

# Pupil premium strategy statement – The Hollins



This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 academic year) funding to help improve the attainment of our PP 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

| Detail                                                                                                          | Data                |
|-----------------------------------------------------------------------------------------------------------------|---------------------|
| School name                                                                                                     | The Hollins         |
| Number of pupils in school                                                                                      | 798                 |
| Proportion (%) of pupil premium eligible pupils                                                                 | 31% (244)           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024/25 – 2027/2028 |
| Date this statement was published                                                                               | December 2024       |
| Date on which it will be reviewed                                                                               | Sept 2024           |
| Statement authorised by                                                                                         | Sam Haydock         |
| Pupil premium lead                                                                                              | Graeme Hunter       |
| Governor / Trustee lead                                                                                         | Cathi Sherratt      |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £276,880 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £276,880 |

## Part A: Pupil premium strategy plan

### Statement of intent

Pupil Premium is the funding that is allocated by the Government to help reduce inequalities and gaps in achievement between PP pupils from low-income families and their peers. Schools are expected to use the funding to develop strategies that raise the aspirations, skills, progress and attainment of PP pupils. All our pupils are entitled to a high quality, broad and challenging education and outcomes should not be affected as a result of their background or where they live.

The amount of Pupil Premium funding that schools receive is determined by the number of:

- pupils receiving free school meals (FSM) in the last six years (children from low-income families are entitled to receive free school meals)
- pupils who have been adopted or who are in local authority care
- pupils who have parents in the Armed Forces

The Hollins is fully committed to raising the aspirations and achievement of **all** of our pupils, irrespective of their social background and financial circumstances, and we therefore make effective use of our Pupil Premium funding to create greater equality of achievement between our pupils.

The key to delivering our plan is that teachers routinely deliver great lessons and use a range of effective strategies ensuring good progress of all pupils. We know our pupils; we assess them often and make timely interventions when needed.

### Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                              |
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| 1 (HQT)          | <b>Word gap / vocabulary</b><br>Pupils' word knowledge is closely linked to their reading ability. Research has shown that being a better reader helps with remembering new words, even when the words are spoken (rather than written). Pupils who are not reading enough have a larger word gap than those who read regularly. |
| 2 (HQT)          | <b>Effective feedback</b><br>The EEF shows that done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.                                                                                             |
| 3 (HQT)          | <b>Ensuring all pupils have access to high quality teaching</b><br>Evidence indicates that high quality teaching is the most important lever that schools have to improve pupil attainment, including for PP pupils.                                                                                                             |

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| 4 (TAS) | <p><b>Maths catch-up (Sparx)</b></p> <p>Overall, the average grade of PP pupils last year was 3.85, which is not considered a good pass. Non-PP was 4.47.</p> <p>Our low ability PP pupils make up the majority of our lower end grades and therefore this remains a key challenge for the maths department.</p> <p>The high prior attainment PP pupils in the higher sets did not achieve as well as the non-PP.</p>                                                                                                                                                                                                                                                                                                       |
| 5 (TAS) | <p><b>English / Reading (Lexonik)</b></p> <p>Assessments, observations and discussion with KS3 pupils and colleagues indicate that PP pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>We are finding that many of our PP pupils have a lower reading and spelling age than our non-PP pupils.</p>                                                                                                                                                                                                                                                                                                                                               |
| 6 (WS)  | <p><b>Attendance</b></p> <p>The attendance of PP pupils is lower than non-PP, and the percentage of PP pupils who are classed as persistent absentees is higher.</p> <p>Whilst we have 31% PP pupils in school, the overall number of persistent absentees classed as PP is traditionally higher than for non-PP.</p>                                                                                                                                                                                                                                                                                                                                                                                                       |
| 7 (WS)  | <p><b>Parental engagement</b></p> <p>The number of PP families attending school events is noticeably lower than parents of non-PP pupils, meaning the pupils and parents are missing valuable information that will support progress.</p> <p>Parents often do not value the importance of supporting their child's education and forming strong relationships with school or simply do not know how to support.</p>                                                                                                                                                                                                                                                                                                         |
| 8 (WS)  | <p><b>Behaviour &amp; Culture</b></p> <p>The number of behaviour points and fixed term suspensions is disproportionate when comparing PP and non-PP.</p> <p>PP pupils need to embrace our core values, high expectations, culture and routines to support their choices when dealing with difficult situations.</p>                                                                                                                                                                                                                                                                                                                                                                                                         |
| 9 (WS)  | <p><b>Mindset and a culture of high aspiration</b></p> <p>Learning walks, pupil voice and work scrutiny suggest many lower attaining PP pupils lack appropriate strategies when faced with challenging tasks. Developing a positive mindset and a culture of high aspiration for all will be key to ensuring success. Ensuring that an ambitious curriculum provides support and appropriate levels of challenge for all, will consequently support our PP pupils.</p> <p>Ensuring all pupils are given appropriate guidance around post-16 options with opportunities to visit college and sixth-form provision. Additional encounters with university provision given to all will consequently support our PP pupils.</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.

