



Holmleigh Park High School **Pupil Premium Strategy Statement**

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Pupil Premium Strategy statement

Report from *Dan Hudson, Headteacher*, Holmleigh Park for Governing Body meeting on *27th November 2025*

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1421
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Dan Hudson
Pupil premium lead	Sarah-Jayne Diaco
Governor / Trustee lead	Andrew Maunder

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£487,893
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£487,893

Part A: Pupil Premium Strategy plan

Statement of intent

To ensure that students in receipt of Pupil Premium funding have the best chance of success through access to the widest opportunities and achieving the best possible outcomes.

Challenges

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

Challenge number	Detail of challenge
1	To ensure that Year 11 outcomes for students in receipt of Pupil Premium funding meet or exceed expected rates of progress.
2	To strengthen the literacy skills of Pupil Premium students in Key Stage 3, ensuring they are fully equipped to meet the academic requirements of Key Stage 4.
3	To ensure that all students are fully prepared for Further Education and that no student becomes, or is at risk of becoming, NEET through the provision of high-quality, targeted information, advice and guidance (IAG).
4	To ensure that Pupil Premium students have full access to a broad range of enrichment opportunities, including music lessons, educational visits, activities' week, and cultural experiences.

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
To ensure that Pupil Premium students achieve a Progress 8 score that exceeds the national average for Pupil Premium students.	Progress 8
To ensure that Pupil Premium students achieve an Attainment 8 score that exceeds the national average for Pupil Premium students.	Attainment 8
To ensure that Pupil Premium students achieve English and Maths pass rates (grades 4+) and strong pass rates (grades 5+) that exceed the national averages for Pupil Premium students.	GCSE grades
To ensure that Pupil Premium students achieve an overall attendance rate that meets or exceeds the national average for Pupil Premium students.	Attendance
To ensure that Pupil Premium students have suspension rates that are at or below the national average for Pupil Premium students.	Suspension Rate
To ensure that the retention of Pupil Premium students into the Sixth Form is in line with the overall proportion of Pupil Premium students in Years 7–11.	Sixth Form intake

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: £266,464.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide Year 11 students with an additional two hours of timetabled teaching each day through P0, P5.1 and P6. This represents a substantial financial investment by the school, equivalent to the cost of employing several additional members of staff.</p>	<p>It is well evidenced, including by the EEF, that the most effective intervention is to maximise the number of hours students spend receiving high-quality teaching from their classroom teachers.</p>	<p>1, 3</p>
<p>Prioritising smaller class sizes in Year 11 to enable more individualised teaching and targeted feedback.</p>	<p>EEF research demonstrates that high-quality feedback is one of the most impactful strategies for improving student outcomes.</p>	<p>1, 3</p>
<p>Implementing a whole-school CPD programme based on Teach Like a Champion 3.0, integrated with the DDI system, to enhance teaching quality and improve student learning outcomes.</p>	<p>The effectiveness of developmental drop-ins is well established, as evidenced in Leverage Leadership, and the implementation of TLAC and Rosenshine approaches has been shown to have a significant positive impact on teaching and learning outcomes, as highlighted by ResearchED.</p>	<p>1</p>

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Employing two staff members to deliver targeted Read Write Inc. phonics interventions to improve literacy outcomes.	EEF research demonstrates that targeted literacy interventions have a substantial impact on improving student attainment and overall educational outcomes.	2
Contributing to the funding of a Key Stage 4 Outcomes Leader within the SLT, responsible for driving improvements in attainment and progress for all students.	Providing clear strategic leadership through a dedicated senior leader focused solely on improving student outcomes.	1, 3

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

Budgeted cost: £30,464.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in the Read Write Inc. phonics programme to support students whose literacy skills are significantly below expected levels.	EEF research shows that targeted literacy interventions have a significant positive impact on student attainment and overall educational outcomes.	2
Utilising online homework platforms (Sparx, KayScience) to provide targeted practice and reinforce learning, thereby improving student knowledge and outcomes.	EEF research indicates that regular, structured homework is a highly effective strategy for closing the attainment gap for disadvantaged students	1, 4
Providing school holiday intervention days for	Targeted, intensive tuition and intervention sessions, including during	1

