

## 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	May 2021
		Percentage of pupils eligible for PP	24.5%		

### Barriers to future attainment (for pupils eligible for PP)

#### Academic barriers (issues to be addressed in school, such as poor literacy skills)

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 (including issues which also require action outside school, such as low attendance rates)

E.	Lack of access to enriching life experiences
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Intended outcomes (specific outcomes and how they will be measured)		Success criteria
	Review and coordinate catch up opportunities for disadvantaged pupils as a result of COVID 19	<ul style="list-style-type: none"> <li>Range of opportunities for small group revision opportunities</li> <li>Access to ICT and other resources to use from home</li> <li>Improved attendance to both on site and remote learning</li> </ul>
	Increase levels of literacy and numeracy in year 7,8,9 PP students	<ul style="list-style-type: none"> <li>Increase in reading age, increase in spelling, punctuation and grammar scores</li> <li>Literacy interventions raise both reading and spelling ages as shown in regular and meaningful testing</li> <li>To build in additional literacy sessions for all learners</li> <li>Targeted phonics intervention to be delivered to those below the functional reading</li> <li>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.</li> <li>PP students achieve in line with rest of cohort for key progress measures</li> </ul>
	Improve behaviour and self-regulation of PP students	<ul style="list-style-type: none"> <li>Reduction in Fixed Term Exclusions</li> <li>Reduction in Permanent Exclusion</li> </ul>
	Improve attendance of PP students	<ul style="list-style-type: none"> <li>94% or above</li> <li>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</li> </ul>
	Improved rates of progress and outcomes at GCSE	<ul style="list-style-type: none"> <li>All PP students to make expected progress in English and maths</li> <li>PP gain access to good Colleges and apprenticeships as a result of good support, opportunities and guidance</li> </ul>

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?	Cost	RAG Interim March 2021 Review
Onsite access for learning support to prepare for year 11 during holidays	<ol style="list-style-type: none"> <li>Pupils to feel more prepared for September</li> <li>Pupils to receive high quality learning opportunities</li> <li>Staff to identify gaps in learning</li> </ol>	<ul style="list-style-type: none"> <li>+4 months – Small group tuition</li> <li>+5months – Collaborative Learning</li> <li>+5 months – Homework Support</li> </ul>	<ul style="list-style-type: none"> <li>Senior member of staff to oversee the day</li> <li>Subject specialist teachers to deliver sessions</li> </ul>	FPY Specialist teachers	August 2020	2,100	<ul style="list-style-type: none"> <li>100% attendance (17/17) for the duration</li> <li>Attendance: PP 90.37 % (2019 89.25%) Autumn term 2020</li> </ul>
Raise profile of PP students	<ul style="list-style-type: none"> <li>All staff to know who their PP students are</li> <li>CPD on PPG from external provider</li> </ul>	<ul style="list-style-type: none"> <li>If staff are to cater for their diverse needs, they must know who they are</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at CPD</li> <li>PP students identifiable in seating plans</li> <li>Individual spend for PPG students</li> </ul>	FPY	Termly	150	<ul style="list-style-type: none"> <li>Identifiable on seating plans</li> </ul>
TA support for PP students – Dyslexia intervention	<ul style="list-style-type: none"> <li>TA support in lessons</li> <li>Specialist literacy sessions outside of the classroom</li> </ul>	<ul style="list-style-type: none"> <li>+4 months – Small group tuition</li> <li>+ 6 months – Reading comprehension strategies</li> <li>+3 months – Individualised instruction</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings with support staff every Thursday afternoon</li> <li>Performance management targets and review</li> </ul>	FPY/SPK / RBR	Weekly	1,368	<ul style="list-style-type: none"> <li>1 student accesses dyslexia intervention that is eligible for PPG,11 non-PPG</li> <li>4 screenings for Dyslexia - 1 leading to diagnosis at Indigo</li> </ul>
Lexia Online	<ul style="list-style-type: none"> <li>Targeting individuals that struggle with literacy to help them address specific issues</li> <li>Transferable skills to other areas</li> <li>Boost confident and sense of progress</li> </ul>	<ul style="list-style-type: none"> <li>+8 months – Feedback and evaluation of learning</li> <li>+4 months – Digital technology</li> </ul>	<ul style="list-style-type: none"> <li>Monitored by Head of SSC on a weekly basis</li> </ul>	JCE	Yearly + Termly tests scores Progress reports on MyLexia	1,300	<ul style="list-style-type: none"> <li>15/19 (year 7) have accessed Lexia regularly up until March 2021</li> <li>Word Study: 50% of year 8 participants have moved into intermediate or advanced level Word Study</li> <li>Word Study: 20% of year 9 participants have moved into intermediate or advanced word study</li> <li>Word Study: 22% of all participants moved into Intermediate or Advanced for Word Study</li> </ul>

