

# Pupil premium strategy statement – The 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 ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	31 <sup>st</sup> 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 (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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

The Holgate Academy is located in Hucknall, an ex-mining town in the Ashfield district of Nottinghamshire. Hucknall is served by strong local transport links, including the NET tram network, the Robin Hood railway line, and local bus services, providing good access to employment and further education opportunities. The town has two secondary schools, Holgate Academy and the National Church of England School, and seven main feeder primary schools.

Although unemployment in Hucknall has reduced in recent years, it remains higher than national figures at 4.9%. In 2024, 31% of Ashfield residents were classified as economically inactive. The school serves a community with an above-national-average proportion of pupils eligible for free school meals and pupils with special educational needs and/or disabilities.

Our mission is *'Equipping students for success'*. We are committed to ensuring that all pupils, irrespective of background or the challenges they face, make strong progress and achieve high attainment across the curriculum in the qualifications they choose to pursue.

Our Pupil Premium strategy reflects an inclusion-led approach, informed by the work of Marc Rowland, where funding is used to improve provision rather than define pupils. We focus on knowing our pupils well, responding to individual need, and removing barriers through strong classroom practice and targeted support, while maintaining high expectations for all.

The focus of our Pupil Premium strategy is to support pupils eligible for Pupil Premium funding to achieve our ambitious vision, including securing strong progress for those who are already high attainers.

We also recognise that some pupils experience disadvantage without meeting the criteria for Pupil Premium funding, including pupils with a social worker and young carers. While Pupil Premium funding is targeted towards eligible pupils, our approach combines targeted support with whole-school strategies that improve outcomes for all pupils.

Our approach is structured in line with guidance from the Department for Education and follows the Education Endowment Foundation tiered model. This prioritises:

- High-quality teaching as the most effective way to improve outcomes
- Targeted academic support to address specific barriers to learning

- Wider strategies that support attendance, wellbeing, and engagement

All approaches are evidence-informed and aligned with the EEF’s menu of approaches to ensure Pupil Premium funding is used effectively and has maximum impact.

Over the next three years, our Pupil Premium strategy will focus on the following key priorities:

- Reading
- Attendance
- Self-regulation and metacognition

These priorities have been identified through analysis of school data, research evidence, and our understanding of pupils’ needs and will underpin all strategic decisions related to Pupil Premium spending.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>READING</b></p> <p>Assessments, observations and discussion with KS3 &amp; KS4 pupils indicate that pupils experiencing learning barriers generally have lower levels of reading than peers.</p> <p>This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last year, 70% of our eligible for pupil premium arrive with below age-related expectations compared to 54% of their peers. This gap persists during pupils’ time at our school.</p>
2	<p><b>ATTENDANCE</b></p> <p>Our attendance data over the last year indicates that attendance among pupils who are eligible for Pupil premium has been 10% below non PP students, 47% of pupils eligible for Pupil premium have been ‘persistently absent’ compared to</p>

	17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting on the progress of pupils eligible for Pupil premium.
3	<p><b>SELF REGULATION AND METACOGNITION</b></p> <p>Our observations suggest many lower attaining pupils who are eligible for Pupil premium lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their <b>monitoring</b> and evaluation of their answers. This is indicated across the curriculum, particularly in subject areas with increased written demands</p> <p>In school truancy/classroom exits provide an indication that behaviour is linked to disadvantage, reading ability, learning needs and characteristics.</p>

## 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>Standardised reading assessments show that disadvantaged pupils make at least expected progress in reading, with the gap between disadvantaged pupils and their peers narrowing year on year.</p> <p>The proportion of disadvantaged pupils requiring intensive reading intervention reduces over time, demonstrating the impact of early identification and support.</p> <p>Pupils identified for phonics-based intervention achieve a minimum 80% success rate, defined as meeting or exceeding programme exit criteria.</p> <p><b>Evidence and monitoring</b></p> <ul style="list-style-type: none"> <li>• Standardised reading age tests</li> <li>• Diagnostic reading assessments</li> <li>• Book scrutiny and lesson observations focused on reading engagement</li> <li>• Teacher observations of reading confidence and fluency</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	By 2027/28, overall attendance is in line with or above national averages.

<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>	<p>The attendance gap between disadvantaged pupils and their peers reduces in line with national figures.</p> <p>The proportion of pupils who are persistently absent is below 20%, with the figure for disadvantaged pupils no more than 7% higher than their peers.</p> <p>Participation of disadvantaged pupils in enrichment and after-school provision increases year on year.</p> <p><b>Evidence and monitoring</b></p> <ul style="list-style-type: none"> <li>• Attendance data analysis</li> <li>• Persistent absence reports</li> <li>• Monitoring of enrichment and after-school participation</li> <li>• Learning walks focused on lesson attendance and engagement</li> </ul> <p>The percentage of disadvantaged pupils progressing to Level 3 post-16 destinations increases year on year.</p> <p>The proportion of disadvantaged pupils who are NEET is in line with or below national averages.</p> <p><b>Evidence and monitoring</b></p> <ul style="list-style-type: none"> <li>• Destination data</li> <li>• Sixth form and post-16 enrolment figures</li> <li>• Careers tracking and pupil voice</li> </ul>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Disadvantaged pupils demonstrate increased ability to plan, monitor, and evaluate their learning, as evidenced through improved homework completion and classroom engagement.</p> <p>Behaviour data shows a reduction in low-level disruption, including desktop truancy and lesson exits.</p> <p>Pupil progress data shows improved learning behaviours alongside academic outcomes for disadvantaged pupils.</p> <p><b>Evidence and monitoring</b></p> <ul style="list-style-type: none"> <li>• Homework completion data</li> <li>• Behaviour and engagement data</li> <li>• Lesson observations and learning walks</li> <li>• Pupil voice focused on learning strategies</li> </ul>

