

Pupil Premium Strategy Statement

This statement details Holbrook Academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year); 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holbrook Academy
Number of pupils in school	572
Proportion (%) of pupil premium eligible pupils	23.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three
Date this statement was published	13/12/2021
Date on which it will be reviewed	January 2022
Statement authorised by	
Pupil premium lead	Kerrick Newstead
Governor / Trustee lead	Helen Butler

Demography:

Holbrook Academy is a non-selective secondary phase converter Academy on the outskirts of Ipswich. It converted to academy status in August 2011.

It has capacity for 590 students and in September 2021, the academic year started with 572 on roll - Year 7 – 115, Year 8 - 119, Year 9 - 114, Year 10 - 111, Year 11 - 113.

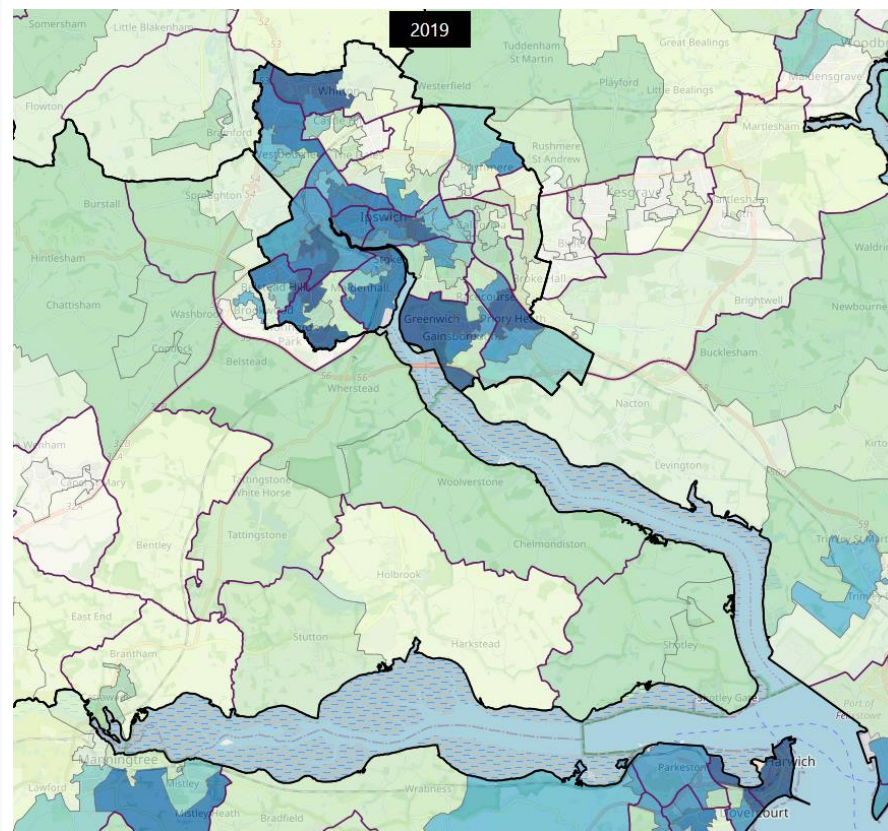
The student body in the past was traditionally made up of students from the local surrounding villages on the Shotley Peninsula. In recent years, families from out of catchment have chosen to send their children to Holbrook Academy. In September 2021, our Year 7 intake joined us from 25 different primary schools.

December 2021

- PP = 23.6%
- EAL = 2.5%
- SEN = 15.1%
- Ethnicity = 16.3% non-white British
- Deprivation = 23.6%
- Mobility factors - proportion of pupils who have attended our school continuously = 91%

Holbrook Academy receives 55% of pupil on roll from Ipswich. According to the English Indices of Deprivation, three of the main areas that we receive pupils from are in the lowest 10% deprived neighbourhoods in England (Stoke Park 1828 out of 32844, Gainsborough 2040 out of 32844 and Chantry 2514 out of 32844)

Social deprivation in the Ipswich area:



