

## Pupil premium strategy statement – Holland Park School

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

### School overview

Metric	Data
School name	Holland Park School
Pupils in school	1338 (incl. Sixth Form)
Proportion of disadvantaged pupils	30%
Pupil premium allocation this academic year	£337,575
Academic year or years covered by statement	2024-2025
Publish date	September 2024
Review date	August 2025
Statement authorised by	Samson Olusanya
Pupil premium lead	Jonathan Gladwyn
Governor lead	Ben Gordon as Chair

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 337,575
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0

<p><b>Total budget for this academic year</b></p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£ 337,575</p>
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## Part A: Pupil premium strategy plan

### Statement of intent

At Holland Park School we believe that social or financial disadvantage should never be a barrier to a student’s academic success or life chances. We want to ensure that all students achieve to the best of their ability and have the opportunity to attend university. We strive for academic rigour and aim for all students to make exceptional progress throughout the curriculum.

Our Pupil Premium strategy identifies barriers to achievement that our pupils are challenged by and seeks to overcome these barriers with clear teaching priorities, targeted academic support and wider strategies. We have used the EEF recommendation throughout this policy. We know that Pupil Premium eligible students will benefit greatly from high-quality teaching which is the central principle that drives this policy. We also understand that additional interventions can be meaningful in order to close the attainment gap between PP-eligible students and those that are not eligible and will employ strategies to ensure success for all of our students.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Attendance</b></p> <p>Our students eligible for PP have lower attendance than our students who are not eligible for PP. We want to close this gap.</p> <p>In 2023-2024 attendance was 88% for students eligible PP compared with 89% average. The attendance of both groups has increased in the current academic year but so has the gap. We have recently (January 2025) advertised for a new attendance support worker.</p>

2	<p><b>Progress 8</b></p> <p>The progress 8 score in 2024 of -1.01 for students eligible for PP was lower than the progress 8 score for the whole school of +0.04. It is a priority to close this gap. The objective is to halve this gap in the next two years and make significant progress in the coming year.</p>
3	<p><b>Reading ages</b></p> <p>Our reading age assessments have demonstrated that students eligible for PP had a lower reading age than those who were not eligible for PP. In Year 7 the average reading age across the 9 forms was 11.62 at the start of Year 7 whereas for students eligible for PP the average reading age in Year 7 was 10.46.</p>
4	<p><b>Develop cultural capital</b></p> <p>Our conversations with students suggest that our disadvantaged students have fewer opportunities to develop cultural capital outside of school. This results in them having a less secure understanding of background knowledge to access the curriculum.</p>
5	<p><b>SEND</b></p> <p>It is a priority for students with SEND who are also eligible for PP to achieve well and we aim to close the gap between those without SEND and who are not eligible for PP with those that are.</p>

## 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
PP-eligible students attend school regularly so that they can access the full curriculum.	High attendance of PP-eligible pupils so that it is in line with those students that are not eligible for PP.
Quality first teaching for all.	Reduce the gap in Progress 8 scores so that results from students not eligible for PP is in line with those that are eligible for PP.
Improved reading comprehension among PP eligible students.	Teachers should recognise an improvement in reading ages and reading age tests demonstrate improved reading comprehension among PP eligible students which moves closer in line with non-PP eligible students.

PP eligible students have multiple opportunities to gain more cultural capital.	The school will arrange a number of trips throughout the year to cultural institutions, such as museums, galleries and talks. Trips will be made accessible to PP eligible students.
PP eligible students who are also considered to have SEND perform in line with their peers to enable the best possible outcomes.	End of year assessment data will demonstrate a closing gap between these students.

## 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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD and professional development in both inset days and after school sessions including training on strategies for SEND students. The embedding of the 'core lesson routines' will be a big part of the strategy to improve the quality first teaching.	Quality first teaching improves outcomes for all students and CPD offers an effective tool to develop teaching quality (EEF). CPD will focus on inclusive teaching.	2, 3, 5.
Professional development and training of ECTs, new colleagues and existing colleagues across all subject teams with a focus on subject knowledge and pedagogy.	Professional development will focus on Rosenshine's principles and Teach like a Champion with a particular focus on the deliberate practice phase of the lesson.	2, 3, 5.

