

Pupil premium strategy statement – The Holgate Academy

This statement details our school's use of pupil premium (and recovery 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 | 1241 (incl. 80 in P16) |
| Proportion (%) of pupil premium eligible pupils | 36% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 2024-2025 2025-2026 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | Henry Diamond |
| Pupil premium lead | Katie Mathews |
| Governor / Trustee lead | Gyongyi Klein |

Funding overview

| Detail | Amount |
|---|------------------|
| Pupil premium funding allocation this academic year | £ 427,422 |
| Recovery premium funding allocation this academic year | £ 111,004 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £ 538,426 |

Part A: Pupil premium strategy plan

Statement of intent

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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, School-Led Tutoring and focussed use of the Recovery Fund for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low reading ages that impact on academic and personal development progress |
| 2 | Attendance |
| 3 | Limited aspiration due to culture and environment |
| 4 | Lack of engagement and poor behaviour |
| 5 | Individual barriers with wider school opportunities |

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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 |
|--|--|
| An increase in the literacy ability of all PP students over their curriculum journey at Holgate | An increase in the number of students achieving chronological reading ages over time. An increase in attainment in KS4 English in terms of grade 4+ and grade 5+ |
| Reduce the curriculum gaps in line with precovid cohorts to ensure that PP students are provided with a full educational grounding to enter post-16 destinations with. | An emphasis on Quality First teaching to ensure that curriculum gaps are identified and tackled leading to an increase in the number of lessons deemed to be highly effective. Lessons are highly effective and challenge the gaps in learning that have occurred due to the pandemic. |
| An increase in the numeracy ability of all PP students over their curriculum journey at Holgate. | An increase in attainment in KS4 Mathematics in terms of grade 4+ and grade 5+. An increase in the number of students going on to pursue Level 3 Mathematics qualifications |
| Narrowing the achievement gap between PP and non-PP pupils without detriment to the non pp cohort. | A reduction in the P8 PP gap towards national PP performance of -0.45 then P8 for full cohort at P8 0. An increase in Basics 4+ and Basics 5+ for PP students towards the 2019 national PP average of 44.7% and 24.5% respectively then the 2019 national average (all) 64.6% and 43.2% respectively. An increase in A8 for PP students towards the 2019 national PP average of 36.7 then the 2019 national average (all) of 46.7. |

| | |
|---|---|
| <p>Narrowing the attendance gap between PP and non-PP students without detriment to the non pp cohort.</p> | <p>A reduction in the attendance gap between PP and non-PP students towards National PP attendance to National (all) attendance. A reduction in the PA figure between PP and non-PP students towards National PP PA figures to National (all) PA figures. With effect from HT4 onwards. (HT1 -3 FTE figures will be skewed as a result of commitment to consistent graduated response to persistent and deliberate harmful or disruptive behaviour.</p> |
| <p>Narrowing the behavioural gap between PP and non-PP students without detriment to the non pp cohort.</p> | <p>A reduction in the FTE gap between PP and non-PP students towards National PP FTE to National (all) FTE.</p> |
| <p>Increasing aspiration amongst Pupil Premium (PP) students without detriment to the non pp cohort.</p> | <p>An increase in the percentage of PP students accessing Level 3 post-16 destinations to achieve in line with national average NEET figures.</p> |

In all these measures the Academy is seeking holistic improvements in culture and environment so that disadvantaged students experience an aspirational and supportive care that provides them with equal opportunities in comparison to their non-disadvantaged peers.

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: £ 239,230.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>CPD focussed on inclusive intent and implementation, raising aspirations and pedagogy that suits the needs of disadvantaged students.</p> | <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <i>Education Endowment Foundation</i></p> | <p>3 and 4</p> |
| <p>Recruitment, retention and deployment of effective teachers throughout the Academy</p> | <p>High quality teaching improves pupil outcomes. <i>Education Endowment Foundation</i></p> <p>Movement of teachers away from schools in economically disadvantaged communities has resulted in inequitable distributions of high-quality teachers across schools. <i>The Wing Institute</i></p> <p>There are no great schools without great teachers. The key to education is the person at the front of the classroom. At a time when there are more pupils in our schools than ever before, we need to be attracting and keeping great people in teaching. <i>Rt Hon Damian Hinds</i></p> | <p>4</p> |
| <p>Whole-school reading strategy for low attaining disadvantaged students with the use of 1-2-1 readers and TA support</p> | <p>A child's reading skills are important to their success in school as they will allow them to access the breadth of the curriculum and improve their communication and language skills. In addition, reading can be a fun and imaginative time for children, which opens doors to all kinds of new worlds for them.</p> <p>Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. <i>Nord Anglia Education</i></p> | <p>1 and 4</p> |

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

Budgeted cost: £ 160,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Personal Development Every day focused on disadvantaged students and raising a culture of academic aspiration for all students</p> | <p>Personal Development is the key to Social Mobility. <i>An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility by DofE and Institute for Policy Research, University of Bath</i></p> | <p>3 and 4</p> |
| <p>Provision for SEMH students to support with engagement in lessons and a range of academic, personal development and safeguarding interventions</p> | <p>SEMH underpins educational development and learning. Without these skills there is no foundation on which to build on. Once children are confident in their own SEMH, then their progress will follow. <i>True Education Partnerships</i></p> | <p>2, 3 and 4</p> |
| <p>Behaviour support strategy including pre and post exclusion room, alternative curriculum and alternative provisions</p> | <p>Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all. They realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards. <i>Department for Education</i></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. <i>Education Endowment Foundation</i></p> | <p>2, 3 and 4</p> |

