



THE
HOLGATE
— ACADEMY —

“Respect for all, achievement for all”

Pupil Premium & Catch-up Report

Pupil Premium Funding Report 2018-19

National Guidelines

The Pupil Premium Grant is a government initiative designed to provide additional funding to address potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), looked after by the Local Authority or adopted, or from families with parents serving (or having served) in Her Majesty's forces. Schools decide how best to use this funding, but must report, in a transparent manner, how it is used, and evaluate the impact of any actions or initiatives funded by the grant. At Holgate Academy, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding. While the number of students receiving free school meals determines much of our Pupil Premium Grant, we are also required to narrow the achievement gap between all the various groups of students. Consequently, we reserve the right to use this funding to address the underachievement of any student, and not just those students who attract it.

Introduction and Purpose

This action plan sets out Holgate Academy's current approach to closing any achievement gaps. It also outlines how the Academy plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students.

At Holgate Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant education of the highest quality. This will ensure that all our students are equipped with the knowledge and skills they will need to succeed in, and beyond, the Academy.

At Holgate, strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident in all areas of the Academy. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all students. All staff are entitled to a programme of training that allows them to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

Quality First Teaching & Intervention

Holgate recognises the value and uniqueness of every student, and we understand that some students need more support to ensure that the community is inclusive and equal. As a school, we ensure that all staff employed are highly trained and effective, and tailor effective CPD for all staff.

At Holgate we are aware that the key to success for all students is ensuring that all day-to-day teaching meets the needs of each learner, rather than simply relying on interventions to compensate for teaching that is less than good. All teaching staff are aware of who is eligible for the PPG, and this informs their planning.

The school is committed to making sure that support and intervention (including adjustments as necessary) are made in a timely fashion. This is achieved through regular half termly monitoring, and the use of regular, robust assessments which allow teachers to give students effective and timely feedback.

School Data

Currently, 38% of our students are supported by Pupil Premium funding (331 students):

Year Group	PP Number 2018-2019
Year 7	69/191 (36%)
Year 8	92/205 (45%)
Year 9	74/164 (45%)
Year 10	53/169 (31%)
Year 11	53/154 (34%)

For 2018/19 this amounts to £296,224

Pupil Premium Funding 2018-19

Pupil Premium funding is presently regarded as being continuous funding therefore many initiatives put in place as a result of this will strongly inform spending in future years. Setup costs for many initiatives represent an initial outlay, but enhanced staffing represents an ongoing financial commitment. Given the evolving nature of the Pupil Premium initiative, funding from one academic year may need to be carried forward to cover some initiatives.

Students eligible for pupil premium funding

The PPG per pupil criteria and unit funding for 2018-2019 is as follows:

Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Service children, pupils in year groups reception to year 11 recorded as Ever 5 Service Child, or in receipt of a child pension from the Ministry of Defence	£300

Impact of Pupil Premium funding:

The strategies to support PP pupils are chosen for their effectiveness based on cost and outcomes, many of the strategies used have been successful in previous years, while others have been adopted because of other schools' successes, empirical evidence or research undertaken by staff.

Aims & Objectives:

Key Aim: Closing the Gap

- To develop a clear direction and focus for closing the gap across all areas of the academy
- To embed “Closing the Gap” across the whole academy curriculum, using a range of resources and strategies
- To raise levels of attendance and achievement, and narrow the gap between targets groups and individuals, specifically PP students
- To improve knowledge and understanding of closing the gap strategies and interventions of staff and to share good practice

How will we use Catch-up* and Pupil Premium 2018– 2019 to support our students?