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Go4Schools Homework suite	<ul style="list-style-type: none"> <li>• Simple and easy way of recording homework</li> <li>• Makes it easier to share resources and materials with students</li> <li>• Aids progress of lower attenders</li> </ul>	<ul style="list-style-type: none"> <li>• +4 months – Digital technology</li> <li>• +8 months – Feedback and evaluation of learning</li> <li>• +5 months – Homework Support</li> </ul>	<ul style="list-style-type: none"> <li>• Monitored by class teacher and overseen by Deputy Head</li> </ul>	PHT	Yearly	400	<ul style="list-style-type: none"> <li>• Average number of home learning tasks set 42.26 (all) 41.74 (PP) and 42.46 (non PP)</li> <li>• Average number of task incomplete = 2.86 (non PP) 4.03 (PP)</li> </ul>
<b>Total budgeted cost</b>						5,318	
<b>Targeted support</b>							
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/FP Y	Ongoing	7,500	<ul style="list-style-type: none"> <li>• 100% access to online learning platforms</li> <li>• % of children accessing at least one online and or lesson/submitted work (99%)</li> <li>• % of children <u>not</u> accessing at least one online lesson and/or submitting work (9 = 1%)</li> <li>• Total number of live interactions/lessons = 37394</li> <li>• Average number of online lessons/Live interactions across 8 weeks = 63.7</li> <li>• % of children accessing on site provision (12%)</li> <li>• % of children with EHCP accessing on site provision 38%</li> <li>• Total number of work submitted 6180</li> <li>• Average number of pieces of work submitted 10.53</li> <li>• Total number of 'Excellent Remote Learning' submitted 3325</li> </ul>

