

Pupil premium strategy statement – Holgate Academy

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 | 1206 (84 P16) |
| Proportion (%) of pupil premium eligible pupils | 39.9% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-2028 |
| Date this statement was published | 31 st December 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Henry Diamond |
| Pupil premium lead | Sophie Mckenna |
| Governor / Trustee lead | Kate Turner |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £454,725 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £454,725 |

Part A: Pupil premium strategy plan

Statement of intent

Holgate Academy is based in Hucknall one of 2 secondary schools, the second being the National Church of England School. There are 7 main feeder schools in the town. The area has excellent transport links locally with both the Net Tram networks and Robin Hood railway line serving the town as well as local bus services. Making employment and education opportunities easily accessible. As an ex mining town Hucknall has historically had high unemployment this has reduced however is still higher than national figures at 4.9%. In 2024 31% of Ashfield residents were classified as economically inactive. We have above national average proportion of students eligible for free school meals and with special education needs.

The school mission is that we are 'Equipping students for success' and it is 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 in whatever qualifications they chose to do.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

We will address this through the EEF tiered approach wider strategies, targeted support and high quality teaching using research informed approaches and practices. Our three-year strategy will focus on our key priorities which are;

- Reading
- Attendance
- Self regulation and metacognition

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | READING Assessments, observations and discussion with KS3 & KS4 pupils indicate that disadvantaged pupils generally have lower levels of reading than peers. This impacts their progress in all subjects. On entry to year 7 in the last year, 70% of our disadvantaged pupils arrive below age-related expectations compared to 54% of their peers. This gap persists during pupils' time at our school. |
| 2 | ATTENDANCE Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 10% lower than for non-disadvantaged pupils. 47% of disadvantaged pupils have been 'persistently absent' compared to 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |
| 3 | SELF REGULATION AND METACOGNITION Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly in subject areas with increased written demands In school truancy/classroom exits provide an indication that behaviour is linked to disadvantage, reading ability, learning needs and characteristics. |

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 |
|--|--|
| Improved reading comprehension among disadvantaged pupils across KS3/KS4 | <p>Reading age tests demonstrate a 10% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Robust diagnostic assessment of reading means % of students identified for early intervention has increased..</p> <p>Phonics programmes has 80% success rate</p> <p>Teacher observations – reading aloud, or confidence</p> <p>Lesson observations</p> |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance by 2027/28 demonstrated by:</p> <ul style="list-style-type: none">the overall unauthorised absence rate for all pupils being no more than national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced in line with national averagethe percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 7% lower than their peers. <p>Attendance at after school club by PP students is increased</p> <p>Reduction in in school truancy/ desktop truancy – learning walks.</p> |
| An increase in the percentage of PP students accessing Level 3 post-16 destinations to achieve in line with national average NEET figures. | Improved Take up of sixth form courses, |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects. |

| | |
|--|--|
| | <p>Pupil voice shows an increased understanding of their own skills for learning through their ability to discuss their own progress.</p> <p>Staff voice shows confidence in delivering core expectations consistently</p> <p>Behaviour points reflect a positive trend for all student.</p> <p>Desktop truancy/exports are reduced</p> <p>Pupil progress shows learning characteristics and outcomes are improving for all students</p> |
|--|--|

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: £ 325,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Training will be provided for staff to ensure assessments are interpreted correctly on STAR Reader. | When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF | 1 |
| Offer training for staff on the shared model of reading in order for staff to identify and support reading needs of all students in adaptive teaching | Supporting reading in secondary school: Guidance and workbook for secondary school leaders | 1 |
| Develop reading comprehension strategy skills in all pupils through ongoing teacher and TA training and support release time. | Reading comprehension strategies EEF | 1 |

| | | |
|---|---|---|
| Develop vocabulary strategy for teachers and pupils following the SEEC model to support reading comprehension. | Blank Print Document - Untitled Page.pdf Three Pillars of Vocabulary Teaching | 1 |
| Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. Metacognition and Self-Regulated Learning - Guidance report Education Endowment Foundation In particular modelling and pitching at an appropriate level is a key focus. Recommendations 1,3 and 5 | 3 |
| The seven step model is used to inform the lesson structure to promote independence, self regulation and metacognitive strategies of disadvantage pupils. | Metacognition and Self-Regulated Learning - Guidance report Education Endowment Foundation | 3 |

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

Budgeted cost: £ 112,006

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|--|-------------------------------|
| Fresh start Read Write Inc | Fresh Start - Ruth Miskin Literacy | 1 |
| Behaviour mentoring with SLT | EEF Toolkit/ metacognition guidance report EEF or look at supporting social emotional EEF report - d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1765876527 With a particular focus on responsible decision making and relationship skills | 2/3 |

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

Budgeted cost: £ £16,719

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| Provision of a free breakfast for all disadvantaged students | <u>Breakfast Interventions - Rapid Evidence Assessment Education Endowment Foundation</u> | 2/3 |
| Tracking of PP students attendance on a half termly basis and positive parental messaging To support improved attendance financial support for cultural capital events is provided | <u>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</u> | 2 |

Total budgeted cost: £ 454725

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The gap between disadvantaged and non-disadvantaged students achieving 4+ in both Maths and English fell from 21% in 2024 to 18% in 2025 however the gap between those achieving 5+ in both Maths and English was extended from 15% to 18%.

The Attainment 8 score for PP was 25.98 and for non PP 39.16 showing a 14 point difference. However against national figures for these cohorts PP were 8.26 below national, where non PP were 10.84 below national indicating a narrowing gap at 12.69 than the national gap at 15.4. The narrower gap was down to a relative stronger performance of disadvantaged students. 29.3% of our students are white British disadvantaged and this cohort is almost in line with national data. Our cohort achieved an A8 score of 26.37 against a national figure of 30.3.

In general disadvantaged students performed well in practical and vocational subjects such as Art, Graphic Design, Photography, Child development and statistics achieving higher average point scores than for other subjects. We continue to ensure the curriculum offer is broad and balanced to offer these opportunities.

Our strategy to enhance the cultural capital of our students through the development of our of school visits and in school cultural capital events has led to closer monitoring of the uptake of visits by PP students and has established a baseline from which we can monitor engagement and participation. The overall engagement with cultural capital events showed that 99.34% of PP students engaged with events during the academic year and 42% engaged with trips out of school. Our aim is to build on that in 2025-26. Whilst research does not show a correlation between building cultural capital and improved outcomes it does improve attendance rates amongst disadvantaged students which remains a focus for us.

Suspension gaps for FSM students indicate a narrowing gap to their peers (FSM 26.37%, non-FSM students 7.11% - gap of 19.26%)

Attendance and PA gaps for PP/FSM students indicate a narrowing gap to their peers. Attendance of PP students - 82.99% Attendance of non-PP – 93.23% (gap 10.24%) PA of PP students – 47.40% whilst PA of non-PP students – 17.34%

78% of disadvantaged students remained in education or training for two terms. Improving attendance and outcomes for these students will support increased numbers entering and sustaining further education and training.

Following external reviews we have taken more diagnostic robust approach to our PP cohort and previous actions, in light of new data and information we are altering our plan and starting a new 3 year plan in light of this. This confirms that unauthorised absence and persistent absence remain higher for disadvantaged students. The learning characteristics of disadvantaged students is consistently lower in average than non disadvantaged students. Disadvantaged students enter the school with a lower reading age and this persists throughout their time in school. Our focus will now be;

- Reading
- Attendance
- Self regulation and metacognition

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 |
|-----------|----------|
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