Embed and promote oracy, literacy and reading skills across the curriculum. Oracy and literacy will be features of the 'fortnightly focus' teaching and learning initiative.	EEf guidance on improving literacy in secondary schools particularly in relation to targeted vocabulary instruction and reading.	2, 3, 5.

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

Budgeted cost: £69,130

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Staff to be paid for intervention during the Spring Break and may half term to encourage intervention sessions close to examination time. Staff will also be paid for additional Saturday morning intervention sessions.	EEf toolkit suggests that extending school time can have an average impact on progress of +3 months.	2, 3, 5
Investment in Teams, digital textbooks in some subjects, Sparx (Maths, Science and Reader) and digital devices to assist students to revise, those who are learning remotely or those who require catchup support.	Completing high-quality homework can have a high impact on student progress (+5 months according to the EEf toolkit).	2, 3, 5

		2, 3, 5.
Year 11 small group tutor time intervention for English and maths.	Students receive tutor time intervention which is tailored to students' specific needs. We used mock exams to identify these students. The EEF has found that small group intervention has an average impact on progress of +4 months.	2, 3, 5
Investment in a careers advisor to work with students particularly with careers interviews.	The EEF Careers Education review suggests that 60% of the 45 research studies identified provided positive findings on educational outcomes with interventions such as mentoring, information and advice and guidance.	2, 4, 5.

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

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Behavioural support and attendance intervention provided by new roles introduced: Assistant Heads of Year work with each key stage. Patterns of absence can also be scrutinised and interventions (eg. phone calls home and home visits from Heads of Year, the new Attendance lead, and safeguarding colleagues in a timely manner.</p>	<p>According to the EEF toolkit behaviour interventions has an average impact on progress of +4 months. Mentoring also has an average impact on progress of +2 months. Parental engagement also has an average impact on progress of +4 months.</p>	<p>1, 2, 3, 5.</p>
<p>Retain the provision and impact of the Place2Be; wellbeing ambassadors</p>	<p><a href="https://www.place2be.org.uk/about">https://www.place2be.org.uk/about</a><a href="https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/us/impact-and-evidence/accounts-and">https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/us/impact-and-evidence/accounts-and</a><a href="https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/impact-report/impact-report/">https://www.place2be.org.uk/about-us/impact-and-evidence/accounts-and-impact-report/impact-report/impact-report/</a></p>	<p>1, 5.</p>

<p>and enhanced PSHE provision to support the self-confidence and wellbeing of students</p>		
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<p>Breakfast club provision to ensure that all students have access to a healthy breakfast every day.</p>	<p>This is offered 5 days a week to all students. The benefits of this are supported in the The National School Breakfast Programme (NSBP) research.</p>	<p>1, 2, 3, 5.</p>
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## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

The school picture is mixed but the attainment (grades students leave with) are higher at Holland Park for all pupils and for disadvantaged students than it is for their comparator groups nationally.

The gap between PP students and non PP students remains a focus, further work will be done this year to try to close the gap.

The school is very pleased with the significant improvement shown by its Pupil Premium students in the results from the summer of 2023. A strong positive P8 score is a significant improvement on last year's position, and the result puts us well above the national average for PP students which is -0.57. Overall, our PP students performed significantly better than all students on average across the country.

### Holland Park School KS4 Results Overview 2024

	Whole School	PP
Progress 8	+0.04	-1.01
Ebacc entry	84%	73%
Attainment 8	59	46
Percentage of Grade 5+ in English and maths	69%	39%

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

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils	-1.01 compared to -0.57 for PP students nationally .
Achieve above the national average for attainment for all pupils	School's disadvantaged students achieved attainment 8 score of 45.9 which is above the national average for disadvantaged pupils of 34.5.
Achieve above average English and maths 5+ scores.	39% for school's disadvantaged compared to 46% national average for all students and a

	national average of 26% for disadvantaged students.
Ensure above national average EBacc Entry for all pupils	73% for school's disadvantaged compared to a national average of 29% for disadvantaged pupils.