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Years 11 and 13 to deliver targeted support and improve examination outcomes for students.	school holidays, have been shown by the EEF to improve outcomes for disadvantaged students when they provide structured, personalised support.	
Subsidising revision guides for all Year 11 Pupil Premium students to ensure equitable access to essential learning resources and support improved examination outcomes.	Providing subsidised revision guides ensures that disadvantaged students have access to essential resources, which research shows can support independent study and improve academic outcomes.	1, 3

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

Budgeted cost: £190,964.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding a Senior Leader for Student Experience to ensure all Pupil Premium students participate in a weekly enrichment club and attend at least one educational trip annually.	Research shows that developing cultural capital and providing wider experiences enhances students' sense of school belonging and raises their aspirations.	3
Expanding the Pastoral Team, including four Behaviour Officers and one ALP teacher, to provide targeted support that helps Pupil Premium students remain in lessons and fully engage in learning.	Evidence shows that increased in-class support for students directly improves engagement and academic success.	1, 3
Contributing to the cost of an additional Attendance Officer to improve	Research indicates that improving attendance, especially for disadvantaged	1, 3

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attendance, particularly for Pupil Premium students who currently have proportionally some of the lowest rates.	students, is strongly linked to higher attainment and reduced attainment gaps.	
Contributing to the cost of an expanded pastoral team, including two DDSLs and one Early Help Coordinator, to provide targeted support for Pupil Premium students who generate the highest number of referrals.	Evidence shows that timely, targeted pastoral support for disadvantaged students reduces behavioural and safeguarding issues, enabling better engagement and improved academic outcomes.	1, 3
Providing school uniform for families who cannot afford it to ensure all students can fully participate in school life without financial barriers.	Research shows that removing financial barriers, such as the cost of uniform, promotes equality, improves school attendance, and supports student engagement and well-being.	4
Subsidising trips for families who cannot afford them to ensure all students have equal access to educational and cultural experiences.	Research indicates that providing access to educational trips for disadvantaged students enhances cultural capital, increases engagement, and supports attainment and aspiration.	1
Subsidising peripatetic music lessons to ensure all students, regardless of financial background, have access to high-quality musical education and enrichment opportunities.	Evidence shows that access to music education improves cognitive development, engagement, and social skills, helping to narrow the attainment gap for disadvantaged students.	1, 4
Providing planners and equipment to students	Providing planners and essential equipment to students to ensure they are fully equipped to organise their learning and participate effectively in lessons.	4

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Ensuring PP students have access to reading books for DEAR time	Ensuring Pupil Premium students have access to reading books during DEAR time to promote literacy development and foster a culture of independent reading.	1
Subsidised coaches to and from away fixtures	Providing subsidised transport to and from away fixtures to ensure all students can participate in extracurricular sports and team activities.	4
Transport during GCSEs	Providing transport for Pupil Premium students during GCSE examinations to ensure full attendance and access to all assessments.	1
Providing consumables for Art and Food lessons to ensure all students can fully engage in practical learning activities without financial barriers.	Research shows that removing financial barriers to practical learning resources increases participation, engagement, and attainment, particularly for disadvantaged students.	1

Total budgeted cost: £487,893.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

November 2025 Review:

Pupil Premium students at HP have consistently achieved more highly than the national average at GCSE:

- The national average Attainment 8 score for disadvantaged students is 34.9.
- In 2024 and 2025, HP disadvantaged students' Attainment 8 score was an average of 37.0.

Pupil Premium students at HP have consistently attended school more often:

- 1% increase year-on-year between 2024 and 2025.

Pupil Premium students at HP are suspended less often:

- Year on Year Pupil Premium Suspension Rate dropped, from 72.25 in 2023-24 to 57.85 in 2024-25. For context, the Gloucestershire 2023-24 Pupil Premium Suspension Rate was 59.93, so HP is becoming lower than the projected County Average.

Pupil Premium students moving into the HP Sixth Form have consistently increased in being successful in gaining a place at a University:

- Increasing from 44% of disadvantaged Sixth Form students gaining a university place in 2023 to 66% in 2025, of which 1 in 3 went to a Russell Group university.
 - In addition the uptake of disadvantaged students into the Sixth Form has increased by 37.5% between 2023 and 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A