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Student Success Centre	<ul style="list-style-type: none"> <li>Improve literacy and numeracy</li> <li>Improve confidence in pupils</li> <li>Develop key skills to allow easier access to mainstream teaching</li> </ul>	<ul style="list-style-type: none"> <li>+4 months – Phonics</li> <li>+ 3 months – Reducing class sizes</li> <li>+4 months – Small group tuition</li> <li>+ 6 months – Reading comprehension strategies</li> </ul>	<ul style="list-style-type: none"> <li>Identified by Head of SSC</li> <li>Regular SSC meetings (Mondays)</li> </ul>	FPY/JCE	Weekly/ Termly	43,776 - 9,000 for catch up 34,776	<ul style="list-style-type: none"> <li>Year 8 Maths <ul style="list-style-type: none"> <li>Increases between 1 and 23 paper 1</li> <li>12 increased</li> <li>1 stayed same</li> <li>1 not returned</li> </ul> </li> <li>Year 9 <ul style="list-style-type: none"> <li>2 increased by 2 marks, one 7</li> <li>1 decrease by 1</li> <li>1 stayed the same</li> </ul> </li> <li>Year 8 Reading <ul style="list-style-type: none"> <li>4 increased between 1 and 18</li> <li>6 did not complete</li> <li>1 decreased by one</li> </ul> </li> <li>Year 9 Reading <ul style="list-style-type: none"> <li>1 increased by 2</li> </ul> </li> </ul>
Year 11 PP Mentoring	<ul style="list-style-type: none"> <li>Improve confidence and self-belief</li> <li>Gain a better understanding of their specific barriers to success</li> <li>Purchase and support the use of revision resources</li> <li>Provided the skills and strategies for revision and learning</li> </ul>	<ul style="list-style-type: none"> <li>+4 months – Small group tuition</li> <li>The pupils expressed a desire for it</li> </ul>	<ul style="list-style-type: none"> <li>AHT to lead and action it</li> </ul>	FPY/HPE	Weekly		<ul style="list-style-type: none"> <li>100% uptake</li> </ul>
Attendance monitoring and Interventions - Family Support Worker	<ul style="list-style-type: none"> <li>Improve attendance</li> <li>Understand barriers to attendance</li> </ul>	<ul style="list-style-type: none"> <li>You cannot help a student effectively if they do not attend – heavily affects attainment and well being</li> </ul>	Standing item in SLT, Pastoral and Tutor meetings Everyone's responsibility.	SCE/MJN	Ongoing – half termly overviews	13,973	<ul style="list-style-type: none"> <li>PP 90.37 % (2019 89.25%) Autumn term 2020</li> <li>Better understanding if cases and swifter intervention</li> </ul>

ELSA – Emotional Literacy Support Assistant	<ul style="list-style-type: none"> <li>Emotional support - Counselling</li> <li>Healthier behaviours - Cognitive Behaviour Therapy</li> <li>Bereavement Support</li> </ul>	<ul style="list-style-type: none"> <li>+4 months - Social and Emotional Learning</li> <li>+7months – Meta cognition and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral meeting discussion</li> <li>On an individual basis</li> </ul>	SC/MBN /SBN	End of each cycle – 10-12 weeks	11,200 -3,600 = 7,600	<ul style="list-style-type: none"> <li>PP 90.37 % (2019 89.25%) Autumn term 2020</li> <li>Weekly written reviews on progress. Students own assessments of their feelings based on 1-5 scale using the Suffolk Mind key needs criteria- taken at beginning and end of ELSA.</li> </ul>
Peripatetic Music Lessons for FSM	<ul style="list-style-type: none"> <li>Develop musical skills</li> <li>Increase PP engagement with music – break down barrier of cost</li> </ul>	<ul style="list-style-type: none"> <li>Student Feedback/Staff Request</li> </ul>	<ul style="list-style-type: none"> <li>Parental and student feedback</li> </ul>	DSN	As required	1,000	<ul style="list-style-type: none"> <li>One student in year 11 receives fully funded music lessons for piano - making excellent progress towards grade 1 - helping with Music grade longer term</li> </ul>
Mentoring - Keyworkers	<ul style="list-style-type: none"> <li>Regular advocacy and support</li> <li>Improve behaviour</li> <li>Parental engagement</li> <li>Increased confidence</li> </ul>	<ul style="list-style-type: none"> <li>+4 months - Social and Emotional Learning</li> <li>+7months – Meta cognition and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Parental and student feedback</li> <li>observation of the sessions</li> </ul>	FPY	Ongoing	18,360	<ul style="list-style-type: none"> <li>PP 90.37 % (2019 89.25%) Autumn term 2020</li> <li>Strong impact of pastoral care and 'key worker' mentoring - 91% of parents found key workers very useful or better - the remaining just useful.</li> <li>Parents value key workers, " _____has been/ continues to be an exceptional key worker to my daughter, someone who my daughter feels safe and confident with" and " _____ is just amazing with _____, she can calm _____ down and knows her moods already _____ feels very safe relaxed and secure with her. Her mental health and independence have improved massively"</li> </ul>
Pastoral Support	<ul style="list-style-type: none"> <li>Reduction in FTE's</li> <li>Reduction in PEX</li> <li>Reduction in ISO</li> </ul>	<ul style="list-style-type: none"> <li>+4 months - Social and Emotional Learning</li> <li>+7months – Meta cognition and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Pastoral Team meetings</li> <li>Parental meetings</li> </ul>	MLC/SKY	Ongoing	26,160	<ul style="list-style-type: none"> <li>No PEX for PPG students</li> <li>2 x 1 days FTE</li> </ul>

