

# Pupil premium strategy statement November 2021

## School overview

Metric	Data
School name	Holyhead School
Pupils in school	1297
Proportion of disadvantaged pupils	51.1%
Pupil premium allocation this academic year	£616,930
Academic year or years covered by statement	Autumn 2020 - Summer 2021
Publish date	November 2020
Review date	September 2021
Statement authorised by	D Bradley
Pupil premium lead	R Trafford / H Sidhu
Governor lead	D Bradley

## Disadvantaged pupil performance overview for last academic year

Progress 8 [0 previous year]	-0.02 <span style="color: red;">■</span>
Ebacc entry [36.80 previous year]	64.4% <span style="color: green;">+</span>
Attainment 8 [38.20 previous year]	40.87 <span style="color: green;">+</span>
Percentage of Grade 5+ in English and maths [20.0 previous year]	27.1% <span style="color: green;">+</span>

We know from our own ALPS analysis that 42.1 % PP students achieved GCSE

results on or above their school targets compared to 50.3% of their non-disadvantaged peers on the same measure. The difference was narrower in vocational subjects and therefore, it appears that the performance of PP students in GCSE courses as defined by Centre Assessed Grades.

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Improve PP attendance to national average	Sept 21
Ebacc entry	Be at least at National average figures for EBacc Entry for all pupils including PP students as a sub group.	Sept 21

### Teaching priorities for current academic year

Measure	Activity
Priority 1	Ambition School of Leadership will provide tailored and bespoke high quality CPD to a number of teaching staff across all faculties, ranging from NQTs to UPS teachers. The fundamental approach of Ambition is to ensure that every child can thrive regardless of their background. Using their strong evidence based approach, we will train staff to use strategies that have been proven by research

	<p>to have an impact on the learning experience of all, but particularly disadvantaged students.</p> <p>To engage with challenging education through their Raising Attainment of Disadvantaged Youngsters (RADY) program to ensure we learn from other schools and apply key strategies to continue improving the provision for disadvantaged youngsters at Holyhead. The focus of the programme ensures that school leaders are held to account when presented with the challenge of providing equity for disadvantaged students. This is done through artificially flagging students who are most in need of support from early outset.</p> <p>An investment into the Instructional coaching model of Walkthrus, that will be widely implemented across the school to complement the work that is being done with Ambition via the Transforming Teaching programme. This evidence is supported by reputable names in the educational community such as Dylan Willams, Tom Sherrington, the Rosenshine's principles and Paul Bambrick-Santoyo who have come together to provide a visual and accessible guide that can be used for all teachers across the school, regardless of levels of experience.</p>
Priority 2	<p>Recruitment, retention and professional development of the Maths and Science faculties to support closing the gap in attainment for these subjects between disadvantaged and non disadvantaged students. We aim to achieve this through providing access to high quality experiences of CPD. We give opportunities to staff to develop their teaching and leadership experiences via professional qualifications.</p>

Priority 3	Develop a whole school reading strategy to promote a love of reading across the curriculum. Including an investment into an online reading platform to provide accessible, heritage, modern and literary canon texts to all students, especially those from a disadvantaged background - who typically would not have these e-books readily available at home. A continued membership of the Literacy for Life project that includes high quality CPD for all faculty areas on improving literacy within the curriculum.'
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Priority 4 [funded by COVID-Catch-up]	To improve the provision for ICT and ensure effective resourcing for students to access remote learning for support when working from home as well as enhancing learning in school.
Barriers to learning these priorities address	<p>By investing in teacher education we look to promote a strong positive culture of CPD where teachers will have a direct and sustained impact on students. Evidence suggests that high quality teachers will have the greatest impact on learning and beyond the classroom.</p> <p>The difficulty in recruitment and retention of key members of staff within the Mathematics and Science faculties has led to inconsistencies in the quality of teaching and learning. By improving the retention it allows us to develop staff and address these inconsistencies. We have staffed these important subjects with the progress of disadvantaged students in mind and have assigned specific responsibilities for overseeing the curriculum with access and accessibility in mind.</p> <p>Students' future success rests predominantly on their ability to become proficient and fluent readers. Their capacity to learn and enjoy learning and as a result their future success is dependent on their reading skills.</p>
	<b>£278,580.50</b>

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Develop further literacy support for students whose reading age is considerably below their chronological age. We have continued to invest in online learning platforms to give students access to reading materials from home. We have also carried out screening tests to help identify appropriate texts for students whose reading age is below their chronological age.

Priority 2	Through using a more personalised approach to the horizontal tutor group system, we have recruited non-teaching HoY to support students in a more systematic way. Students' pastoral and academic needs are met through creating opportunities for students to develop and enrich their learning experiences both inside and outside of school. Each year has a designated TA attached to support students who have individualised learning requirements not only inside the classroom, but also during times when students have had to work from home.
Priority 3 [funding via COVID-Catch-up]	Use the National Tutoring Programme to support the students with the largest post-lockdown achievement gaps (as shown by Autumn assessments).
Priority 4	Provide a broad and balanced curriculum that ensures all students but particularly disadvantaged are given access to wider academic opportunities including, for example, triple science, Spanish and the creative arts. This is despite having some lower numbers in these groups, we provide students with opportunities to study subjects that they can thrive in and lend themselves to enhancing their life chances.