| Challenge number | Intended outcome                                                                                                                                                                                                                                       | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| 1 (HQT)          | <b>Word gap / vocabulary</b><br>Use of academic language used by PP pupils increases.                                                                                                                                                                  | Teachers deliver a range of strategies to encourage pupils to use academic language.<br><br>Pupils use more academic language (tier 2 and tier 3) in both speaking (subjective measure) and writing (evidence in books). Teachers should also have recognised this improvement in lessons.<br><br>Wider reading is implemented in the curriculum (in class and with homework). Year 7 to improve use of definitions and key terms across all subject areas – study journal. |
| 2 (HQT)          | <b>Effective feedback</b><br>Pupils to understand what they need to do to improve and how.                                                                                                                                                             | Teachers using a range of effective feedback strategies:<br>- whole class feedback<br>- live marking<br>- modelling<br><br>Teachers are adapting their teaching (responsive teaching).<br><br>Pupils routinely act on the feedback given, improve their work and, as a result, make progress over time.                                                                                                                                                                     |
| 3 (HQT)          | <b>High quality teaching for all</b><br>Improved progress and attainment.                                                                                                                                                                              | Teachers use strategies consistently such as the EEF 'five-a-day approach for high quality teaching' and the Rosenshine's Principles, adapted, where necessary, for SEND pupils to ensure achievement for all.                                                                                                                                                                                                                                                              |
| 4 (TAS)          | <b>Maths catch-up (Sparx)</b><br>Used to improve the progress of all pupils without widening the gap for disadvantaged.<br><br>Identify areas of weakness across individual classes and year groups to support teacher planning and curriculum design. | Improved PP maths grades.<br><br>Narrow the gap between PP and non-PP.<br><br>Pupil / parent voice.<br><br>Improved teaching and learning across department.                                                                                                                                                                                                                                                                                                                |

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|         | <p>Use assessment data to compare the Hollins results nationally allowing us to identify key areas for further improvement across the department.</p> <p>Use Sparx as a moderation tool across the department to ensure teaching staff are clear on what content to deliver in the curriculum to support a range of abilities.</p> |                                                                                                                                                                                                                                                                                                                                                                                                    |
| 5 (TAS) | <p><b>English / Reading (Lexonik)</b></p> <p>Improved reading age for PP pupils across KS3.</p>                                                                                                                                                                                                                                    | <p>Reading age tests improve and fewer PP pupils are below their chronological reading age.</p> <p>More PP pupils move from phonics to comprehension to fluency.</p> <p>Diagnostic phonics work shows increase in pupils' ability to read. Lexonik shows an increase in pupils' comprehension, decoding, spelling and vocabulary.</p> <p>Teacher assessment shows increase in pupils' fluency.</p> |
| 6 (WS)  | <p><b>Attendance</b></p> <p>To raise the levels of attendance and punctuality of our PP pupils.</p>                                                                                                                                                                                                                                | <p>Attendance statistics and comparisons of PP / non-PP, year by year, national average and similar schools contextually, show we are above the average.</p>                                                                                                                                                                                                                                       |
| 7 (WS)  | <p><b>Parental engagement</b></p> <p>Improve the levels of parental engagement of our PP families developing relationships where they feel safe and confident to work with us.</p>                                                                                                                                                 | <p>Improved attendance at parents' evenings and other parent events compared to last year.</p> <p>Engagement with parent forums.</p>                                                                                                                                                                                                                                                               |
| 8 (WS)  | <p><b>Behaviour and Culture</b></p> <p>To encourage emotionally healthy, strong and positive behaviours in our PP pupils.</p>                                                                                                                                                                                                      | <p>Internal behaviour, suspension, exclusion and reward data, shows an improvement when compared to the previous year.</p>                                                                                                                                                                                                                                                                         |
| 9 (WS)  | <p><b>Improved mindset and high aspirations</b></p> <p>PP pupils across all subjects.</p>                                                                                                                                                                                                                                          | <p>Teachers' reports, learning walks and pupil voice suggest that PP pupils are more resilient when faced with more challenging tasks and have higher aspirations.</p> <p>By 2024/25 All PP pupils will have the opportunity to attend work experience and all PP pupils will have priority access to professional careers guidance through "Career North".</p>                                    |