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

Budgeted cost: £ 139,196.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Positive reinforcement programme involving praise and rewards with school badges for engagement in holistic education | Positive reinforcement increases the chances of the behaviour being repeated. <i>B. F. Skinner</i> | 2, 3, 4 and 5 |
| Mentoring and counselling to support personal development and safeguarding particularly focused on social and emotional awareness and needs, behaviour and aspiration | Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. <i>Education Endowment Foundation</i> Counselling in schools can make an important contribution to supporting the emotional health and wellbeing of young people. Pupils experiencing stress or emotional problems find it difficult to reach their potential. <i>Department for Education Northern Ireland</i> | 2, 3, 4 and 5 |
| Funding of equipment and resources to ensure that disadvantaged students are equipped and able to access whole-school life through the voucher booklet | A 2018 study by <i>National Education Union</i> and <i>Child Poverty Group</i> showed over half of schools need to provide basic school equipment for disadvantaged students. | 2, 3, 4 and 5 |
| Funding of enrichment activities and extra-curricular opportunities | Out-of-school activities can help build self-confidence. Children from advantaged backgrounds experience more structured and supervised out-of-school activities. <i>Joshua Rowntree Foundation</i> Young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school. <i>Joshua Rowntree Foundation</i> | 2, 3, 4 and 5 |

| | | |
|--|---|------------|
| Provision of a free breakfast for all disadvantaged students | A healthy breakfast can help children and young people with their concentration and behaviour. <i>Department for Education</i> | 2, 4 and 5 |
|--|---|------------|

Total budgeted cost: £ 538,426.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

With a clear focus on T&L strategies in class to support students achieving Targets, we have seen this year Pupil Premium students achieve closer to Target than in 2019 (A8 2023 Gap of 6.56 compared to an A8 2019 Gap of 11.56). There was also a marginal gain in P8 Actual to Target compared to 2019.

We have seen some gains in P8 and APS in a number of subjects for Pupil Premium students from 2022 results:

Triple Science saw some gains from 2022 with Biology P8 increasing by +0.08; Chemistry P8 increasing by +0.42 and Physics P8 increasing by +0.17.

Computer Science made considerable gains with P8 increasing from 2022 by +1.95.

French increased their APS from 2022 by 0.33 with the Gap between Actual and Target also closing (2022 APS Gap 0.81 and 2023 APS Gap 0.34).

The Open Bucket Subjects continue to produce strong results for our Pupil Premium students. These subjects were a focus this year as we couldn't tackle all subjects at once. We created strategic and focused actions to support attainment and progress in the subjects which by definition they are most engaged with due to them being selected as options. The work done with these subjects will be the used as a template to improve further across other subjects in 2023-2024.

Child Development's P8 score was 0.83 which was a slight increase from 2022 P8 of 0.8 and their APS also increased to 5.41 from 2022 5.35.

Drama BTEC made significant gains this year with their P8 score of 0.45 which increased from 2022 P8 by +1.38 and their APS score of 5.8 which increased from 2022 APS by +2.55.

Film Studies made significant gains this year with their APS score increasing from 2022 by +1.5.

iMedia also made significant gains this year with their APS score increasing from 2022 by +1.14.

Music BTEC and PE BTEC continue to be strong subjects with their results reaching or exceeding targets.

Photography has increased their P8 score of 0.41 by +0.12 from 2022 which is also +0.51 above target. Photography's APS is +1.27 which has significantly increased from 2022 where they were +0.72 above APS target.

This year we introduced Graphic Design as a new subject for our students to support their attainment and they achieved an APS score +0.44 above Target.

Some Pupil Premium 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 the 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.

Progress and attainment were hindered by a number of students for various reasons/factors:

We had 5 Pupil Premium students were on full-time Alternative Provision timetables. This was to support their specific individual needs or to access vocational qualifications to accelerate their progress towards their career aspirations.

We had 4 Pupil Premium students were Persistently Absent. A clear and focused action plan of support from the Head of Year and Assistant Head of Year did improve their attendance near to the exams, and with travel arrangements and checks in the morning of exams, we did manage to ensure they completed most of their timetable examinations.

We also had 4 Pupil Premium students who were school refusers. Again, a clear and focused action plan of support from the Head of Year and Assistant Head of Year was in place, but despite our best efforts, these students just wouldn't/couldn't/didn't attend any of their examinations (despite arranging for exams to take place at their home).

With these issues we have encountered this year, we have put in a larger range of Alternative Curriculum offers for students in 2023-2024 thus keeping it more in our control to lessen the impact.

At the end of the summer term 100% of Pupil Premium students were either enrolled in education or were on the way to be enrolled and/or training.

The performance of disadvantaged students was enhanced by the expenditure of Pupil Premium funding, with high quality teaching evident across the Academy positively impacting outcomes. This was underpinned by a strong CPD offer to which disadvantaged students were central. These were also supported by the provision of revision guides, additional one to one tutoring and interventions, including Easter School.

An increased offer for counselling and mentoring led to an uptake in students accessing support for mental health. This maintained their attendance in school and their engagement with the Academy.

Students were supported financially to ensure they were fully equipped for success within the Academy, with funding for equipment, uniform and revision guides.

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 |
|-----------|--------------------|
| NTP | Teaching Personnel |
| | |