The pupil premium funding will be used to fund a range of interventions and activities including:

- Enhanced staffing to reduce group sizes in KS4 English, maths and science
- 1:1 and small group interventions in maths
- 1:1 and small group interventions in English
- Grade raiser days in maths and science
- P7 study club sessions
- P7 Literacy support
- P7 Numeracy support
- Educational trips and visits
- Revision guides
- Resources and materials
- Software packages to be used by students
- Music lessons
- Support with uniform and transport costs
- SEN lunch club
- Mentoring

Proposed provision	Amount allocated/part allocated
Targeted interventions, small group and personalised provision Y11 English	£1950.85
Staffing to support reduced group sizes across the curriculum (Y8)	£19222.21
Staffing to support reduced group sizes across the curriculum (Y9)	£19222.21
Staffing to support smaller class sizes Y11 (Maths)	£8,422.20
Staffing to support smaller class sizes Y10 (Maths)	£8,422.20
Additional catch up /support sessions	£5,743
Accelerated Learning provision	£38985.25
Staffing to enable 1:1 support for students with EAL	£3764
Staffing to support P7 study clubs	£7,727.47
Staffing to support P7 curriculum based study clubs/revision	£33,233.75
Staffing to provide SEN/PP lunch club	£5,970
Pastoral manager/welfare officer to support vulnerable students	£14456.40

Mentoring (SLT)	£8416.08
Pupil premium leader	£26360.40
Pupil Premium admin support	£15935.25
Student attendance officer	£11,417.73
Progress leaders (PP champions)	£23924.70
Alternative packages – SL3&4	£26360.40
Alternative packages – Orchard personalised curriculum pathways (core subjects)	£9885
Alternative packages – Outreach personalised curriculum pathways	£27837
Progress Centre: personalised curriculum pathways	£9,456.50
Transition package for KS2-3	£2046
Additional K3 catch up/ support	£5743
Career guidance	£7152.60
Post 16 transition support for vulnerable students	£5673.00
Exam support for additional access students	£1840
School Counsellor	£4890
Additional resources	
Enrichment - music/theatre etc learning beyond the classroom	£840
CPD	£2200
Accelerated reader	£3,000
Maths watch	£540
Lexia	£1,752
Read&write license renewal	£413
Attendance/behaviour initiatives/rewards	£1,000
Miscellaneous	
To be allocated throughout the year as need arises, including hardship fund e.g uniforms, transport, trips, revision guides and PP projects	£15,000

Strategic leadership and staffing		Amount allocated/ part allocated	Outcomes/impact	Rationale
Additional staffing in Y8&Y9 Additional staffing in Y10 and Y11 maths	<ul style="list-style-type: none"> Increased capacity to target disadvantaged learners across the curriculum Quality first teaching, intervention and targeted teaching Additional targeted academic support 	£55288.82	<p>Narrow the gap between disadvantaged and non-disadvantaged learners (estimated P8 indicator in ME, VA in science and P8 overall)</p> <p>Expected or above progress in English: Y7: 90% Y8: 76% Y9: 74%</p> <p>Expected or above progress in maths: Y7: 90% Y8: 78% Y9: 72%</p> <p>Gap with NPP narrows by 5%</p> <p>K4 Maths gaps closed by at least 5%</p>	<p>Quality First teaching is paramount. Marc Rowland 'A Practical guide to PP' agrees that 'schools that create the best outcomes for pupils, recruit, train and retain great teachers and support staff.'</p> <p>www.nationaleducationtrust.net</p> <p>1:1 tuition can accelerate learning by approximately five additional months/ small group focus 4+ months progress (Sutton Trust Research/Marc Rowland)</p> <p>In class marking can accelerate learning by nine months (Sutton Trust)</p>
Tutor time English intervention	<ul style="list-style-type: none"> Increased capacity in maths to target disadvantaged learners 	£1,950.85	<ul style="list-style-type: none"> English gaps closed by at least 5% 	Sutton Trust Research: small group focus 4+ months progress
1:1 support for EAL learners	<ul style="list-style-type: none"> Maximise access to and progress in the mainstream curriculum 	£3,764.00	<ul style="list-style-type: none"> Increased access to and progress in the mainstream curriculum 	1:1 tuition can accelerate learning by approximately five additional months (Sutton Trust Research/Marc Rowland)
P7 study clubs	<ul style="list-style-type: none"> Additional targeted academic support in supported study space 	£7,727.47	<ul style="list-style-type: none"> Increased number of students engaging, 	'After school clubs can improve the academic performance and

