Pupil Premium Strategy Statement - Holsworthy Community College 2024-27

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	556 (as of 03/12/25)
Proportion (%) of pupil premium eligible pupils	Y7 – 37 Y8 – 37 Y9 – 38 Y10 – 33 Y11 – 30
1	2025-26 Part of a 3-year cycle which begun in 2024-25.
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrew Sweeney
Pupil premium lead	Philip Ruse
Governor / Trustee lead	Darryn Allcorn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,385
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *HCC is an academy, but its funding is not pooled. The amount to the right of this box is the amount available to HCC this academic year.*	£195,385

Part A: Pupil premium strategy plan

Statement of intent

Holsworthy Community College is ‘small enough to know you, but big enough to make a difference’. We have a strong curriculum which is structured and built on core principles to meet the local needs of our learners. We strive to live by the cooperative values with our way of working to involve all stakeholders in the operation of our school.

We aim to ensure all our learners, regardless of background or starting point, make good progress at Holsworthy Community College and feel supported throughout their academic journey. Our core belief is that all students can progress and excel due to the high-quality teaching they receive in the classroom. Providing for individual needs comes through a genuine understanding of our pupils and we allocate both human resources and learning tools to appropriately support pupils during their time at college. The focus of our pupil premium statement is to support those students experiencing disadvantage to achieve their goals, this also includes those who are already high attainers as well as vulnerable students such as PLAC, LAC and young carers.

At the core of our approach is the development of high-quality teaching to ensure an effective teacher is in front of every class, and that every teacher is supported to keep improving. Evidence from across the English school system shows that this is the most effective way to improve outcomes for disadvantaged pupils and at the same time will support the non-disadvantaged pupils at our school. Targeted academic support to help those disadvantaged students with low literacy and numeracy is supported within this strategy through our school structures and enhanced curriculum which includes intervention and anchor provision in Y7, Y8 and Y9. The focus is to close the gap in reading comprehension, where disadvantaged pupils generally have a lower level than their peers. Our programme of SPARX homework for the core subjects of English, Maths and Science is designed to help all students deliver good study habits, consolidate the knowledge acquired in lessons and further foster their love for learning.

Our approach will be responsive to the individual needs and challenges are current students are facing and not based on assumptions or generalisations regarding disadvantage. National research and evidence will inform our best practice but will be complemented with in house research and feedback to ensure that our approach is appropriate for our current context in our individual school. For this to be effective, a whole school approach is needed in which all staff members take responsibility for disadvantaged pupils’ outcome and continue to raise aspirations around what these young people can achieve.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance** data over the last year shows that disadvantaged pupils have lower attendance than their non-disadvantaged peers.
2	Special and Emotional **Needs** including attachment difficulties, emotional regulation difficulties and conflict resolution difficulties are more prevalent in disadvantaged pupils.
3	**Academic progress and attainment data** show a gap between disadvantaged pupils and their peers in several subjects such as English and Science. In contrast they achieved positively in Maths.
4	Through behaviour and attendance analysis, identification of an **increased need of pastoral support** to support those students experiencing emotional, behavioural and attendance issues.

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
For students to be supported both pastorally and academically so that they can reach their best outcomes. All disadvantaged students to students to achieve in line with their non-disadvantaged peers.	Attendance at 'meet the tutor evening', parents' evenings and other 'community partnership' events. Regular tutor contact home for welfare and positive praise reasons.
Quality first teaching and a knowledge rich curriculum is being delivered in every classroom. Aim to continue 2025 improvement in Y11 outcomes. Target: 9-4 E&M = 70% Target: 9-5 E&M = 45% There should be a zero gap between the attainment of disadvantaged pupils and their non disadvantaged peers.	Continual improvement in P8 and A8 scores of all. Closing the gap between disadvantaged and non-disadvantaged peers. Learning Framework & HCC Language for Learning is embedded in every classroom. Teaching improves because of strong teacher CPD including teaching and learning briefings every Wednesday after school and the effective use of Steplab to help develop teacher pedagogy through incremental coaching.
Improved and sustain pupil attendance particularly for our disadvantaged students.	Tutors to make phone calls home. Attendance improvement plans are co constructed with

