

Pupil Premium Strategy 2020-21

1. Summary information					
School	Holbrook Academy				
Academic Year	2020-21	Total PP budget	£123,805		
Total number of pupils	587	Number of pupils eligible for PP	144	Date for next internal review of this strategy	February 2021
		Percentage of pupils eligible for PP	24.5%		

Barriers to future attainment (for pupils eligible for PP)		
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Impact of COVID 19 pandemic	
B.	Literacy difficulties – leading to a lack of access to education	
C.	Social, Emotional and Mental Health difficulties	
D.	Low Attendance	
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
E.	Lack of access to enriching life experiences	
Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
	Review and coordinate catch up opportunities for disadvantaged pupils as a result of COVID 19	<ul style="list-style-type: none"> Range of opportunities for small group revision opportunities Access to ICT and other resources to use from home Improved attendance to both on site and remote learning
	Increase levels of literacy and numeracy in year 7,8,9 PP students	<ul style="list-style-type: none"> Increase in reading age, increase in spelling, punctuation and grammar scores Literacy interventions raise both reading and spelling ages as shown in regular and meaningful testing To build in additional literacy sessions for all learners Targeted phonics intervention to be delivered to those below the functional reading Measured by interim tracking and external examination results. Students who enter school with lower than average scores make expected progress allowing them to access desired pathways. PP students achieve in line with rest of cohort for key progress measures
	Improve behaviour and self-regulation of PP students	<ul style="list-style-type: none"> Reduction in Fixed Term Exclusions Reduction in Permanent Exclusion

Improve attendance of PP students	<ul style="list-style-type: none"> 94% or above PP students achieve comparable attendance rates and students communicate their engagement in school through life and involvement in student leadership positions e.g. Prefects or Ambassadors
Improved rates of progress and outcomes at GCSE	<ul style="list-style-type: none"> All PP students to make expected progress in English and maths PP gain access to good Colleges and apprenticeships as a result of good support, opportunities and guidance

Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

Quality First Teaching (QFT)

Action	Intended outcome	What is the evidence and rationale for this choice? <i>Evaluation of different interventions based on Education Endowment Foundation (EEF)</i>	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Estimated Cost	RAG
Onsite access for learning support to prepare for year 11 during holidays	<ol style="list-style-type: none"> Pupils to feel more prepared for September Pupils to receive high quality learning opportunities Staff to identify gaps in learning 	<ul style="list-style-type: none"> +4 months – Small group tuition +5months – Collaborative Learning +5 months – Homework Support 	<ul style="list-style-type: none"> Senior member of staff to oversee the day Subject specialist teachers to deliver sessions 	FPY Specialist teachers	August 2020	2,100	
Raise profile of PP students	<ul style="list-style-type: none"> All staff to know who their PP students are CPD on PPG from external provider 	<ul style="list-style-type: none"> If staff are to cater for their diverse needs, they must know who they are 	<ul style="list-style-type: none"> Learning walks Book scrutiny Pupil feedback 	FPY	Termly	150	

TA support for PP students – handwriting, Dyslexia intervention,	<ul style="list-style-type: none"> • TA support in lessons • Specialist literacy sessions outside of the classroom 	<ul style="list-style-type: none"> • +4 months – Small group tuition • + 6 months – Reading comprehension strategies • +3 months – Individualised instruction 	<ul style="list-style-type: none"> • Regular meetings with support staff every Wednesday morning • Performance management targets and review 	FPY/ASW /SPK/ RBR	Weekly	1,368	
Lexia Online	<ul style="list-style-type: none"> • Targeting individuals that struggle with literacy to help them address specific issues • Transferable skills to other areas • Boost confident and sense of progress 	<ul style="list-style-type: none"> • +8 months – Feedback and evaluation of learning • +4 months – Digital technology 	<ul style="list-style-type: none"> • Monitored by Head of SSC on a weekly basis 	JCE	Yearly + Termly tests scores	1,300	
Go4Schools Homework suite	<ul style="list-style-type: none"> • Simple and easy way of recording homework • Makes it easier to share resources and materials with students • Aids progress of lower attenders 	<ul style="list-style-type: none"> • +4 months – Digital technology • +8 months – Feedback and evaluation of learning • +5 months – Homework Support 	<ul style="list-style-type: none"> • Monitored by class teacher and overseen by Deputy Head 	PHT	Yearly	400	
Total budgeted cost						5,318	
Targeted support							
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Estimated Cost	