<p>Barriers to learning these priorities address</p>	<p>Low levels of parental support influencing low literacy outcomes and students do not have access to reading materials to enhance their love of learning or develop their research skills.</p> <p>While students have been isolating and being in their respective year group bubbles, there has been a lack of engagement by some. The impact on students' mental health cannot be ignored and therefore a need has been identified to provide a more bespoke approach to dealing with students who require a familiar point of contact. Students can approach their TA when needing academic support to ensure any time spent outside of the classroom is minimised.</p> <p>Students at Holyhead excel when they are studying subjects that they can relate to and allow them to express themselves. Not all subjects offered in the curriculum lends itself to this, so a need was identified to protect the practical subjects and provide opportunities for students to have access to a wide range of subjects.</p>
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<p>Projected spending</p>	<p><b>£131,051.10</b></p>
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### Wider strategies for current academic year

<p><b>Measure</b></p>	<p><b>Activity</b></p>
<p>Priority 1</p>	<p>Protect the range of experiences and enrichment we offer to students whilst under COVID restrictions. This is to ensure it still has the desired effect of increasing the cultural capital of students, particularly those who are disadvantaged.</p>
<p>Priority 2</p>	<p>Improve attendance rates of disadvantaged students so they are in line with all students nationally. Through careful monitoring via our new MIS platform of Arbor, of all students, but particularly disadvantaged to allow for early intervention.</p>

<p>Priority 3</p>	<p>Ensure high quality pastoral support for students by continuing to provide online CPD for Heads of Year with regard to delivering specific SEMH intervention programs e.g. social skills, anger management, communication, low self esteem etc. for disadvantaged students.</p> <p>DSL training for all HoY has been renewed to ensure that there is a greater capacity to deal with CP issues, inlight of increased pressures on our students and their families in the current climate.</p>
<p>Priority 4</p>	<p>Establish a programme of Wave 2 interventions to support students for whom teacher interventions (Wave 1) are not having the required impact. This will reduce the number of students requiring Wave 3 support via the Link by providing significant additional support for students at Wave 2 with significant and consistent SEMH needs. This will ensure fewer students do not continue to follow their complete curriculum offer.</p>
<p>Priority 5</p>	<p>Improve parental engagement through alerts via Arbor when students receive myPoints for both positive and negative behaviors. Ensure parents and carers are kept fully up to date throughout the current pandemic via regular communication in a range of community languages wherever possible via Arbor and the school website.</p>

<p>Barriers to learning these priorities address</p>	<p>Enrichment is crucial for filling gaps in students' cultural capital and sparking interest but with COVID restrictions we need to work hard to protect this provision for students and look for online opportunities wherever possible.</p> <p>After a significant period off school last year due to the lockdown ensuring students get back into the habit of attending school regularly for some will take encouragement but is vital to reduce detrimental effects on student attainment and well being.</p> <p>With the current pandemic there are more students who require more support due to the pressures on them and their families. By ensuring we have high quality pastoral support close by for students we can reduce the amount of time spent out of lessons and as a result reduce the impact on their attainment.</p> <p>SEMH needs are the most significant barrier to some students remaining in lessons at Holyhead and by improving Wave 2 interventions for these students who are struggling we aim to reduce more significant interventions that cause disruption to learning.</p> <p>Ensuring all parents and carers are kept informed of important communication regarding students behaviour, progress in lessons and school operations in the current constantly evolving situation is a challenge.</p>
<p>Projected spending</p>	<p><b>£207,298.40</b></p>

### Monitoring and implementation

A formal review against the effectiveness of the Pupil Premium Strategy has been established by participation in the Raising Attainment in Disadvantaged Youths (RADY) programme through which we get systematic reviews of attainment data, lesson observation data and other self-evaluation measures.

The impact of this strategy has also been written into the Terms of Reference for the Governors Finance and General Purposes Committee.



## **Review: last year's aims and outcomes**

With face to face teaching ceasing from March 23rd, the pandemic brought about unforecasted challenges that meant we were unable to fully implement many of the strategy ideas set out at the beginning of the year. On that basis, we have decided to carry forward many of the strategy aims and objectives into the Autumn Term of the 2020/2021 Academic Year. There will be a formal review of student achievement, attendance and social and emotional development in the Spring.

Much of the Pupil Premium spending was used to purchase laptops for students in Key Stage 4 in order to address the apparent digital poverty that could not be covered sufficiently by the DfE allocation.

Maths and English outcomes at %5+ improved for disadvantaged students and PP attendance was in line with national averages. We also increased Ebacc eligibility from the previous year.

The implementation of our Reading strategy had to be adapted and we had to move the provision of reading opportunities online. More time is needed to fully achieve the aim of making sustainable progress in this area but considerable work has gone into improving infrastructure for reading including a new library and e-reading platforms.

Staff retention levels in Maths and Science improved on the previous year and additional training opportunities have been extended to these two high priority faculty areas for School Improvement.