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|  |  | <p>All KS4 PP pupils to have visited 2 different higher education providers and received information on academic and vocational post-16 options.</p> <p>All KS3 PP pupils to have received in school encounters with post-16 providers to give information about higher education options.</p> |
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## 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.

High Quality Teaching (HQT) - (for example, CPD, recruitment and retention)

Budgeted cost: £30,750

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
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| <p><b>Word gap / vocabulary</b></p> <p>Developing a whole school approach to reading using Lexonik and Bedrock as well as ensuring that every subject area using a range of reading strategies in the curriculum.</p> <p>Reading for pleasure is being delivered once a week with form tutors.</p> <p>Year 7 pupils to complete a study journal where they learn key terms and definitions for each subject on a daily basis.</p> | <p>Teachers in every subject become responsible for teaching pupils how to read, write and communicate effectively in their subjects. We know that there can be as much as a 27% gap in the vocabulary between pupils whose parents are in the lowest quintile for earnings vs those in the top quintile. This will lead to an accumulation of advantage for some. (Improving Literacy in Secondary Schools from the EEF; <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>;</p> <p>Low Income and Early Cognitive Development in the U.K. - Sutton Trust)</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English (word-gap.pdf)</p> | <p>1,5</p>                    |

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| <b>Effective Feedback</b><br>All teachers routinely use appropriate, relevant, timely and efficient feedback strategies to ensure pupils are making progress.<br>This will involve ongoing teacher training and time to create appropriate resources. | There is strong evidence that feedback has a positive impact on pupils' outcomes and being low cost.<br>(Teacher Feedback to improve pupil learning from the EEF)                                                                                                                                                                                                                                                                                                                                                         | 2 |
| <b>High quality teaching for all</b><br><br>Improving high quality teaching in all subject areas by using Rosenshine's principles and the five-a-day approach.<br>Providing professional development for teachers.                                    | Rosenshine's Principles combines three distinct research areas (cognitive science, classroom practices, cognitive support) and how they complement each other by addressing how:<br>*People learn and acquire new information.<br>*Master teachers implement effective classroom strategies.<br>*Teachers can support pupils whilst learning complex material.<br>Five-a-day approach: The EEF's research evidence suggests there is a set of five core practices that can support all pupils, including those with SEND. | 3 |

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

Budgeted cost: £14,000

| Activity                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
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| <b>Maths catch-up (Sparx)</b><br>Maths department to set weekly homework using SPARX, for 1 hour per week.<br>All members of the department involved as is every class in school. | <a href="https://www.educ.cam.ac.uk/research/programmes/sparx/SparxKeyFindings.pdf">https://www.educ.cam.ac.uk/research/programmes/sparx/SparxKeyFindings.pdf</a><br><br>Actively working on Sparx for the recommended one hour of homework per week for one whole school year was associated with an increase of almost 30 per cent of a (predicted) GCSE grade. As before, this indicates that students using Sparx Maths make significantly more progress than students without Sparx Maths (i.e. those taught through regular teaching).<br><br>This finding also suggests that the impact of Sparx Maths is similar across different | 4                             |