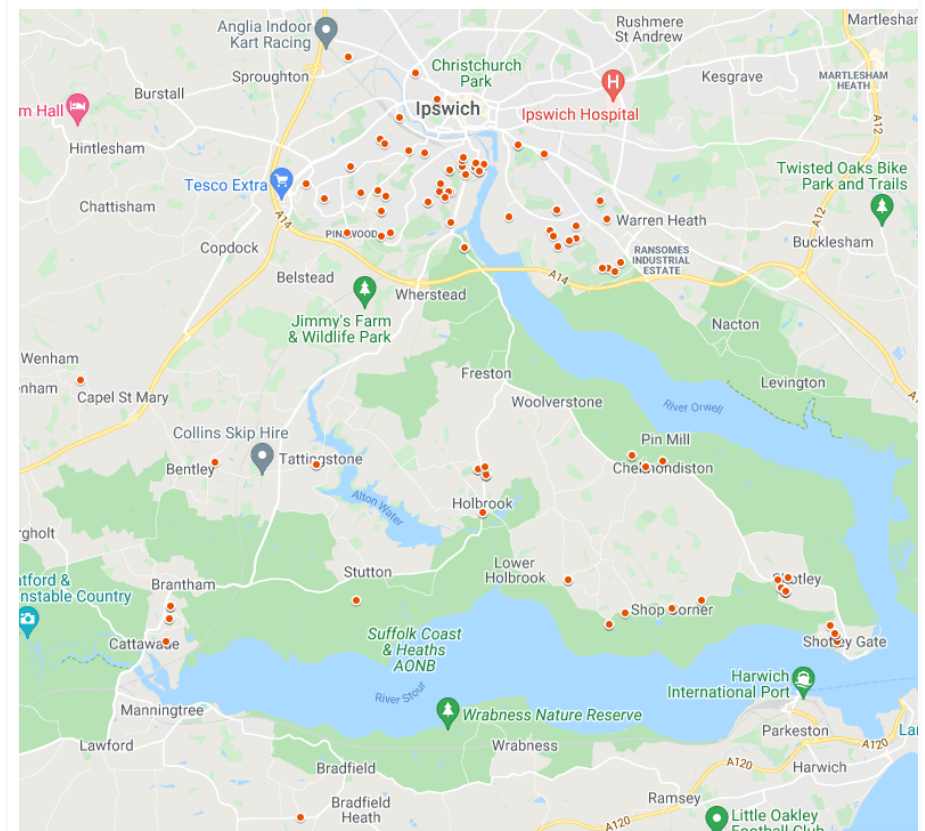
**1st
most
deprived
area**



There are 32,844 small areas (Lower-layer Super Output Areas) in England, with an average population of 1,500

**32,844th
least
deprived
area**

Approximate dispersion of disadvantaged pupils at Holbrook:



This map uses postcode centres to approximate locations. Statistically deprived areas in south and south-west Ipswich are clearly represented in the school's intake, as are students from comparatively less deprived rural areas. The dispersion of disadvantaged students thus extends across a wide intake area, presenting additional logistical challenges.

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,942.50
Recovery premium funding allocation this academic year	£18,053.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£135,995.50

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our strategic intents aim to isolate and remove known barriers to learning through an individualised approach. We are steadfast in our belief that every child deserves to be ‘in their element’.

We strive to support social mobility through academic outcomes and broader whole-child development. We aim for every child, regardless of background, to achieve their potential. As an Academy, we hope to remove any barriers to success by working with families, young people and the wider community to increase aspiration and actuation.

Challenges

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

Challenge number	Detail of challenge
1	The multifaceted impact of COVID 19 pandemic – access to technology, re-engagement with learning in school, managing transition between online and in person learning.
2	Literacy difficulties – leading to a lack of access to all parts of education. We recognise that literacy (reading and writing) is a gateway skill to a better future and better opportunities.
3	Social, Emotional and Mental Health difficulties - students from low income families are more likely to be affected by poor mental health (World Health Organization 2014) and this continues into adulthood
4	Low Attendance - lower attendance feeds into a cycle of lower academic outcomes, lower self-esteem and disengagement.
5	Low aspirations and lacking enrichment opportunities