Aiming to improve attendance to 93% and for disadvantaged pupils' attendance to be in line with that of their non-disadvantaged peers.	parents to support the child with attendance of less than 80%, writing to parents every 3 weeks to inform them of their child's attendance and the offer of Early Help. Supporting students and their families through the Team Around the Family process and when necessary, identifying and actioning additional levels of support, monitored by the House Leaders.
Raising aspirations through mentoring of key disadvantaged pupils by supporting the tutoring and mentoring programme. Aiming for zero NEET figure in 2026.	Ensuring no NEETS at the end of KS4 ensuring that individuals in year groups are supported through our teachers, tutors and led by the Careers Leader.
Increase the opportunities for our disadvantaged pupils to expand their cultural capital and sample an array of enriching experiences. Disadvantaged pupils' attendance of extra-curricular activities, trips, visits and careers education to be in line with their non-disadvantaged peers.	Faculty based enhancement to the offer provided to our students in terms of trips and experiences as part of the curriculum. Opening students' eyes to the places around them and the post 16 offers. Careers fair for all year groups and additional sessions and enhanced CIAG for vulnerable students, including those entitled to PP.
Developing an adaptive intervention programme that is data led and designed around the needs of our students. Intervention strategies are increasing reading and spelling ages for targeted students.	Cohesive CPD entitlement for staff. Use of provision mapper to log and communicate interventions to all staff.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing all teachers with regular CPD to enable an evidence-based research approach to improving Quality First Teaching. This year all staff have fortnightly allocated time invested in Steplab and	Clear consistency of 'language for learning' and school routines is embedded through the HCC Learning Framework. The EEF also cite in their "The Pupil Premium is designed to support schools to raise the attainment of socially disadvantaged children. However, many	Challenge 2,3

incremental coaching to promote reflective practice.	of the most effective ways to do this—including improving the quality of teaching" Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation (Pg1)	
Employment of a member of the Leadership Team to support and evaluate the needs of students entitled to PPG and the successful outcomes of students.	"An effective pupil premium strategy requires goal setting, underpinned by short, medium and long term outcomes needed to reach those goals. The ongoing rigorous evaluation of pupils' attainment, barriers to learning and needs is essential." The EEF Guide to the Pupil Premium | EEF	Challenge 1-4
Teaching resources for subjects and specific students, that staff can request.	Please see Pupil Premium expenditure requests. Main priorities include revision guides and specialist curriculum resources, e.g. DT food ingredients, art equipment packs.	Challenge 3
Develop the use of mapping tools to ensure the effective use of the PP budget	Use of provision map to ensure that we are clear on outcomes and that we can co-ordinate across the school provision for all students	Challenge 4

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

Budgeted cost: 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 Mentoring programme	Targeted mentoring of Y11 students includes a focus on disadvantaged cohort. Approximately 30 students in Year 11. Mentoring has +2months of progress. Teaching and Learning Toolkit | EEF	Challenge 2,4
Reading Fluency programme	NGRT testing is used twice annually at KS3 with repeat testing during the year to measure impact.	Challenge 2,3

	Programmes currently used include Word Shark and Sparx reader. Most of these are intervention packages for targeted groups such as Y7 and Y8 literacy classes. Sparx reader is a platform utilised by all students through their core subject homework. Reading Comprehension Strategies is recognised as having +6 months of progress. Teaching and Learning Toolkit | EEF	
Careers education and CIAG. All KS4 students access individual advice and guidance from a level 6 trained advisor (FutureSmartCareers)	At risk of NEET students (based on risk assessment criteria) receive additional support. 21 KS4 disadvantaged students have been identified as being at risk of NEET and are in receipt of additional support from DWAP. Unifrog platform is being used by all students from September 2024, and at KS4 is used to track work experience and post-16 options. Impact of careers education: SYM873648_Careers-Education-Infographic	Challenge 4
Sparx Programme for Maths, Science and English	Key Stage Three Core subject homework implementation plan around Sparx. The systems are designed to provide individual programmes of study, support and feedback to aid learner's development.	Challenge 3