Revision groups	<ul style="list-style-type: none"> <li>Revision strategies</li> <li>English, maths and science tuition</li> </ul>	<ul style="list-style-type: none"> <li>+4 months – Small group tuition</li> <li>+5months – Collaborative Learning</li> </ul>	<ul style="list-style-type: none"> <li>Staff, Parental and student feedback</li> <li>observation of the sessions; review of data</li> </ul>	Teaching Staff	As required	Free	
CISS – County Inclusive Support Service	<ul style="list-style-type: none"> <li>Specialist support in managing complex behavioural needs</li> <li>Reduce FTE</li> <li>Reduce PEX</li> <li>Help staff manage behaviours</li> </ul>	<ul style="list-style-type: none"> <li>+4 months - Social and Emotional Learning</li> <li>+7months – Meta cognition and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Student and staff feedback (including CISS Advisory Teacher)</li> </ul>	FPY	Yearly	400	<ul style="list-style-type: none"> <li>2 x PRU placements</li> <li>Excellent information sharing and useful strategies</li> </ul>
Learning Support Hub Access	<ul style="list-style-type: none"> <li>Improve attendance</li> <li>Improve readiness for learning</li> </ul>	<ul style="list-style-type: none"> <li>+4 months - Social and Emotional Learning</li> <li>+7months – Meta cognition and self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Pupil feedback</li> </ul>	FPY/SCr / SKY/ MJN	Ongoing	1,386	<ul style="list-style-type: none"> <li>PP 90.37 % (2019 89.25%) Autumn term 2020</li> </ul>
Personalised Careers Consultancy	<ul style="list-style-type: none"> <li>More meaningful work experience placements</li> <li>More suitable college applications</li> <li>No NEETS</li> </ul>	<ul style="list-style-type: none"> <li>Student Feedback/Staff Request</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback</li> <li>Pupil feedback</li> </ul>	DTR/SSY	As required	1,134	<ul style="list-style-type: none"> <li>100% received interview</li> <li>3 still not applied for college</li> </ul>
<b>Total budgeted cost</b>						112,289	
<b>Other approaches</b>							
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>	<b>Estimated Cost</b>	
Revision 'Start up' Vouchers	<ul style="list-style-type: none"> <li>Improve engagement</li> <li>Take away financial burden of new academic year</li> </ul>	<ul style="list-style-type: none"> <li>Parental interviews/Focus Group</li> <li>Student interviews</li> </ul>	Student, parent and staff feedback	PHT	As appropriate	4,000	<ul style="list-style-type: none"> <li>10 orders made -re issuing offers to those that haven't taken it up.</li> </ul>
<b>Total budgeted cost</b>						<b>4,000</b>	
<b>Total Projected Spend</b>					<b>121, 607</b>		

## 2. Review of expenditure 2019-20

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"> <li>Raise profile of PP student and their barriers to learning</li> </ul>	<ul style="list-style-type: none"> <li>Staff were aware of PP students – still not enough was available to staff regarding the unique challenges that the individuals faced.</li> </ul>	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"> <li>Boost literacy skills for those with diagnosed literacy difficulties</li> </ul>	<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.</p> <p>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"> <li>Give them a place to work</li> <li>Develop revision strategies</li> </ul>	<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"> <li>75% attended at least one after school revision session</li> <li>100% of PP school attenders accessed support session, targeted group session</li> <li></li> </ul>	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"> <li>Develop key literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Pupils that accessed it through SSC made solid progress – see section on SSC for more information.</li> </ul>	Continue; the pupils love the levels and sense of progress.	1,800
Showmyhomework	<ul style="list-style-type: none"> <li>Record and support home learning</li> </ul>	<ul style="list-style-type: none"> <li>Easy to track their Home Learning and support parents</li> <li>Lockdown meant we shifted to Google Classroom to share some aspects of remote learning</li> </ul>	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.	1,300