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|                                                                                                                                      | subgroups and does not exacerbate any existing gaps for disadvantaged or lower pre-attainment students, although it is also not able, on its own, to close these gaps. This aligns with broader evidence that digital tools cannot, in isolation, address substantial socio-economic attainment gaps. |   |
| <b>English / Reading (Lexonik)</b><br>Use of NGRT and NGST (GL assessments) to benchmark pupils and measure impact of interventions. | Use of nationally standardised test (NGRT and NGST) provide robust information about the specific strengths and weaknesses of our pupils. We will use them to identify those pupils requiring further support, choose appropriate teaching groups and retest when necessary to monitor interventions. | 5 |

## Wider Strategies (WS) - (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £197,258

| Activity                                                                                                                                                                                                                                                                                                                                                                     | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Challenge number(s) addressed |
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| <b>Attendance</b><br><br>Analyse attendance data more thoroughly to identify patterns and trends, particularly for vulnerable groups.<br><br>Ensure consistency for daily attendance monitoring and follow-up procedures for all absences.<br><br>Work with the attendance hub to look at evidence-based interventions and implement appropriate strategies for our context. | <b>Research evidence</b><br><br>The EEF states that attendance is one of the most significant non-academic barriers to success in school and therefore if an improvement can be brought about in our pupil's attendance, their academic outcomes are likely to also improve.<br><br>The EEF also emphasises the importance of schools linking with parents to support their children's learning and therefore it is hoped that by developing strategies that involve parents in improving attendance, positive outcomes will be achieved. | 6                             |

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| <p>Engage parents of high absence/PA pupils through regular communication, meetings, and home visits.</p> <p>Make attendance more high profile by communicating regularly with pupils, parents, and staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   |
| <p><b>Parental Engagement</b></p> <p>Trial an improved and more personalised text communication system to better inform and work with families of pupils with poor attendance.</p> <p>Continue to develop our online system using ARBOR to further improve the monitoring of parental attendance.</p> <p>Parent information evenings will be based around how parents can help support their child's learning as opposed to talking at them and disseminating information.</p> <p>Phone calls are made to "difficult to reach" parents prior to parents' evenings to ensure that we have removed any barriers to their attendance.</p> <p>Implementation of our PP Identification of Need spreadsheet to monitor specific barriers to PP pupils and families, improving our awareness of specific needs and individuals' barriers to education / achievement.</p> | <p><b>Research evidence</b></p> <p><a href="#">BITUP: Updating Parents on Number of School Days Missed...   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><b>Research evidence</b></p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p> <p>Ofsted (2019) have noted how parental involvement with learning is associated with better outcomes, but acknowledges that it is less clear how to engage parents of children from PP families. In addition, the 2010 white paper (DfE) and the special educational needs and disability green paper (DfE, 2011) all comment on the importance of parental engagement. (Campbell, 2011) concluded that all forms of positive parental interaction with school are important and can have a positive impact on pupils' learning, behaviour and attendance.</p> | 7 |
| <p><b>Improved Behaviour and Culture</b></p> <p>Weekly monitoring of behaviour and appropriate early intervention to support improvement. The YC to monitor and assess the types of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Research evidence</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 8 |

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| <p>behaviours evident in school and implementing appropriate strategies to improve.</p> <p>Further develop appropriate and effective alternative provision for PP pupils at risk of exclusion.</p> <p>Develop the character education of our pupils giving them the values and skills needed to support their learning but also to be a respected member of The Hollins wider community. HOY's to lead on ensuring the PP pupils within their year group are over exposed to opportunities to develop the 7 values.</p> <p>Praise and rewards for PP pupils will improve their attitude to learning and engagement within lessons.</p> <p>Develop termly celebration assemblies to celebrate, share and showcase the successes and achievements of our pupils, which in turn will breed success, encouraging all pupils to strive to succeed.</p> <p>Employment of Pastoral Support Worker for targeted/bespoke intervention to all PP pupils who are receiving higher volume of behaviour incidents around school. Use of external agencies to support (e.g. YNOT Aspire).</p> <p>Investment in the Isolation room to reduce the time pupils are not in school and allow bespoke intervention.</p> | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p> <p>The EEF's recommendations support PP pupils by addressing barriers like instability and lack of self-regulation. Building strong relationships helps identify individual needs, while teaching learning behaviours equips PP pupils with resilience and focus. Clear rules and consistent routines create a safe, predictable environment, reducing anxiety. Simple strategies, like positive interactions, build confidence and engagement.</p> <p>Targeted interventions, such as mentoring or counselling, address specific challenges. Consistent application of policies ensures fairness, fostering a sense of belonging. Together, these approaches improve behaviour, emotional well-being, and learning outcomes, helping close the attainment gap for PP pupils.</p> |          |
| <p><b>Developing mindset and aspirations for our pupils.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>We know that mindset and aspirations have a role to play in motivating pupils as well as encouraging them to tackle more challenging tasks and wanted them to achieve.</p> <p>The EEF suggest that completing challenging work helps develop the mindset and aspirations of PP pupils by fostering resilience, confidence, and a sense of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>9</p> |