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Employment of 3 pupil coaches who support the work of the SLT Lead responsible for behaviour attendance, in improving attendance and supporting highly vulnerable pupils.	Pupil coach caseload contains a disproportional number of disadvantaged students. "Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. Activity to support those pupils to recover missed learning is an appropriate use of pupil premium funding." The EEF Guide to the Pupil Premium | Education Endowment Foundation	Challenge 1-4
Support from Education Welfare Officer to raise standards of attendance for PP	Targeted support for those who are under 85% attendance. Tutor phone calls logged in for attendance matters above 93% in Pastoral Notes, in Arbor. Attendance Support Plans to increase parental and student engagement. Parental engagement has moderate impact for very low cost, +4 months of progress highlighted in EEF toolkit. Teaching and Learning Toolkit | EEF	Challenge 1
Supporting disadvantaged families with uniform expectations and implementation.	For all those who require additional financial help with uniform. This is one of the main aspects linked to 'knowing our families' and some of the barriers in Torridge, as one of the most deprived constituencies in the SW. Working with Parents to Support Children's Learning | EEF	Challenge 4
Development of the Early Help Hub Co-Ordinator Role as a key remit for 1 of our pupil coaches to ensure consistent support of families across the pastoral team. This member of staff has a caseload of students and families including PPG, young carers and other disadvantaged families.	This member of staff provides a valuable link between home and school – in particular supporting our harder to reach families. Evidence brief: Using research evidence to support your spending decisions | Education Endowment Foundation	Challenge 1,2,4
Monitor the participation of PP students in all clubs, visits and extra-curricular activities to ensure our wider	Track the participation of all students and relevant micro-cohorts across a range of careers education, extra-curricular activities and opportunities.	Challenge 4

curriculum is fully inclusive.		

Total budgeted cost: £ 195,385

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A review of the 24/25 academic year under some key metrics is as follows:

Quality First teaching

During the year Pupil premium students were supported in the classroom via improved Teaching and learning strategies. The College values the quality of Teaching and Learning highly and had a framework called the Holsworthy 6. These are 6 principles from which we build teaching expectations and all staff in the college receive twice half-termly drop ins during which they are observed and provided with feedback directly linked to the HCC6. This model developed during the academic year into an established 'Framework for Learning' and 'Language for Learning'. All staff CPD and pedagogical work is based on these core documents.

Academic outcomes

In 24/25 academic year, there were 22 disadvantaged students out of a cohort of 85.

The disadvantaged progress gap was –0.08. P8 for college was –0.55 and for disadvantaged students it was –0.49 compared to –0.57 for their non disadvantaged peers. This meant that disadvantaged students outperformed their non disadvantaged peers.

The disadvantaged attainment gap was 4.10. A8 figure for the college was 39.91 and for disadvantaged students it was 36.88 compared to 40.98 for their non disadvantaged peers.

Performance at 9-4 including English & Maths was a real strength. 64% of PP students achieved 9-4 in English & Maths, compared to a whole school figure of 65.5%. This is in line with national. At the 9-5 measure, there was a gap of 6.5%, with 36% of PP students achieving 9-5 in English & Maths.

Subject performance of disadvantaged students was positive or in line with their non disadvantaged peers in Mathematics, Art & Design, French, Geography, Child development, iMedia and Hospitality & catering.

In conclusion, the progress of our disadvantaged peers was in line with their peers and accurately reflects many of the barriers and lower academic starting points they joined us with. The progress they make in their time at HCC is positive, however there is room for improvement in terms of overall attainment.

Curriculum Offer

Significant work has been undertaken by curriculum leads to map and restructure their subject curriculum in light of identified gaps in students' knowledge plus previous attainment data. New courses have been introduced over the previous couple of years which has widened our curriculum offering and enabled our curriculum demands to be accessible for all. This has included shared resourcing across DMAT schools at KS4 and the introduction of some BTEC courses which provide an alternative to the standard GCSEs.

