

Pupil premium strategy statement 2021-22

Pupil Premium Provision

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 the potential underachievement of our most disadvantaged children, nominally those who are (or have been) eligible for free school meals (FSM), are looked after by the Local Authority or are adopted, or are from families with parents serving (or having served) in Her Majesty's forces.

Schools are 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.

"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

The DfE advises using research from the Education Endowment Foundation (EEF) therefore, The Holgate Academy has adopted a tiered approach to the Pupil Premium spending.

"Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1. **Teaching** – spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. **Targeted Academic Support** – evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3. **Wider Strategies** – wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Source: The EEF Guide to the Pupil Premium



The EEF Guide also addresses common myths with regards to the use of the PPG, which are important to note:

“MYTH: Only eligible children can benefit from Pupil Premium – The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children In Need.”

“MYTH: All data is good data - ... The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the Department for Education or Ofsted.”

Source: The EEF Guide to the Pupil Premium

The Holgate Academy measures the progress and attainment by having our main comparison of our disadvantaged cohort against National non-disadvantaged.

“MYTH: The Pupil Premium has to be spent on interventions – There is strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.”

“MYTH: Pupil Premium strategy can be separated from whole school strategy – The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.”

Source: The EEF Guide to the Pupil Premium

The Holgate Academy’s Pupil Premium strategy is embedded within whole-school improvements and runs through all three of the Academy Improvement Plan’s objectives.

The Holgate Academy continues to adapt its spending of the Pupil Premium funding in 2021/22 following analysis of our positive outcomes for disadvantaged students in 2020/21 and using the EEF’s research.

This document outlines The Holgate Academy’s holistic approach to closing any achievement gap, focussing on all educational impact of disadvantage and outlines 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 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.

Pupil premium strategy statement

School overview

Metric	Data
School name	The Holgate Academy
Pupils in school	1066 (+77 Post-16)
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£400,145 (£11,725 LAC)
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	September 2022
Statement authorised by	Matthew Pennington
Pupil premium lead	Katie Mathews
Governor lead	Gyongyi Klein

Disadvantaged pupil performance overview for 2020/21 academic year

Progress 8	-0.66
Ebacc entry	13%
Attainment 8	34.08
Percentage of Grade 5+ in English and maths	18.5%

Review: 2020/21 aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools (2019 National -0.45)	Progress 8 for Pupil Premium students significantly improved to -0.66 and the cohort of Pupil Premium students that were educated on site achieved -0.42 which is above National data. *
Achieve national average or better for attainment for all pupils (2019 National 3.6)	Attainment 8 for Pupil Premium students significantly improved to 3.408 and the cohort of Pupil Premium students that were educated on site achieved 3.693 which is above National data.*
Achieve average or better English and Maths 5+ scores for similar scores (2019 National 24.7%)	Pupil Premium students achieving 5+ in English and Maths improved to 18.5% and the cohort of Pupil Premium students that were educated on site achieved

	21.3% which is 3.6% below National data.*
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* Some students access alternative provision to support their specific individual needs or to access vocational qualifications to accelerate their progress towards their career aspirations. Whilst this does impact on the academy's P8 and A8 figures due to number of qualifications completed we are clear that getting the right provision for the life chances of our students must take precedence in our decision to commission such bespoke work.

Strategy aims for disadvantaged pupils for 2021/22

Measure	Target	Target date
CPD Completion	All staff to participate with CPD programme Completion of annual JPD programme Positive demonstrable impact of CPD on staff development and education of students	September 2022
Reading Ages	Increase the percentage of PP students at or above average reading age in each year group by 10%	September 2022
Attainment 8 (Year 11)	Achieve national average for attainment for all students in Year 11 with improving PP contribution compared to year on year Y11 cohorts	September 2022
Attainment 8 (Year 7 to 10)	Most likely outcome for Year 7 to 10 against national average or better for Attainment 8 with improving PP contribution compared to year on Year Y11 cohorts	September 2022
Percentage of Grade 4+ in English and maths (Year 11)	Achieve national average in Year 11 results with improving PP contribution compared to year on year Y11 cohorts	September 2022
Percentage of Grade 4+ in English and maths (Year 7 to 10)	Most likely outcome against national average in Years 7 to 10 with improving PP contribution compared to year on year Y11 cohorts	September 2022
Attendance	Improve attendance to the national average for all students	September 2022

	with improving PP contribution compared to year on year Y11 cohorts	
NEET	Achieve 100% NEET for Y11 students	September 2022