	<ul style="list-style-type: none"> Maximising the completion of independent learning tasks 		supporting improved progress	social skills of disadvantaged pupils, research finds' http://www.bbc.co.uk/education
P7 curriculum based study clubs/revision	<ul style="list-style-type: none"> Additional targeted academic support outside of school hours 	£33,233.75	<ul style="list-style-type: none"> Increased number of students engaging, supporting improved progress 	See above
SEN/PP lunch club	<ul style="list-style-type: none"> Provision for young people at risk of social exclusion to develop life and coping skills 	£5,970	<ul style="list-style-type: none"> Student voice indicates increased confidence levels Student tracking data indicates fewer negative social incidences 	See SEL reference below
Pastoral manager/welfare officer to support vulnerable learners	<ul style="list-style-type: none"> Tracking, monitoring and intervening early with any PP learners with health and welfare concerns. Close liaison with families, including home visits Liaison with other agencies as appropriate Ensure continued reduction in PP absences (PP over represented) 	£14456.40	<ul style="list-style-type: none"> Improved attendance /progress for caseload cohort 	SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself (four moths additional progress on average). Sutton trust EEF Teaching and Learning Toolkit
Mentoring (SLT)	<ul style="list-style-type: none"> Programme of revision, organisation and planning skills Emotional well-being support (managing exam stress) 	£8416.08	<ul style="list-style-type: none"> Gaps closed by at least 5% for learners who engage with the programme 	See SEL reference above
Pupil premium leader	<ul style="list-style-type: none"> Strategic oversight of Pupil Premium: ✓ Budget and spending 	£26,360.40	<ul style="list-style-type: none"> Actions in place Objectives achieved 	

	✓ Timely and targeted interventions and strategies			
Pupil premium admin support	<ul style="list-style-type: none"> • PP activity tracked and recorded, and information disseminated. 	£15936.25	<ul style="list-style-type: none"> • Records maintained • Information is up to date for all staff 	
Student attendance officer	<ul style="list-style-type: none"> • Ensure continued reduction in PP absences (PP over represented) • Tracking, monitoring and intervening early with any PP learners causing attendance concerns. • Close liaison with families, including home visits 	£11,417.73	<ul style="list-style-type: none"> • Gaps closed by at least 5% 	PP attendance is lower than NPP
Progress leaders (PP champions)	<ul style="list-style-type: none"> • Analysis to action: leading subject teams in activity to reduce gaps (implementing, monitoring and evaluating impact of subject interventions) • Capacity created for leaders to meet, discuss and review strategy 	£23,924.70	<ul style="list-style-type: none"> • Increased capacity: distributed leadership • Learner progress is monitored, tracked and supported. • Gaps are narrowed 	Focus on primary objective
Alternative packages: SL3/4 and external personalised curriculum pathways (and core subject provision for SL4)	<ul style="list-style-type: none"> • Provide cost effective alternative provision for learners in Year 7-11 who are not engaging in mainstream provision, failing to make progress in line with expectations and are having a negative impact on the progress of other learners • Specialist teaching assistants focus on working with most vulnerable PP learners • Work with young people at risk of exclusions to develop social skills 	£36, 245.40	<ul style="list-style-type: none"> • Fixed term exclusions for PP learners remain below national average • Core curriculum is accessed and qualifications gained • Expected or above progress in English and maths is in line with mainstream peers 	<p>To provide a learning environment and opportunities which are responsive to individual student's needs</p> <p>See SEL reference above</p>