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|                                                                                                                                                                                                                             | <p>achievement. When PP pupils tackle and succeed in demanding tasks, they build self-belief and learn to value effort over innate ability, promoting a growth mindset. This experience demonstrates that success is attainable through perseverance, which can reshape their attitude toward learning and future opportunities.</p> <p>Challenging work also raises aspirations by exposing PP pupils to higher-level thinking and problem-solving, broadening their horizons and encouraging them to set ambitious goals. Over time, these experiences help them overcome low expectations and envision brighter futures (Carol Dweck)</p> |     |
| <p><b>Department / staff to submit research led bids for additional funding</b></p> <p>Ensure that the school provides a broad and enriched curriculum that allows PP pupils the opportunity to learn without barriers.</p> | <p>Additional funding for departments to use in order to improve the progress of PP pupils within their department areas. Evidence of success from previous years.</p> <p>Departments / staff can submit a research-led bid for additional funding to support PP pupils / groups to remove barriers to their learning.</p>                                                                                                                                                                                                                                                                                                                   | All |
| <p><b>Contingency fund for acute issues.</b></p>                                                                                                                                                                            | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | All |

**Total budgeted cost: £242,008**

# Review of last year's strategy (2023-24)

| Challenge number | Intended outcome                                                                           | Success criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 1 (HQT)          | <b>Word gap / vocabulary</b><br>Use of academic language used by PP pupils increases.      | <p>Teachers deliver a range of strategies to encourage pupils to use academic language.</p> <p>Pupils use more academic language (tier 2 and tier 3) in both speaking (subjective measure) and writing (evidence in books). Teachers should also have recognised this improvement in lessons.</p> <p>Drop-ins and faculty focus reviews show that tier 2 and tier 3 words are used in lessons. Books and class work show that there are more tier 3 words used than before.</p> <p>Teachers break down words for pupils and make them practise (evidence in faculty focus – eg. Computing, Geography, English).</p> <p>However, this is not yet consistent across all subjects.</p> <p>Wider reading is implemented in the curriculum (in class and with homework).</p> <p>*Wider reading is promoted in the curriculum – can be seen in schemes of work (eg. EPR, PE, English) and also with homework (eg. History).</p> <p>*Wider reading also happened in form time at both KS3 and KS4.</p> <p>*Reading for pleasure is happening one hour a week with form tutors and activities linked to the story are completed.</p> |
| 2 (HQT)          | <b>Effective feedback</b><br>Pupils to understand what they need to do to improve and how. | <p>Teachers using a range of effective feedback strategies:</p> <ul style="list-style-type: none"> <li>- whole class feedback</li> <li>- live marking</li> <li>- modelling</li> </ul> <p>Teachers are adapting their teaching (responsive teaching).</p> <p>Pupils routinely act on the feedback given, improve their work and, as a result, make progress over time.</p> <p>CPD session on modelling has been delivered to staff (eg. I do, we do, you do) – 10<sup>th</sup> Jan 2024</p> <p>Staff attended twilight session led by Dylan Wiliam on formative assessment and feedback – 24<sup>th</sup> Jan 2024.</p> <p>Time has been given to departments to incorporate strategies into their planning.</p> <p>Evidence of whole class feedback and other feedback strategies were observed during faculty reviews (eg. Geography, English), and drop ins.</p>                                                                                                                                                                                                                                                           |