In all these measures the Academy is seeking holistic improvements in culture and environment so that disadvantaged students experience an aspirational and supportive care

Teaching priorities 2021/22 (Quality first teaching)

Measure	Activity
Priority 1	CPD focussed on inclusive intent and implementation, raising aspirations and pedagogy that suits the needs of disadvantaged students.
Priority 2	Recruitment, retention and deployment of effective teachers throughout the Academy
Priority 3	Whole-school reading strategy for low attaining disadvantaged students with the use of 1-2-1 tutors and TA support.
Priority 4	Adapting the curriculum to suit the context given the impact of Covid
Barriers to learning these priorities address	Teaching expertise that needs to suits the personalities and learning styles of disadvantaged learners. Low reading abilities that impact on academic and personal development progress Reduced progress of students due to Covid Uncertainty over required content
Projected spending	£170,000

Targeted academic support 2021/22 (Interventions)

Measure	Activity
Priority 1	Academic intervention focused on disadvantaged students and raising a culture of academic aspiration for all students.
Priority 2	Provision for SEMH students to support with engagement in lessons, engagement in break out spaces and engagement in a range of academic, personal development and safeguarding interventions
Priority 3	Behaviour support strategy including mentoring, pre-exclusion room and various alternative provisions.
Priority 4	Adapting teaching and learning to suit prior attainment and the educational needs of students.
Barriers to learning these priorities address	Academic progression of disadvantaged students is often limited by the overall culture and environment. Academic progression of disadvantaged students is often limited by lack of engagement or poor behaviour.

	A need for students to have the enhanced monitoring and intervention necessary. Academic progression of disadvantaged students is often limited by lack of suitable bespoke curriculum and career pathway.
Projected spending	£103,000

Wider strategies for 2021/22

Measure	Activity
Priority 1	Positive Reinforcement programme involving praise and rewards
Priority 2	Mentoring and counselling to support personal development and safeguarding particularly focused on social and emotional awareness and needs
Priority 3	Funding of equipment and resources to ensure that disadvantaged students are equipped and able to access whole-school life.
Priority 4	Funding of equipment, resources and staffing for enrichment activities e.g. outdoor table tennis tables, hobbies and sports clubs
Priority 5	Establish a significant Parent Forum within each year group to support parental engagement and opinion
Barriers to learning these priorities address	Disadvantaged students often do not have a sense of belonging nor a desire to achieve. Disadvantaged students' sense of belonging and desire to achieve is often affected by their learning environment.
Projected spending	£63,160

Review of strategies for 2021/22

Measure	Target	Impact Review - September 2022
CPD Completion	All staff to participate with CPD programme Completion of annual JPD programme Positive demonstrable impact of CPD on staff development and education of students	

Reading Ages	Increase the percentage of PP students at or above average reading age in each year group by 10%	
Attainment 8 (Year 11)	Achieve national average for attainment for all students in Year 11 with improving PP contribution compared to year on year Y11 cohorts	
Attainment 8 (Year 7 to 10)	Predicted grades for Year 7 to 10 project national average or better for Attainment 8 with improving PP contribution compared to year on Year Y11 cohorts	
Percentage of Grade 4+ in English and maths (Year 11)	Achieve national average in Year 11 results with improving PP contribution compared to year on year Y11 cohorts	
Percentage of Grade 4+ in English and maths (Year 11)	Project national average in Years 7 to 10 with improving PP contribution compared to year on year Y11 cohorts	
Attendance	Improve attendance to the national average for all students with improving PP contribution compared to year on year Y11 cohorts	
NEET	Achieve 100% NEET for Y11 students	