	<ul style="list-style-type: none"> • Provide a secure base for vulnerable learners 			
Personalised social and curriculum pathways: <ul style="list-style-type: none"> • Accelerate Learning unit • Progress centre • Outreach 	<ul style="list-style-type: none"> • Provision for learners in year 7-11 not able to access full time mainstream secondary education due to social, emotional and learning difficulties. • Focus on development of key literacy, numeracy and social skills which will enable learners to integrate into mainstream. • Provide consistency of staffing and expectations, flexibility to meet individual needs, high levels of positive engagement with parents and a creative, imaginative and appropriate integrated curriculum. • Provide intensive support for a range of subjects in 1:1 or small groups • Specialist teaching assistants focus on: working with most vulnerable Pupil Premium learners - progress, social relationships and life skills 	£37,293.50	<ul style="list-style-type: none"> • Integration into mainstream • Positive participation in mainstream classes • Progress in line with expectation • Fixed term exclusions for PP learners remain below national average 	To provide a learning environment which is responsive to individual student's needs See SEL reference above Sutton Trust Research: small group focus 4+ months progress To provide a learning environment which is responsive to individual student's needs See SEL reference above
Transition package for KS2-3	<ul style="list-style-type: none"> • Ensure successful transition for vulnerable disadvantaged learners 	£2046	<ul style="list-style-type: none"> • Student voice indicates all learners are more confident 	See SEL reference above Sutton Trust - value of transition approaches

			about transition to secondary school	
Career guidance: targeted CEIAG	<ul style="list-style-type: none"> Organise Careers Fairs, assemblies, presentations and trips Implement and Review Careers Tutor Programmes 1-to-1 careers interviews and guidance to ensure pathways clarity and reduce NEET and Drop-in at break-times to support learners with college applications, CVs, questions, etc. 	£7152.60	<ul style="list-style-type: none"> NEET figures reduced Raised aspirations (pathway choices) 	Careers education, as well as meeting employers, has a 'meaningful and statistically significant impact on later earnings' www.stem.org.uk
Post 16 transition support	<ul style="list-style-type: none"> Ensure learners are not disadvantaged in terms of progression routes and further education. 	£5673.00	<ul style="list-style-type: none"> Learners access appropriate post 16 pathways 	
Exam support for additional access learners	<ul style="list-style-type: none"> Maximising the chances of success in formal exams (including all mocks) for access learners 	£1840	<ul style="list-style-type: none"> Equality of opportunity in place 	Equalities act
School Counsellor: high quality emotional well- being support	<ul style="list-style-type: none"> Support the emotional well being of learners leading to improved progress, punctuality and attendance 	£4890	<ul style="list-style-type: none"> Improved attendance and progress of caseload (however, this is a confidential service) 	See SEL reference above
Additional K3 catch up/support	<ul style="list-style-type: none"> Small group intervention 	£5,743	<ul style="list-style-type: none"> Gaps in English and maths are reduced in AP3 	Sutton Trust Research: small group focus 4+ months progress
Additional resources				

Staff CPD training	<ul style="list-style-type: none"> • CPD of key staff 	£2,200	<ul style="list-style-type: none"> • Staff are to date and aware of all current initiatives and information is disseminated into school. 	
Enrichment - music/theatre etc learning beyond the classroom		£840		<p>'After school clubs can improve the academic performance and social skills of disadvantaged pupils, research finds'</p> <p>http://www.bbc.co.uk/education</p>
Accelerated reader	<ul style="list-style-type: none"> • Co-ordinated reading programme to individually target improved reading ages and therefore curriculum access 	£3,000	<ul style="list-style-type: none"> • Improved literacy levels (reading ages) beyond chronological timespan of programme 	Sutton Trust research re impact on progress of reading comprehension strategies
Maths watch	<ul style="list-style-type: none"> • Online maths resource to help students improve their maths attainment/support students with their maths revision 	£540	<ul style="list-style-type: none"> • See above re. expected and above progress/closing gaps 	Additional support outside of planned lessons which does not require adult input
Lexia	<ul style="list-style-type: none"> • Online literacy programme to support students in improving their literacy 	£1,752	<ul style="list-style-type: none"> • Improved literacy levels (reading ages) beyond chronological timespan of programme 	Sutton Trust research re impact on progress of reading comprehension strategies
Read&write license renewal	<ul style="list-style-type: none"> • Literacy software 	£413	<ul style="list-style-type: none"> • Improved literacy levels • Student voice indicates increased confidence levels 	Sutton Trust research re impact on progress of reading comprehension strategies