	<ul style="list-style-type: none"> <li>• Staff voice indicating confidence in delivering consistent classroom expectations</li> </ul>
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## 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: <a href="#">Diagnostic assessment   EEF</a>	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	<a href="#">Supporting reading in secondary school: Guidance and workbook for secondary school leaders</a>	1
Develop reading comprehension strategy skills in all pupils through ongoing teacher and TA training and support release time.	<a href="#">Reading comprehension strategies   EEF</a>	1
Develop vocabulary strategy for teachers and pupils following the SEEC model to support reading comprehension.	<a href="#">Blank Print Document - Untitled Page.pdf</a>  <a href="#">Three Pillars of Vocabulary Teaching</a>	1
Developing metacognitive and	Teaching metacognitive strategies to pupils can be an inexpensive method to	3

self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	help pupils become more independent learners. <a href="#">Metacognition and Self-Regulated Learning - Guidance report   Education Endowment Foundation</a> In particular modelling and pitching at an appropriate level is a key focus. Recommendations 1,3 and 5	
The seven step recommendations used to inform the lesson structure to promote independence, self regulation and metacognitive strategies of disadvantage pupils.	<a href="#">Metacognition and Self-Regulated Learning - Guidance report   Education Endowment Foundation</a>	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	<a href="#">Fresh Start - Ruth Miskin Literacy</a>	1
Behaviour mentoring with SLT	EEF Toolkit/ metacognition guidance report EEF or look at supporting social emotional EEF report - <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1765876527">d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1765876527</a> 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	<a href="#">Breakfast Interventions - Rapid Evidence Assessment   Education Endowment Foundation</a>	2/3
Tracking of PP students attendance on a half termly basis and positive parental messaging	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</a>	2
To support improved attendance financial support for cultural capital events is provided	<a href="#">Arts participation   EEF</a>	2/3
Maths and English Intervention sessions in small groups for students on 4+5+boundaries	<a href="#">Small group tuition   EEF</a>	3
Small group interventions relating to literacy, attendance, behaviour, SEMH	<a href="#">Small group tuition   EEF</a> <a href="#">Behaviour interventions   EEF</a> <a href="#">Social and emotional learning   EEF</a>	2/3

**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 Grade 4+ in both English and mathematics reduced from 21% in 2024 to 18% in 2025, indicating some improvement in basic attainment outcomes. However, the gap at Grade 5+ widened over the same period, increasing from 15% to 18%, highlighting that higher attainment remains a challenge for disadvantaged pupils.

The Attainment 8 score for disadvantaged pupils was 25.98, compared with 39.16 for non-disadvantaged pupils, representing a gap of approximately 14 points. When compared with national figures, disadvantaged pupils were 8.26 points below national, while non-disadvantaged pupils were 10.84 points below national, resulting in a local gap (12.69) that is narrower than the national gap (15.4). This narrowing reflects a relatively stronger performance by disadvantaged pupils, although outcomes for both groups remain below national averages.

Within the disadvantaged cohort, 29.3% are White British disadvantaged. This group achieved an Attainment 8 score of 26.37, compared with a national figure of 30.3, indicating performance broadly in line with similar pupils nationally, though still below expected standards.

Disadvantaged pupils performed more strongly in practical and vocational subjects, including Art, Graphic Design, Photography, Child Development, and Statistics, where average point scores were higher than in other subject areas. This reinforces the importance of maintaining a broad and balanced curriculum that provides meaningful pathways for all learners.

Our work to enhance pupils' cultural capital through in-school events and educational visits has led to improved monitoring of participation and the establishment of a clear baseline. During the academic year, 99.34% of disadvantaged pupils engaged in at least one cultural capital event, with 42% participating in off-site visits. While such provision is not directly correlated with attainment outcomes, it has contributed positively to engagement and attendance, which remains a key priority.

Suspension data for FSM pupils shows a narrowing gap when compared with their peers (FSM: 26.37%, non-FSM: 7.11%, gap: 19.26%). Attendance and persistent absence gaps also indicate gradual improvement, although significant differences remain. Attendance for disadvantaged pupils was 82.99%, compared with 93.23% for non-disadvantaged pupils (gap: 10.24%). Persistent absence remains high for disadvantaged pupils (47.40%) compared with non-disadvantaged pupils (17.34%).

Destination data shows that 78% of disadvantaged pupils remained in education or training for at least two terms. Improving attendance, engagement, and attainment remains essential to increasing sustained participation in post-16 education and training.

Following external review and more robust diagnostic analysis, we have refined our understanding of the barriers faced by disadvantaged pupils. This confirms that unauthorised absence and persistent absence remain significantly higher, reading

ages on entry are lower and remain below age-related expectations over time, and learning characteristics linked to self-regulation and independence are less secure than for non-disadvantaged peers.

As a result, we are resetting our approach and beginning a new three-year strategy with a focused emphasis on:

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