| 3 (HQT)          | <b>High quality teaching for all</b><br>Improved progress and attainment.                  | <p>Teachers use strategies consistently such as the EEF 'five-a-day approach for high quality teaching' and the Rosenshine's Principles, adapted, where necessary, for SEND pupils to ensure achievement for all.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|         |                                                                                                                                                                                                        | <p>All CPD sessions in 2023-2024 used the EEF five-a-day approach on ensuring that promotion of high-quality teaching is at the forefront of professional development.</p> <p>Inset day in September 2023 was delivered by Tom Sherrington on high quality teaching.</p> <p>Walkthrus being used by all staff.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 4 (HQT) | <p><b>Improved mindset and high aspirations</b></p> <p>PP pupils across all subjects.</p>                                                                                                              | <p>Teachers' reports, learning walks and pupil voice suggest that PP pupils are more resilient when faced with more challenging tasks and have higher aspirations.</p> <p>Work in class and in books varies.</p> <p>Still high number of pupils receiving homework detentions.</p> <p>By 2024/25 All PP pupils will have the opportunity to attend work experience and all PP pupils will have priority access to professional careers guidance through "Career North".</p>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5 (TAS) | <p><b>Engaging with the National Tutoring Programme</b></p> <p>To provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> | <p>Improved PP English, Maths and Science grades.</p> <p>We have 4 pupils who struggle to attend school with a number of SEN, social and mental health issues. Attendance is excellent for this cohort usually sessions are fully attended unless a pupil is unwell. Pupils are currently having between 3 and 4 hours of teaching per day.</p> <p>The feedback from the Tute teachers shows a varied level of engagement and progress between pupils and subjects. As you would expect in any school environment.</p> <p><b>Moving forward</b></p> <p>Tute has proved successful with this small cohort of pupils and until their needs can be met by specialist teaching, we will continue to provide access to Tute.</p> <p><b>In House</b></p> <p>We have appointed a specialist maths tutor to support 8 pupils in maths and English for either 1 or 2 hours per week depending on need.</p> |
| 6 (TAS) | <p><b>Reading</b></p> <p>Improved reading age for PP pupils across KS3.</p>                                                                                                                            | <p>Reading age tests improve and fewer PP pupils are below their chronological reading age.</p> <p>More PP pupils move from phonics to comprehension to fluency.</p> <p>Diagnostic phonics work shows increase in pupils' ability to read. Lexonik shows an increase in pupils' comprehension, decoding, spelling and vocabulary.</p> <p>Teacher assessment shows increase in pupils' fluency.</p> <p>249 KS3 pupils completed Lexonik Advance with AWH and MSI – on average, pupils have gained 16 SAS (standard age score) and made 25 months reading age progress (in terms of decoding).</p> <p>48 pupils completed Lexonik Leap (pupils who struggle decoding).</p> <p>Pupils have been retested months after completed the intervention and the data shows that pupils keep making progress. (for example: the average score post-intervention</p>                                          |

