

PUPIL PREMIUM REPORT for 2018-2019

Introduction

The Student Premium fund was first introduced in 2011 and is provided to schools with the aim of raising the attainment of disadvantaged students. Funding is allocated to students that are currently eligible for free school meals, or have been eligible at any point in the last 6 years, and to children that have ever been in care. A smaller amount is allocated to students with a parent in the services or that has been in the services in the last 4 years.

Holland Park School' allocation for the academic year 2018-19 was as follows:

Number of students eligible: 392* (33.62% of the school roll)

Financial allocation 2018-2019: £366,520.00

Allocation per student: £935.00

In previous years: 2017-18: £441,787; 2016-2017: £485,625; 2015-2016: £533,250

** Please note: Pupil Premium allocations are made on the basis of financial years (Apr-Mar) and eligibility is determined using the January census immediately preceding the start of the financial year.*

This report documents how Holland Park School used this funding and how the eligible students have performed in comparison to the rest of the school students as well as in comparison to local and national data.

The School has used the funding to employ and part fund members of staff that focus on Pupil Premium students and also to implement a variety of initiatives aimed at raising the attainment of eligible students and reducing the achievement gap.

The following pages detail the impact on students and feature a breakdown of how the funding was spent detailing the outcomes of each item.

Impact of Pupil Premium Funding 2018-19

The attainment and academic progress of Year 11 students eligible for Pupil Premium has improved this year as follows; the achievement gap details the gap between eligible students and non-eligible students.

Attendance of eligible students

Average attendance of Pupil Premium students year 7-11 – 94.8 compared to the school average of 96.0.

Achievement gap trends compared to national achievement

| ACHIEVEMENT GAP AT GCSE | <i>with at least grade 4 in BOTH English and maths</i> | <i>with at least grade 5 in BOTH English and maths</i> |
|--|--|--|
| Total Number of YEAR 11 PP students | 71 | |
| Percentage of YEAR 11 PP students | 61.97% | 53.52% |
| Percentage of YEAR 11 non-PP students | 78.32% | 66.37% |

| | | |
|--|-----|-----|
| Percentage of YEAR 11 non-PP students NATIONAL COMPARISON | tbc | tbc |
|--|-----|-----|

Objectives in spending PPG

- Achieving no gap between disadvantaged and other students in key performance measures, including English and mathematics progress measures.
- Providing specialist support that prevents disadvantaged students from falling behind their peers.
- Raising the attainment of the school as a whole across GCSE courses, ensuring that improvements to the attainment of disadvantaged students drive success across the school.

| Summary of PPG spending 2018/19 | | | |
|---|---|---|---|
| Action | Rationale | Cost (met with Pupil Premium funds) | How will the impact be measured |
| Provide English teachers with additional weekly PPA time so that disadvantaged students in the school can benefit from high quality written feedback. | High quality feedback is rated by the Sutton Trust's EEF toolkit as providing one of the highest levels of impact of any school improvement initiative. A high proportion of our disadvantaged students are also identified as EAL and analysis of their work books and examination papers reveals that literacy is often a significant barrier to their achievement. Providing English teachers with extra time to mark their work is therefore likely to be effective in improving their attainment. EEF toolkit: high impact | £40,000 (the cost of 1.3 English teachers) | The quality of feedback given to the most vulnerable Pupil Premium students will be of the highest quality and this will be revealed in school workbook reviews. Analysis of Pupil Premium students' work should show outstanding feedback given to disadvantaged students in almost all cases. |
| Nurture Group | High quality focussed learning following a KS2 primary model that enables small group learning with a reduced number of teachers. EEF toolkit: moderate impact | £60,000 (two additional primary trained teachers) | Those Pupil Premium learners with the lowest KS2 scores will show, across the academic year, rapid progress that places them in line with their equivalent peers. |
| Room 218 | A staffed resource that targets SEND students including those Pupil Premium learners that are identified as under-achieving. EEF toolkit: moderate impact | An additional full time LSA to supervise the room and coordinate the students' work schedules £26,000 | We expect support in 218 to scaffold, support and improve class based learning. |
| School-based behaviour intervention for disadvantaged students whose behaviour is a barrier to learning. Intervention | A disproportionate number of our disadvantaged students make less progress than they might because of | £120,000 (the cost of school-based behaviour interventions and | We expect those disadvantaged students in years 7-10 who access our internal behaviour provision to achieve the same 'progress to target' |