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"> <li>● Improve literacy and numeracy</li> <li>● Improve confidence in pupils</li> <li>● Develop key skills to allow easier access to mainstream teaching</li> </ul>	<ul style="list-style-type: none"> <li>● Students have made excellent progress</li> </ul> <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"> <li>● Supports acquisition of key skills</li> <li>● Improves confidence and ability to engage in other areas of the curriculum.</li> </ul>	£35,000
Homework Club	<ul style="list-style-type: none"> <li>● Give a space and the adult support to complete home learning</li> <li>● Facilitate the support needed for independent learning</li> </ul>	<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>	<p>Very effective. Parental feedback is always good – particular parents of children with SEN/D where home-learning can become a point of conflict.</p>	1,404
Late Bus	<ul style="list-style-type: none"> <li>● Facilitate access to extra revision opportunities</li> </ul>	<p>High uptake – pupils use it well in conjunction with teacher offers for extra support e.g. History department publish key topics for each week.</p>	<p>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.</p>	Unknown
Personalised Careers Consultancy	<ul style="list-style-type: none"> <li>● Offer accurate and personalised advice</li> </ul>	<p>Offered to all – career guidance is excellent – pupils value the opportunities given to them e.g. Trinity Park Careers Fayre, in depth follow on interviews, assemblies, careers evenings, community mentors</p> <p>SEND Teaching assistant works in Careers to ensure material and information is suitable for those with SEND or had less familial support.</p>	<p>Highly effective. Work continued remotely during lockdown which meant many anxious students had excellent support.</p>	12,000
Revision Carousel	<ul style="list-style-type: none"> <li>● Targeted intervention for English, maths and science during enrichment for year 11 – improve confidence and attainment</li> </ul>	<p>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.</p>	<p>Buy in to the different activities needs to be carefully targeted and rationale explicitly explained to individuals – they must see the intended impact.</p>	3,510



After school Revision sessions	<ul style="list-style-type: none"> <li>Targeted intervention for English, maths and science during enrichment for year 11 – to improve confidence and attainment</li> </ul>	See above.	See above.	3,510
Overstrand Weekend Revision Trip	<ul style="list-style-type: none"> <li>Develop independently learning skills</li> <li>Improve confidence and attainment in English and maths and other subjects</li> </ul>	COVID 19 Lockdown meant this could not happen		2,300
Key Worker Mentoring/Pastoral Support/Counselling	<ul style="list-style-type: none"> <li>Improve self-efficacy</li> <li>Improve self-regulation and confidences</li> <li>Improve behaviour for learning in lessons</li> </ul>	<ul style="list-style-type: none"> <li>43% of all pupils that received exclusions were for PP students – most were isolated events.</li> <li>Improved attendance and engagement from students that received direct input</li> </ul>	<ul style="list-style-type: none"> <li>Utilisation of isolation as a way of keeping them in school is preferred</li> <li>Helping staff understand learning and behavioural needs can prevent escalation – ‘Behaviour as Communication’ training and one-2-one work with CISS planned.</li> <li>More ELSA’s to be trained to support pupils with complex emotional needs</li> <li>COVID 19 Lockdown meant that key worker support carried on remotely on the phone, via video calls and emails all through the holidays.</li> </ul>	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"> <li>Pupils to attend school and access education</li> </ul>	<ul style="list-style-type: none"> <li>Increased attendance – in line with improving school average</li> </ul>	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.