|              |                                                                                                                                                                                    | <p>was 59/70 but months after the intervention the average score moved to 62/70).</p> <p>NGRT data shows us that the reading age for our Y8 FSM pupils improved and the mean SAS has moved from 98.5 to 99.9 (which is almost in line with national average).</p> <p>The Y9 NGRT data for FSM pupils show that those pupils have a mean SAS above national average (102.1) however FSM pupils in Y10 are still below national average.</p> <p>Although some are still being below national average, the reading age of most FSM pupils have improved.</p>                                                                                                                                                                                      |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----|-----|--------------|----|----|--------------|-----------|---------|--------------|---------|---------|--------------|-----------|-----------|--------------|-----------|---------|
| 7 (WS)       | <p><b>Attendance</b></p> <p>To raise the levels of attendance and punctuality of our PP pupils.</p>                                                                                | <p>Attendance statistics and comparisons term by term.</p> <p>Comparison of PP and non-PP pupils' attendance and punctuality term by term.</p> <p>Although our overall attendance for disadvantaged pupils remains slightly above the national average as a general trend week on week, this very much remains a focus area for us moving forwards with the strategy plan.</p> <p>We are looking into additional research led projects to support us with attendance, which will be reflected on plan moving forwards.</p> <p>Overall, for our current academic year our disadvantaged pupils are at 90% V 88.1% (NA) as of 19/11/24.</p>                                                                                                      |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
| 8 (WS)       | <p><b>Parental engagement</b></p> <p>Improve the levels of parental engagement of our PP families developing relationships where they feel safe and confident to work with us.</p> | <p>Attendance at parents' evenings.</p> <p>Individualised phone calls increased to hard-to-reach families in an attempt to encourage improved attendance. Need to identify improved system to monitor attendance at events so we can compare year on year.</p> <p>Academic involvement and support with their child's learning.</p> <p>Revision / Key Stage evenings held at school to help families support their children with their learning. Also, more and improved communication with home via Arbor.</p>                                                                                                                                                                                                                                |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
| 9 (WS)       | <p><b>Behaviour and Culture</b></p> <p>To encourage emotionally healthy, strong and positive behaviours in our PP pupils.</p>                                                      | <p>Internal behaviour, suspension, exclusion data.</p> <p>Suspension report</p> <p>No. of suspensions (days)</p> <table border="1"> <thead> <tr> <th></th><th>PP</th><th>NPP</th></tr> </thead> <tbody> <tr> <td>Autumn 22-23</td><td>20</td><td>19</td></tr> <tr> <td>Spring 22-23</td><td>24 (80.5)</td><td>25 (89)</td></tr> <tr> <td>Summer 22-23</td><td>14 (33)</td><td>10 (91)</td></tr> <tr> <td>Autumn 23-24</td><td>25 (71.5)</td><td>20 (33.5)</td></tr> <tr> <td>Spring 23-24</td><td>36 (93.5)</td><td>15 (26)</td></tr> </tbody> </table> <p>7 permanent exclusions of which 5 were PP.</p> <p>Nationally, the suspension rate increased by 2.42 (from 21/22 to 22/23); The Hollins increased by 13.9 (from 22/23 to 23/24).</p> |  | PP | NPP | Autumn 22-23 | 20 | 19 | Spring 22-23 | 24 (80.5) | 25 (89) | Summer 22-23 | 14 (33) | 10 (91) | Autumn 23-24 | 25 (71.5) | 20 (33.5) | Spring 23-24 | 36 (93.5) | 15 (26) |
|              | PP                                                                                                                                                                                 | NPP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
| Autumn 22-23 | 20                                                                                                                                                                                 | 19                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
| Spring 22-23 | 24 (80.5)                                                                                                                                                                          | 25 (89)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
| Summer 22-23 | 14 (33)                                                                                                                                                                            | 10 (91)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
| Autumn 23-24 | 25 (71.5)                                                                                                                                                                          | 20 (33.5)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |
| Spring 23-24 | 36 (93.5)                                                                                                                                                                          | 15 (26)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |    |     |              |    |    |              |           |         |              |         |         |              |           |           |              |           |         |

|         |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         |                                                                                                                                                           | <p>Nationally, suspensions increased by:</p> <ul style="list-style-type: none"> <li>• 36% (numbers of suspensions) compared to our increase of 112%.</li> <li>• 0.03 (rate of suspension) compared to our increase of 13.9%.</li> </ul> <p>Nationally, permanent exclusions increased by:</p> <ul style="list-style-type: none"> <li>• 44% (numbers of exclusions) compared to our increase of 700%.</li> <li>• 0.03 (rate of exclusions) compared to our increase of 0.8.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 10 (WS) | <p><b>Improved provision of CEIAG</b></p> <p>Provide an effective careers programme that offers all PP pupils careers advice, contact with employers.</p> | <p>CEIAG lead to complete the Teach First Career leader programme.</p> <p>QA of CEIAG to be completed by CEC (John Hooper) termly. Compass+ reviews completed termly. Currently meeting 100% of Gatsby's 1-4,6 &amp; 8. 90% compliance with G7 and 50% with G5</p> <p>Departmental reviews and lesson drop-ins.</p> <p>Parent voice, pupil voice and staff voice.</p> <p>Destination's data. Only 1 pupil (Not PP) NEET from 2023 cohort. Currently collecting data for 23-24 pupils.</p> <p>Data of Y11 PP pupils attending careers interviews. All Y11 pupils received at least one 1-1 career interview. All Y11 pupils also took part in mock interview day and received an interview from an external business. Y10 PP pupils were then prioritised for interviews from 'Career North'</p> <p>Work experience opportunities for all year 10s. All Y10 pupils completed work experience last year.</p> |