

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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

Detail	Data
School name	Mossley Hollins High School
Number of pupils in school	884
Proportion (%) of pupil premium eligible pupils	20.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 and 2023-2024
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mrs Andrea Din
Pupil premium lead	Mrs Laura Hammond
Governor / Trustee lead	Mr Steven Goodwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£175,823
Recovery premium funding allocation this academic year	£29,646
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£205,469

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. This will be through meeting the Intent of our Curriculum through excellent implementation and monitoring of impact. We also intend to ensure that all students, regardless of disadvantage, have the capacity to take part in wider school activities and experiences to develop their character.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. Identification of issues will be through robust diagnostic academic assessment and regular monitoring and tracking of attendance, engagement and wellbeing. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure all students, regardless of disadvantage, have access to all wider school activities and opportunities to develop their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	The gap between PP and non-PP progress has widened and the gap is now bigger than the national gap. In particular the Basics at grade 5+, EBACC 5+ and Science at 4+ are a focus for this year.
2	Pupil premium students make up a significant number of suspensions, disproportionate to the cohort.

3	Pupil premium attendance is below that of the non-PP cohort in all years.
4	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.

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
The class of 2023 disadvantaged students will have improved attainment and progress than in 2022.	<ul style="list-style-type: none"> The class of 2023 disadvantaged to achieve a progress score of 0 or above and an attainment figure of 41. 33% of the PP cohort will achieve 5+ in English and Maths. 65% of the PP cohort will achieve 4+ in English and Maths 33% of the PP cohort will achieve 5+ in the EBACC suite.
Highly tailored interventions, address gaps, and misconceptions in learning, and help to ensure our disadvantaged students make good progress.	<ul style="list-style-type: none"> Success of interventions to be measured using baseline measurements before and after a programme. KS4 interventions to be measured using results from PPEs and final GCSEs.
Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on knowledge.	<ul style="list-style-type: none"> New assessments written that assess knowledge. Quality assurance shows that disadvantaged students are making good progress due to the high quality of teaching and of the curriculum.
Improving literacy through Reading and Instructional Reading and the use of the Lexonic programme.	<ul style="list-style-type: none"> Improvements seen in the reading ages from the start to the end of the programme. Reduction in the number of struggling readers.
Improve the overall whole school experience for disadvantaged students.	<ul style="list-style-type: none"> Disadvantaged students will make up 20% of our co-curricular classes. At least 20% of our Character awards and our Student

	Ambassadors will be made up by pupil premium students.
Improve the attendance of our disadvantaged students by removing any barriers for learning and achievement.	<ul style="list-style-type: none">• Close the gap between all students and disadvantaged students to less than 2% overall.

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: £ 50725

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Teacher Gold Standard CPD</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Research from Allison and Tharby, Doug Lemov, Barak Rosenshine and Alex Quigley	1
<i>Highly Effective Teacher Programme</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Research from Allison and Tharby, Doug Lemov, Barak Rosenshine and Alex Quigley	1
<i>Lexonic Reading Programme</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2

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

Budgeted cost: £120212

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Year 6 Summer School</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1, 2, 3, 4

<i>KS4 Holiday lessons</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
<i>Small group tutoring in English and Maths</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 4
<i>1-2-1 Online tuition</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 4

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

Budgeted cost: £34204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Electives Programme in year 7</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3
<i>Co-Curricular Programme for all years</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3
<i>Student Leadership Programme</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2, 3
<i>Character Programme for years 7-10</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3
<i>Passport to the Summer Ball for year 11</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 2, 3
<i>School counsellor</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3

Total budgeted cost: £ 205141

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our aims for 2021 to 2022 were:

- Achieve top quartile for progress made by disadvantaged pupils amongst similar schools
- Our disadvantaged students will have the same or better attainment result as all students nationally.
- Our disadvantaged students will achieve in line with the national average in English and maths at 5+ for similar schools.
- Our disadvantaged students will have an attendance figure in line or better than the national average for all students nationally- Our PP attendance was 91.6%
- More disadvantaged students will be entered for EBacc than all students nationally. This was met.
- Our disadvantaged students will be above the national average for these subjects: English, Spanish, Maths and History

Although some of the specific aims above were not met the following was achieved:

- Our PP students progress was 0.17 better than PP students nationally.
- 54% of PP students in maths had a positive progress score compared to 50% of *all students* nationally.
- In the basics at 4+ our students exceeded the national results for PP students and in maths our PP students achieved in line with the national for *all students* at 4+.
- In Science our PP students were 10% Higher at 4+ than PP students nationally.
- In the EBACC more of our PP students achieved a standard pass than *all students* nationally.
- In the open bucket the following subjects had exceptional SPIs for disadvantaged students: Business 0.89, Food & Nutrition 0.67, Music 0.61, Physical Education 0.89, Statistics 0.93, Creative IMedia 1.15, BTEC IT 0.32

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

