived quintile of schools nationally we have seen significantly more students impacted in terms of well-being, mental health issues and attendance.

2024 attendance

	HH all students	HH FSM6	NA FSM6	NA non-FSM6
Attendance	92.7%	91.8%	85.4%	92.8%
Persistent absence	21%	24%	45%	20%

Our strategy has been effective in ensuring our disadvantaged students have higher levels of attendance than their peers nationally (91.8% vs NA 85.4%) with the gap growing from 4.8% in 2022-23 to 6.4% in 2023-24. We strive to ensure attendance rates of our disadvantaged students are in line with non-disadvantaged students nationally and in 2023-24 they were only 1% below national average non-FSM6 attendance (91.8% compared to 92.8%).

Our disadvantaged students' persistent absence rate of 24% improved from 33% in 2022-23 and remains significantly below the national average for disadvantaged students (45%). It does, however, remain 3% above the whole school figure of 21%. We recognise the need to continue to focus on attendance, in particular reducing the rates of persistent absenteeism due to the detrimental effects this can have on students' well-being, attainment and life chances.

Teaching and Learning

Our quality assurance indicates that students are successful in their learning when our Teaching and Learning policy 'The Holyhead 8' is implemented well, therefore ensuring whole school consistency is a key feature of our School Improvement Plan for 2024-25.

Disadvantaged students too often display underdeveloped self-regulation skills and oracy skills, often lacking the confidence and/or ability to articulate themselves fully, and at times appearing unsure when asked to explain their thoughts and opinions. PASS data (GL assessments) indicates disadvantaged students have high satisfaction with their school experience when tested at the start and mid point of the year, and learner self-regard and response to the

curriculum continue to be areas with lower average scores relative to other categories. Our work on developing oracy and independent learning skills aims to address this moving forward.

Suspensions

Our exclusion rate for FSM students for 2022-23 was slightly below national averages (21.4 compared with 21.7) and our permanent exclusion rate for FSM students was 0.18 compared to national average figures of 0.29. ***(National averages here are taken from 2022/23 as this is the most recent data released by the DfE)***

The proportion of suspensions by disadvantaged students has been reduced from 72% in 2022-23 to 65% in 2023-24 but remains higher than our proportion of disadvantaged students in the school (57%) and as such requires further focus and intervention to ensure students do not miss out on valuable learning and social time. Pleasingly though the number of repeat offenders has also been reduced.

Reading Interventions

As of March 2024 NGRT data showed that 53% of students were reading in line or above their chronological age which represents a 5% increase since October 2023. There was a consistent gap of 2.5 between FSM and non-FSM students, with both groups of students improving their SAS scores by 1.0 across the period. 74% of students tested in March had made expected progress or beyond which is in line with the national average at 75%.

As of June 2024, 60% of students involved in reading interventions made expected or higher than expected progress compared to their starting points. Of the 40% not making expected progress; 64% are FSM. This indicates that reading interventions and the whole school reading strategy are having some impact but not at the rate we need for our disadvantaged learners. Being able to read fluently and for comprehension is vital to students' success and confidence. The evaluation of different interventions for their impact has led to some changes being made for 2024-25 namely the introduction of Reading Buddies and changes to the staffing and implementation of the Read Aloud, Lexia and IDL programmes. The leadership of reading across the school is now being overseen by the Deputy Principal for Quality of Education supported by the Director of Learning for English.

Enrichment

We have a wide variety of clubs and activities on offer for students and enrichment activities are well attended by disadvantaged students at Holyhead. The introduction of an Enrichment/Experiences week at the end of July ensured all students took part in a range of opportunities to develop their cultural and social capital. In 2022-23 we saw our first 4 students complete their Duke of Edinburgh Gold Award, 2 of which were FSM eligible and in 2024-25 we currently have 9 students aiming to complete the award. Continuing to refine our tracking of those regularly attending enrichment and ensuring that opportunities are closely matched needs and the curriculum remain a key focus of our strategy.

Destinations

Half of our Year 11 students elected to stay on at our 6th form, with 59% of our current Year 12 students being eligible for FSM out of 119 students. The remainder of the Y11 cohort in 2023-24 are attending colleges and alternative sixth forms with no NEET students.

The vast majority of our Year 13 students have moved on to higher education with most opting for providers in the West Midlands, but some opting to go further afield including the University

of Oxford. The most popular courses taken include Computer Science, Accountancy and finance related courses, Law, Biomedical Science and other science related degree courses.

We believe that our strategy contains the necessary elements to ensure improved outcomes for our disadvantaged students but recognise there is still room for improvement. We continue to have high expectations but with a heightened focus on the consistency of their application across all subjects and teachers, both in relation to behaviour and standards of work.

Our evaluation of the approaches delivered last academic year indicates that we have been particularly effective in relation to improving outcomes for disadvantaged students, destinations of students post-16 and post-18 and attendance.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Cognitive Science Network Teacher CPD academy	Inner Drive
White Rose Maths	White Rose Hub
Lexia	Lexia Learning Solutions
Talk The Talk Teacher CPD	Talk the Talk

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates it has significant benefits, particularly for disadvantaged pupils.
- the development of Class Stats so that class teachers and form tutors have all the available information on their students that they need in an easily accessible format.
- Faculties have enhanced budgets which allow them to resource their curriculums in a way that removes the burden of financial difficulties for students such as providing specialised equipment for students where needed.

Planning, implementation, and evaluation

Gaining the external perspective from Marc Rowland, a leading expert in this field in

September 2023 and being part of a working group made up of senior leaders across the CRST Trust looking specifically at how we can support disadvantaged students within our schools have helped shape our strategy. In particular this has helped us to streamline our approach and strengthen the implementation of our strategies, ensuring they are consistently embedded across the school which will help support improved attainment in the coming years.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class work scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We have also met with a school local to us with high-performing disadvantaged pupils to learn from their approach.

We have looked closely at the EEF guide to the Pupil Premium, 2023 alongside two key books; *An Updated Practical Guide to the Pupil Premium* by Marc Rowland and *Addressing Educational Disadvantage the Essex Way* by Marc Rowland. These have helped to shape our strategy and coupled with reading blogs and studies about the effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We are increasingly implementing a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.