Significant alignment work has taken place at Trust level at KS4, which has led to a workbook based aligned curriculum for all Y10 subjects from September 2024.

Attendance

In 24/25, our whole school attendance was 86.7%. Whilst this was a small improvement from 23/24, this was below national average. PP attendance for this academic year was 81.20%, this is 5% below the whole school figure.

Careers education

Our careers provision is a real strength of the college. We are 1 of a small number of colleges in the SW which has maintained 100% compliance against all of the Gatsby benchmarks for 2 consecutive academic years. All of our students complete a week of work experience in Y10 and have high levels of support when it comes to CIEAG, both from internal sources and an external level 6 advisor. Our support of PPG students has really accelerated in the last 12 months with an enhanced level of support for at risk of NEET students. This takes the form of increased internal support from our form tutors and careers leader, and additional time with the external level 6 trained advisor.

Tutor programme

The tutor programme is well established and includes the literary canon – this allows students to be read a challenging text aloud by their tutors. This has helped increase the literacy reading of our pupils and has exposed them to complex words and assisted in broadening their cultural capital. The last academic year has seen an increased informal mentoring provision through tutor time – particularly following reports and all students being given the opportunity to reflect on their academic progress. The tutor is also central to the compilation of the child's record of achievement folder which becomes a tangible document with which they leave HCC to support their next steps into post-16 education.

Extra- Curricular Offer & Enrichment

78/263 PP students regularly attended a school club or enrichment activity. This is 29.7% which is 4% below the figure for the whole school population. Sports clubs such as football, netball and rounders, KS4 revision and creative arts clubs are particularly well represented through our PP students.

PP students were funded to access extra-curricular opportunities including education trips. In the past this has included trips abroad, museums and art galleries. During this academic year, funding supported transition into yr 7 (activity days) for those who could not afford the full price of the ticket. This helped them make friends and be more integrated into their tutor groups as well as reinforcing positive wellbeing and supported the development of their self-esteem. Other trips included History and Geography field trips, a key part of the GCSE course which pupils needed to access to support their understanding of key concepts taught within the classroom. This built their cultural capital and enabled them to inclusively access an area of the curriculum.

Revision guides and resourcing

Disadvantage is not a barrier to accessing any area of the curriculum fully at HCC. This inclusive strategy supported pupils with the following equipment- ingredients in H&C lessons, Art packs in GCSE Art, PE kit, Music peripatetic lessons, Revision guides and equipment across a full suite of subjects. This has enabled pupils to access learning fully and make linked progress as stated in academic outcomes (see above).

Pastoral support including pupil coach role

On-site provision for all students, including PP students, many of which have other barriers to learning including SEMH, has supported pupils with their attendance, both to college as a whole and individual lessons. This funded group of pupil coaches have provided individual support to many of our PP students who otherwise would struggle to access aspects of daily life at the college. Where appropriate, external agencies and expertise have been sought to further support PP students. By enabling them to attend college and adapt to meet expectations of behaviour and routine, many of these pupils have accessed full curriculum and have performed well in their examinations as a result (see outcomes above).

Externally provided programmes

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

Programme	Provider
Careers education and CIAG	Future Smart Careers
At risk of NEET additional support	DWP

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
In the school year 2024-25 we had five service children at HCC. None of the five were also in receipt of the full PPG. This one was spent in line with the guidance. Service Pupil Premium: what you need to know - GOV.UK All of the premium allocated was spent on additional pastoral support and care for this group of students through the work of our pupil coach team. One student had a school trip subsidised due to the link the trip had to military history.
The impact of that spending on service pupil premium eligible pupils
There were 2 pupils in Y11 who were service children. Botha chieved well and have enrolled at post 16 education. Female student –10 qualifications: 3 grade 8s, 2 grade 7s, 4 grade 6s, 1 grade 5. Male student – 10 qualifications: 4 grade 4s including English and Maths and 6 grade 3s.