



Pupil Premium Provision and Year 7 Catch-Up

What is the Pupil Premium?

Pupil Premium Funding Report 2016 - 2017 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.

New measures have been included in the performance tables that capture the achievement of those disadvantaged pupils covered by the Pupil Premium. Since September 2012, schools have been required to publish online information about how the premium has been used and evaluate the impact of any actions or initiatives funded by the grant. At The Holgate Academy, we track the achievement 'gap' between all students and those eligible for Pupil Premium funding.

"It is for the schools to decide how best the Pupil Premium allocation should be used, as they are best placed to assess what additional provision should be made for individual pupils"

Source: DfE Website

Introduction and Purpose

The Holgate Academy is adapting and making significant changes to the spending of the Pupil Premium funding since its inception in 2015/16 following analysis of our outcomes for disadvantaged students in subsequent years.

The Holgate Academy's current focus and approaches are to close any achievement gap and to outline how the Academy plans to utilise the Pupil Premium Grant (PPG) to effectively raise standards of attainment and achievement for all students. At The Holgate Academy we recognise the importance of ensuring all students, whatever their background or circumstance, are provided with a relevant and cohesive 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 The Holgate Academy, 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 program 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. Currently, 34% of our students are supported by Pupil Premium funding.

Key Priorities:

To continue to work on and fully embed the 'Three C's' to raise the Cultural Capital for disadvantaged students identified as a priority in our Academy Improvement Plan (AIP), by addressing inequalities and raising the attainment of those students in low income families, Service children, or who are 'Looked After'.

What do we expect to see? Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

For Students

- Maintain their levels of attainment and progress, especially in Maths and English;
- Diminish the differences for disadvantage students against their attainment and rates of progress relative to school & National averages;
- Have full access to the curriculum;
- Access extra-curricular provisions.

For Staff

- To continue to develop a clear direction and focus for diminishing the differences across all areas of the Academy; especially PP students
- To embed the ethos of diminishing the differences across the whole Academy curriculum, using a range of resources and strategies.
- To raise levels of progress and attainment and diminish the differences between target groups and individuals; specifically, for PP students.
- To improve knowledge and understanding of diminishing the differences including strategies and interventions of staff and to share good practice.

What Pupil Premium Funding has been received by The Holgate Academy?

Pupil Premium Funding 2020-2021

Pupil Premium funding is presently regarded as being continuous funding, so 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 eligibility for Pupil Premium

Description	Amount per Individual
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
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	£2345
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	£2345
Service Child - for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme	£310

Received by the Academy 2020-2021

Estimated number of total students for which income is received is 36% of The Holgate Academy cohort. An outline of how the Academy has targeted the spending of this money is shown below.

Income	Pupil Numbers	Budget
Pupil Premium Funding	399	£381,045
LAC	6	£14,070

How we will use of 2020-2021 Pupil Premium to support our students

	Provision	Cost
Staffing	Academic and Pastoral staff to support students. To 'diminish the differences', especially in terms of attainment and progress, in literacy and Numeracy, with a particular focus on pupil premium students. This includes one to one tuition English and Maths small withdrawal classes and Teaching Assistant support.	£ 130,447
Student Learning resources outside of school hours	Providing additional tuition outside literacy and numeracy, to support further academic studies such as revision guides, music and all other curriculum subjects.	£ 15,000

Learning programmes to support PP	Programmes identified to support individual or group needs.	£ 100,977
Accessing External Providers	External learning experiences including Alternative Provisions such as EdLounge and also careers support.	£ 7,000
Staff CPD training	CPD of Key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated into school	£ 3,000
Enrichment	To ensure all students with a particular focus on Pupil Premium students are able to access learning inside and outside the classroom through agencies, outside providers and motivational speakers	£ 3,037
AL group staffing and provision	Provide a learning environment that is responsive to individual student's needs.	£ 94,783
Voucher Book	Provide all Pupil Premium students with a voucher book which will allow them to access funding for all the equipment they will need through the school year, including (but not limited to) school uniform, revision guides, stationary, money towards props for Drama, money towards ingredients for food and financial support for trips.	£ 10,000
Targeted one to one intervention in year 11	Individualised strategic intervention planning for Y11 students, which includes additional support in lessons, one-to-one mentoring and curriculum review.	£ 5,472
Total		£ 369,716

REVIEW - How we used of 2019-20 Pupil Premium to support our students

	Provision	Impact
Due to COVID-19, we closed the school in March, and therefore were unable to complete all of our intended provisions. Below is an outline of what was completed before and during lockdown.		
Staffing	Academic and Pastoral staff to support students. To 'diminishing the differences', especially in terms of attainment and progress, in literacy and Numeracy, with a particular focus on pupil premium students. This includes one to one tuition English and Maths small withdrawal	There was a focus on recruiting staff to support students with one-to-one tuition for English and Maths. This had a significantly positive impact on students, and the data was showing them make significant progress.
Student Learning resources outside of school hours	Providing additional tuition outside literacy and numeracy, to support further academic studies such as revision guides, music and all other curriculum subjects.	A large number of student accessed learning resources outside of school hours, which was providing them with the developing their cultural capital. During lockdown, additional resources (including revision guides) was used to support students whilst completing home study.
Learning programmes to support PP	Programmes identified to support individual or group needs.	Specially designed programmes to support small groups in Maths and English were set up and began before lockdown.
Accessing External Providers	External learning experiences such as Ed Lounge and Ideas4careers.	EdLounge was utilised for students who needed to access alternative provision. Careers work was done internally this year by staff to support Y11 students accessing further education providers.
Staff CPD training	CPD of Key staff to ensure they remain up to date and aware of all current initiatives and information is disseminated into school	There was a significant amount of CPD for staff before and during lockdown. The main focus during lockdown was preparing to implement the zonal behaviour system. This is an important part of our new behavioural leadership model.
Enrichment	To ensure all students with a particular focus on Pupil Premium students are able to access learning inside and outside the classroom through agencies, outside providers and motivational speakers	50% of the students involved in the school whole school musical were Pupil Premium. Work began to engage Pupil Premium students before lockdown.
AL group staffing and provision	Provide a learning environment that is responsive to individual student's needs.	The AL provision remains a strength of the academy, with AL groups in Y7, 8 and 9.
Revision Guides and text books where required.	Provide all Pupil Premium students with the necessary revision guides and new curriculum text books as required to support the agenda of diminishing the differences	All Pupil Premium students were given revision resources for all subjects.

Targeted one to one intervention in year 11	Individualised strategic intervention planning for Y11 students, which includes additional support in lessons, one-to-one mentoring and curriculum review.	Focus on English and Maths to support a push on achieving 4+ and higher. This had a great impact the term before lockdown.
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