ICT Access for remote learning/Catch up	Improve access to online learning platforms such as Google Classroom, GCSE pod etc.	Some students either did not have access to their ICT equipment or had to share with their families	Clearly identified students Use monitored and supported	KND/FPY	Ongoing	7,500	
Student Success Centre	<ul style="list-style-type: none"> ● Improve literacy and numeracy ● Improve confidence in pupils ● Develop key skills to allow easier access to mainstream teaching 	<ul style="list-style-type: none"> ● +4 months – Phonics ● + 3 months – Reducing class sizes ● +4 months – Small group tuition ● + 6 months – Reading comprehension strategies 	<ul style="list-style-type: none"> ● Identified Head of SSC ● Regular SSC meetings (Mondays) 	FPY/JCE	Weekly/ Termly	43,776 - 9,000 for catch up = 34,776	
Year 11 PP Mentoring	<ul style="list-style-type: none"> ● Improve confidence and self -belief ● Gain a better understanding of their specific barriers to success ● Purchase and support the use of revision resources ● Provided the skills and strategies for revision and learning 	<ul style="list-style-type: none"> ● +4 months – Small group tuition ● The pupils expressed a desire for it 	<ul style="list-style-type: none"> ● AHT to lead and action it 	FPY/HPE	Weekly		
Attendance monitoring and Interventions - Family Support Worker	<ul style="list-style-type: none"> ● Improve attendance ● Understand barriers to attendance 	<ul style="list-style-type: none"> ● You cannot help a student effectively if they do not attend – heavily affects attainment and well being 	Standing item in SLT, Pastoral and Tutor meetings Everyone's responsibility.	SCE/MJN	Ongoing – half termly overviews	13,973	
ELSA – Emotional Literacy Support Assistant	<ul style="list-style-type: none"> ● Emotional support - Counselling ● Healthier behaviours - Cognitive Behaviour Therapy ● Bereavement Support 	<ul style="list-style-type: none"> ● +4 months - Social and Emotional Learning ● +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> ● Pastoral meeting discussion ● On an individual basis 	SC/MBN/SBN	End of each cycle – 10-12 weeks	11,200 -3,600 = 7,600	

Peripatetic Music Lessons for FSM	<ul style="list-style-type: none"> Develop musical skills Increase PP engagement with music – break down barrier of cost 	<ul style="list-style-type: none"> Student Feedback/Staff Request 	<ul style="list-style-type: none"> Parental and student feedback 	DSN	As required	1,000	
Mentoring - Keyworkers	<ul style="list-style-type: none"> Regular advocacy and support Improve behaviour Parental engagement Increased confidence 	<ul style="list-style-type: none"> +4 months - Social and Emotional Learning +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> Parental and student feedback observation of the sessions 	FPY	Ongoing	18,360	
Pastoral Support	<ul style="list-style-type: none"> Reduction in FTE's Reduction in PEX Reduction in ISO 	<ul style="list-style-type: none"> +4 months - Social and Emotional Learning +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> Pastoral Team meetings Parental meetings 	MLC/SKY	Ongoing	26,160	
Revision groups	<ul style="list-style-type: none"> Revision strategies English, maths and science tuition 	<ul style="list-style-type: none"> +4 months – Small group tuition +5months – Collaborative Learning 	<ul style="list-style-type: none"> Staff, Parental and student feedback observation of the sessions; review of data 	Teaching Staff	As required	Free	
CISS – County Inclusive Support Service	<ul style="list-style-type: none"> Specialist support in managing complex behavioural needs Reduce FTE Reduce PEX Help staff manage behaviours 	<ul style="list-style-type: none"> +4 months - Social and Emotional Learning +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> Student and staff feedback (including CISS Advisory Teacher) 	FPY	Yearly	400	