Attendance/behaviour initiatives/rewards	<ul style="list-style-type: none"> Rewards in place to motivate 	£1,000	<ul style="list-style-type: none"> Improved attendance; gap narrowed 	
Miscellaneous				
Hardship Fund to be allocated throughout the year as need arises e.g enrichment, uniforms, transport, trips, revision guides and PP projects	<ul style="list-style-type: none"> Access learning inside and outside the classroom 	£15,000	<ul style="list-style-type: none"> Access within and beyond the classroom 	Equality of opportunity

***Year 7 Catch-up Premium 2018-2019**

Catch-up funding

The catch-up premium is government funding to assist schools in providing additional support in literacy and numeracy. In the past this was targeted at students working below Level 4. Following the shift from levels to scaled scores in Year 6 SATs, there has been no new guidance on which students attract the Catch-Up Premium. The 2018-19 plan targets any student who did not meet national expectations in the Key Stage 2 SATs.

What is the key priority?

The purpose of this funding is to enable the academy to deliver additional support, such as individual tuition or intensive support in small groups, for those pupils who most need it.

The Holgate Academy Allocation

- 2015 – 2016 £18,000
- 2016 – 2017 £13,500
- 2017 – 2018 £12,293
- 2018 – 2019 £15,461

For the 2018-19 academic year, Holgate Academy has an allocation of £15,461. This will allow us to work towards achieving the key objectives:

- Literacy – establish an intervention programme that will raise attainment to at least the expected standard for eligible students
- Numeracy – establish an intervention programme that will raise attainment to at least the expected standard for eligible students

How is the Catch-up premium used?

The following interventions/resources have been put into place:

- 1-to-1 or small group English and mathematics lessons in support of catch-up targets
- 1-to-1 reading during library lessons
- Small group or 1-to-1 language and phonics work
- Specialist literacy provision in years 7 (reading comprehension/ sentence structure)
- Accelerated reader - promoting reading throughout the whole academy, aimed at improving literacy and encouraging reading for pleasure
- ReadWrite Inc to provide a structured and systematic approach to teaching literacy
- My Maths - allows online maths support within the academy and can be used to support at home
- Mathswatch - allows online maths support within the academy and can be used to support at home
- Lexia - an online programme to support improvement in literacy

What do we expect to see?

Targeted additional support strategies resulting in these students being able to:

- improve their levels of attainment and progress in English and mathematics
- close the attainment gap relative to academy averages
- have full access to the curriculum.

Proposed Funding Spend

Area	Part allocated	Intended outcomes	Rationale
1-1 intervention resources	£300	<ul style="list-style-type: none"> • Improved literacy levels (reading ages) beyond chronological timespan of programme • Progress in numeracy (pre/post test comparison) • Accelerated progress to at least the expected standard 	<ul style="list-style-type: none"> • Evidence from EEF indicates that students tutored in small groups can make up to four months progress compared with larger groups • https://educationendowmentfoundation.org.uk/resources/making-best-useof-teaching-assistants/
Small group intervention resources	£460		
Teaching Assistants/ Intervention Teacher	£14,240		
Data support	£461		

- Evidence from EEF suggests TAs are more effective when they help scaffold pupils' learning and encourage independent learning.

THA: 1 Closing the gaps over time

