

Pupil premium strategy statement

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

Detail	Data
School name	Mossley Hollins High School
Number of pupils in school	885
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£185,264
Recovery premium funding allocation this academic year	£49956
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£235,220

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; Ebacc A8, English A8, English P8, Languages % 4+, Mathematics A8, Open A8, Open P8, Overall A8, Science %4+, Science VA are all significantly negative on our most recent ISDR.

2	Pupil premium students make up a significant number of suspensions, disproportionate to the cohort.
3	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5-6% lower than for non-disadvantaged pupils. 23% of disadvantaged pupils have been 'persistently absent' compared to 9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations and discussion with pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment.

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 2024 disadvantaged students will have improved attainment and progress than in 2023.	<ul style="list-style-type: none"> The class of 2024 disadvantaged to achieve a better progress score than in 2023 an attainment figure of 45. 45% of the PP cohort will achieve 5+ in English and Maths. 75% of the PP cohort will achieve 4+ in English and Maths 25% 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"> 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.

<p>Improving literacy through Reading and Instructional Reading and the use of the Lexonic programme.</p>	<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.
<p>Improve the overall whole school experience for disadvantaged students.</p>	<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.
<p>Improve the attendance of our disadvantaged students by removing any barriers for learning and achievement.</p>	<ul style="list-style-type: none"> • Close the gap between all students and disadvantaged students to less than 3% 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: £

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: £

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>Lesson 6 year 11 intervention classes</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: £

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>School counsellor</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2, 3
<i>Assertive Mentoring in year 11</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1

Total budgeted cost: £235,220

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our aims for 2022 to 2023 were:	
The class of 2023 disadvantaged students will have improved attainment and progress than in 2022.	-Progress was lower than in 2022. -A8 was 39 for PP students. +En 5+ and Ma 5+ were both higher than in 2022. +Target met of 33% of the PP cohort will achieve 5+ in English and Maths. +Strong outcomes for PP students in Food, PE, DT.
Highly tailored interventions, address gaps, and misconceptions in learning, and help to ensure our disadvantaged students make good progress.	Holiday and lesson 7 interventions took place. Form time tutoring from FLs. Small group tutoring in several subjects with subject specialists.
Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on knowledge.	Ofsted said our curriculum met the needs of our disadvantaged students.
Improving literacy through Reading and Instructional Reading and the use of the Lexonic programme.	Class of 2023- 6 PP students made gains of 76 month on average on their reading age. Class of 2024- 5 PP students made gains of 47 month on average on their reading age.
Improve the overall whole school experience for disadvantaged students.	<u>Character awards for disadvantaged students</u> Yr 7 19% Yr 8 21 % Yr 9 18% Yr 10 17%
Improve the attendance of our disadvantaged students by removing any barriers for learning and achievement.	PP attendance and PA levels are both well above PP students nationally. The gap is currently 5-6%.