Learning Support Hub Access	<ul style="list-style-type: none"> • Improve attendance • Improve readiness for learning 	<ul style="list-style-type: none"> • +4 months - Social and Emotional Learning • +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> • Staff feedback • Pupil feedback 	FPY/SCr / SKY/ MJN	Ongoing	1,386	
Personalised Careers Consultancy	<ul style="list-style-type: none"> • More meaningful work experience placements • More suitable college applications • No NEETS 	<ul style="list-style-type: none"> • Student Feedback/Staff Request 	<ul style="list-style-type: none"> • Staff feedback • Pupil feedback 	DTR/SSY	As required	1,134	
Total budgeted cost						112,289	
Other approaches							
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Estimated Cost	
Revision 'Start up' Vouchers	<ul style="list-style-type: none"> • Improve engagement • Take away financial burden of new academic year 	<ul style="list-style-type: none"> • Parental interviews/Focus Group • Student interviews 	Student, parent and staff feedback	PHT	As appropriate	4,000	
Total budgeted cost						4,000	
Total Projected Spend					121, 607		

2. Review of expenditure

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Planned Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Staff training and awareness	<ul style="list-style-type: none"> Raise profile of PP student and their barriers to learning 	<ul style="list-style-type: none"> Staff were aware of PP students – still not enough was available to staff regarding the unique challenges that the individuals faced. 	It is essential. The individual profiles of these children are essential to the bespoke support and guidance they get from staff. It is clear that a broad stroke approach is ineffective. Development of One-Page Profiles for all PP students needed for Year 11 and Year 10.	120
TA support for PP students – handwriting, Dyslexia intervention	<ul style="list-style-type: none"> Boost literacy skills for those with diagnosed literacy difficulties 	<p>COVID 19 Lockdown meant this could not happen in person after March:</p> <p>Support has been targeted and effective – most students now participate fully in all mainstream lessons with minimal adult support. Individual sessions</p>	Excellent resource for students that are both disadvantaged and have SPLD. Support sessions moved to Google classroom post-lockdown.	13,650
Revision support: During holidays, school time and after school	<ul style="list-style-type: none"> Give them a place to work Develop revision strategies 	<p>COVID 19 Lockdown meant this could not happen:</p> <p>Previous year: Uptake was good – 66% attended more than one day of revision during Easter holidays</p> <ul style="list-style-type: none"> 75% attended at least one after school revision session 100% of PP school attenders accessed support session, targeted group session 	2018: Personal circumstances, distance from home and public transport affected what could be accessed outside of school hours. Exploration of individual barriers need to be explored.	£2300
Lexia Online	<ul style="list-style-type: none"> Develop key literacy skills 	<ul style="list-style-type: none"> Pupils that accessed it through SSC made solid progress – see section on SSC for more information. 	Continue; the pupils love the levels and sense of progress.	1,800

ShowMyHomework	<ul style="list-style-type: none"> Record and support home learning 	<ul style="list-style-type: none"> Easy to track their Home Learning and support parents Lockdown meant we shifted to Google Classroom to share some aspects of remote learning 	<p>Very useful for students to refer back to resources. Excellent tool for pupils to catch up with missed learning. Not integrated with existing platforms meant multiple logins required. - this can be confusing for students and carers.</p>	1,300
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Targeted Intervention