| | | | |
|--|--|--|---|
| <p>at other specialist centres for those whose need is most acute.</p> | <p>issues pertaining to behaviour in lessons and around the school. In order to improve the progress of students whose behaviour is a barrier to learning, we operate provision in school that gives these students access to experienced behaviour mentors and to restorative practice. These interventions are designed to improve behaviour in the long term. Where the need is most acute, the PPG funds medium or long term placements at high quality alternative provision. EEF toolkit: moderate impact</p> | <p>alternative provision for our disadvantaged students).</p> | <p>as other disadvantaged students in their year group.</p> <p>We expect Year 11 students who access school based behaviour provision to achieve positive Progress 8 scores.</p> <p>All alternative provision is carefully quality assured by the school. Our Deputy Head (students) assures all alternative provision and visits such provision regularly.</p> |
| <p>One to one tuition for those disadvantaged students who require specialist literacy support in order to access the curriculum.</p> | <p>Disadvantaged year 7, 8 and 9 students who have difficulty accessing the curriculum because of low levels of literacy have historically been a significant source of underachievement at the school. The school employs the services of experienced literacy tutors. Students join the KS3 English programme if their English teacher assesses them as currently working 3 or more grades below their target. The programme is exclusively for disadvantaged students. EEF toolkit: moderate impact</p> | <p>£30,000 (The cost of two experienced part time members of staff who work with individual students).</p> | <p>English grades, and progress across the curriculum, will be measured for those students who access 1-1 support at our Achievement Reviews. LT reviews will compare rates of progress for these students with their non-disadvantaged peers. We expect to see significantly greater progress in English for those who access 1-1 tuition than for their non-disadvantaged peers.</p> |
| <p>Reduction in class sizes to ensure that those students most challenged by the secondary school curriculum are able to work in small groups with high staff to student ratios.</p> | <p>Small class sizes for the least able have a significant cost attached to them but we have found that the level of feedback we are able to provide and the potential for more personalised learning are well worth the cost. In 2017-18 those disadvantaged students who are most challenged by learning will work in groups of 10-13 and will have support from teaching assistants, giving a typical student: adult ratio of 1:5. EEF toolkit: moderate impact</p> | <p>£150,000 (the cost across the curriculum of extra colleagues to allow for smaller groups)</p> | <p>The progress 8 score of those Year 11 disadvantaged students with low prior attainment will be ranked in the top 5% of the country. The internal examination results of disadvantaged students in Years 7-10 with low prior attainment will suggest a score in the top 5% of the country.</p> <p>LT reviews will be used to compare the rates of progress of those disadvantaged students in smaller groups with those who are not, we expect to see accelerated progress for those in smaller groups.</p> |
| <p>Opening school on Saturdays</p> | <p>Saturday morning teaching</p> | <p>£15,000 (the</p> | <p>LT reviews will be used to track</p> |

| | | | |
|---|---|---|---|
| and in the holidays to provide a comprehensive programme of intervention for those disadvantaged students who have fallen behind. | <p>sessions are provided to students free of charge and our staff give up their time without extra remuneration on such days. We will provide 3 hour teaching sessions that focus on a particular skill or set of facts that students are finding it difficult to understand. We will ensure that disadvantaged students who would benefit from this extra teaching are allocated spaces as a priority and we will monitor their attendance carefully.</p> <p>EEF toolkit: moderate impact</p> | associated site cost of 30 Saturday openings during the year). | instances of attendance at Saturday morning sessions. We expect to be able to calculate a significant difference in the rate of progress made by those attending Saturday morning sessions so that we can ascertain whether this money has been well spent. |
| Specialist IAG for Year 11 students to ensure that they have realistic but demanding aspirations and that they progress to further study or employment at 16. | <p>Ensuring that Year 11 students have a viable offer of further study or work for the following year is important because it helps students to see the value of studying and the importance of English Language and Mathematics at grade 4 or above. We will ensure all disadvantaged students have access to impartial careers guidance through Central London Connexions and that they have priority in accessing our own member of staff designated with providing IAG to Year 11 students.</p> <p>EEF toolkit: not measured</p> | £15,000 (payment to Central London Connexions for all disadvantaged students to have a careers interview and a share of the funding for our own member of staff in charge of IAG – this is justified on the grounds that disadvantaged students receive priority access to both services) | <p>All Pupil Premium students to have realistic college/ sixth form offers for September 2020. Vulnerable Pupil Premium students to have been given thorough, aspirational guidance for the college and jobs market.</p> <p>This success of this to be determined through learners' views and through monitoring of college placements.</p> |
| Focus the school's leading practitioners on targeting their intervention work to disadvantaged students. Deploy one leading practitioner to focus their work on those disadvantaged students in Year 11 who are most at risk of underachievement. | EEF toolkit: moderate impact | £17,000 | Leading Practitioners will be accountable for the exam results of their own Pupil Premium students and the exam results of their colleagues. |
| Give every disadvantaged student in Years 7-11 a standardised reading test so that appropriate differentiation can be offered by teachers of disadvantaged students. | EEF toolkit: not measured | £10,000 | Students are given the reading test on an annual basis, so the progress made by FSM/CLA students can be clearly identified. Those with reading ages significantly below their chronological age are identified for specific interventions during the year. |
| Provision of Mathematics and Science revision guides and English set texts to disadvantaged students. | EEF toolkit: not measured | £2,000 | Evidence of the books being used to support learning and revision. Cross purpose use; for example in Room 218 by TAs. |

| | | | |
|--|----------------------------------|-----------------|---|
| Providing high quality CPD to teaching colleagues so that they are able to meet the diverse learning needs of disadvantaged students during lessons. | EEF toolkit: not measured | £7,900 | Evidence of impact in teachers' planning and in the realisation of appropriately differentiated resources. |
| Providing 'Resilience' training for students with identified issues relating to manageable mental health concerns through the delivery of a scheduled long-term programme. | EEF Toolkit: not measured | £26,500 | Impact on attendance and participation in learning from participants monitored over the course of the year. |
| TOTAL EXPENDITURE | | £519,400 | |