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Student Success Centre	<ul style="list-style-type: none"> Improve literacy and numeracy Improve confidence in pupils Develop key skills to allow easier access to mainstream teaching 	<ul style="list-style-type: none"> Students have made excellent progress <p><u>Year 7:</u> Maths – Average Progress of PP students was 23 points Reading - Average Progress of PP students was 14 months</p> <p><u>Year 8</u> Maths – progress of one students was solid Reading - Average Progress of PP students was 15 months</p> <p><u>Year 9</u> Maths – progress of PP students on average was 12 marks per paper Reading – 5 months reading age improvement on average</p> <p>Impact on non-PP students was also excellent.</p>	<p>Highly effective:</p> <ul style="list-style-type: none"> Supports acquisition of key skills Improves confidence and ability to engage in other areas of the curriculum. 	£35,000

Homework Club	<ul style="list-style-type: none"> Give a space and the adult support to complete home learning Facilitate the support needed for independent learning 	<p>COVID 19 Lockdown meant this could not happen after March.</p> <p>Uptake is usually very high – sometimes too high – meant that it felt slightly overcrowded. Potential for a second day in the week to complete homework</p>	Very effective. Parental feedback is always good – particular parents of children with SEN/D where home-learning can become a point of conflict.	1,404
Late Bus	<ul style="list-style-type: none"> Facilitate access to extra revision opportunities 	High uptake – pupils use it well in conjunction with teacher offers for extra support eg History department publish key topics for each week.	Very effective in that it transports people – the biggest benefit is it allows those whose parents do not drive or are concerned about added costs to engage with extra learning activities.	Unknown
Personalised Careers Consultancy	<ul style="list-style-type: none"> Offer accurate and personalised advice 	Offered to all – career guidance is excellent – pupils value the opportunities given to them eg Trinity Park Careers Fayre, in depth follow on interviews, assemblies, careers evenings, community mentors SEND Teaching assistant works in Careers to ensure material and information is suitable for those with SEND or had less familiar support.	Highly effective. Work continued remotely during lockdown which meant many anxious students had excellent support.	12,000
Revision Carousel	<ul style="list-style-type: none"> Targeted intervention for English, maths and science during enrichment for year 11 – improve confidence and attainment 	Mixed impact. Some students didn't buy into the intended purpose – they felt that enrichment was a time of personal choice rather than extra tuition.	Buy in to the different activities needs to be carefully targeted and rationale explicitly explained to individuals – they must see the intended impact.	3,510
After school Revision sessions	<ul style="list-style-type: none"> Targeted intervention for English, maths and science during enrichment for year 11 – to improve confidence and attainment 	See above.	See above.	3,510

Overstrand Weekend Revision Trip	<ul style="list-style-type: none"> Develop independently learning skills Improve confidence and attainment in English and maths and other subjects 	COVID 19 Lockdown meant this could not happen		2,300
Key Worker Mentoring/Pastoral Support/Counselling	<ul style="list-style-type: none"> Improve self-efficacy Improve self-regulation and confidences Improve behaviour for learning in lessons 	<ul style="list-style-type: none"> 43% of all pupils that received exclusions were for PP students – most were isolated events. Improved attendance and engagement from students that received direct input 	<ul style="list-style-type: none"> Utilisation of isolation as a way of keeping them in school is preferred Helping staff understand learning and behavioural needs can prevent escalation – ‘Behaviour as Communication’ training and one-2-one work with CISS planned. More ELSA’s to be trained to support pupils with complex emotional needs COVID 19 Lockdown meant that key worker support carried on remotely on the phone, via video calls and emails all through the holidays. 	36,000

ii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Attendance Monitoring - Family Support Worker	<ul style="list-style-type: none"> Pupils to attend school and access education 	<ul style="list-style-type: none"> Increased attendance – in line with improving school average 	Complex health needs impacted attendance heavily prior to the COVID 19 outbreak. Started to move more quickly with early indicators of absenteeism. COVID 19 meant the role of Family Support worker took a different tack - connections with food banks, liaising with external and internal counselling and pastoral support, organising work pack - highly effective and essential.	3,400

3. Additional detail

COVID 19 Lockdown meant we had to adapt our plan. Wellbeing and pastoral support alongside strong teaching and learning opportunities mitigated some of the impact of the lockdown.