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
Provide a range of catch up opportunities to support greater progress in academic subjects	<ul style="list-style-type: none"> ● High uptake of a broad range of opportunities for small group revision ● 100% access to ICT and other resources to use from home in the event of school closure. ● 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"> ● Literacy interventions raise both reading and spelling ages as shown in regular and meaningful testing ● Targeted phonics intervention to be delivered to those below the functional reading ● Measured by interim tracking and external examination results ● <i>Literacy Catch Up</i> for Years 7 and 8. 	<ul style="list-style-type: none"> ● To build in additional literacy sessions for all learners (<i>Accelerated Reader</i>, Years 7 and 8) ● Accurately assessment of current literacy levels for KS3 students (<i>Literacy Online</i>) ● Increase in reading age, increase in spelling, punctuation and grammar scores (<i>Accelerated Reader</i>, Years 7 and 8) ● Students who enter school with lower than average scores to make expected progress allowing them to access desired pathways. ● PP students achieve in line with rest of cohort for key progress measures (A8, P8)
Improve behaviour and self-regulation of PP students	<ul style="list-style-type: none"> ● Reduction in Fixed Term Exclusions ● Reduction in Permanent Exclusion ● Reduction in instances of red cards and Isolation. ● Reduction in instances of lateness to lessons.
Improve attendance of PP students	<ul style="list-style-type: none"> ● Understand individual barriers to attendance. ● Improve PPG student attendance to 93% 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 attainment outcomes at GCSE	<ul style="list-style-type: none"> ● All PP students to make expected progress in English and maths ● Increase in percentage of EBacc take-up and attainment within PP cohort ● PPG pupils to gain access to colleges and apprenticeships as a result of good support, opportunities and guidance ● Reduction in numbers of NEETs.

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: £ 9,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and Support Staff Professional Development for overcoming specific barriers to learning	Delivering effective CPD is integral to providing the very best teaching for all students. We have used the EEF Characteristics of Effective Professional Development (2021) to underpin this thinking. To note, CPD sessions include: SEND and effective differentiation, Adverse Childhood Experiences and Trauma informed approaches, Challenge for All	1,3 and 4
Accelerated Reader	'Closing the Vocabulary gap' (2018) by Alex Quigley - demonstrates key role in literacy skills and impact on outcomes and wellbeing	2
Late Bus <ul style="list-style-type: none"> Facilitate access to extra revision opportunities 	Most children get the bus to school - without additional transport they simply would not be able to attend additional revision sessions after school.	1, 2, 4
Raising staff awareness and sharing good practice.	Through the staff bulletin, staff meetings, lesson observations and learning walks it enables staff to increase their awareness of issues and barriers to learning presented by PP students.	2,3,4

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

Budgeted cost: £45,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision groups Revision strategies taught in Life Skills curriculum English, maths and science tuition	Revision opportunities run after school with some during lunches. There is a late bus to support attendance to regular after school sessions. The opportunities are run by subject teachers and run throughout the year. Revision strategies are taught as part of the Life Skills curriculum to support independence. Historically, revision session uptake is good and supports children that do not have access to private tutors and/or have missed lessons. Some larger revision sessions are held via Google Meet.	1, 2
Lexia Online: Online literacy intervention	Lexia Online is a literacy skills program intended to provide scalable personalised learning to students of all abilities without impacting on teaching time in the classroom. Students access this in school as part of the Student Success Centre and as home learning. <ul style="list-style-type: none"> ● EEF: +2months 	1, 2
TA support for PP students – Dyslexia intervention	Some students that are eligible for PPG have Dyslexia. We can screen for Dyslexia in school and utilise two specialist Dyslexia trained Teaching Assistant to support these students under the support and guidance of the Dyslexia Outreach Team (DOT). <ul style="list-style-type: none"> ● EEF: +4months - Teaching assistant interventions 	2,3
Student Success Centre: Small group literacy and numeracy intervention in years 7 to 9	The Student Success Centre is a build for purpose intervention centre situated in the business suite in the Dr Letman Centre. From year 6, it identifies students that require additional support in literacy and/or numeracy. <ul style="list-style-type: none"> ● EEF: +5 months – Phonics ● EEF:+ 2 months – Reducing class sizes ● EEF: +4 months – Small group tuition ● EEF: + 6 months – Reading comprehension strategies 	1, 2
PPG Year 11 Enrichment Group: Targeted revision and motivation support for exams	The PPG enrichment groups runs from January each academic year for year 11 students that require extra support in the last two terms of their education. Sessions included revision strategies, coaching, revision timetabling, target setting and cognitive science. <ul style="list-style-type: none"> ● EEF: +4months - Individualised instructions ● EEF: +5 months - parental engagement 	1, 2

	<ul style="list-style-type: none"> • EEF: +4months - Small group tuition 	
After school/Lunchtime revision sessions	<p>Previous years suggests that flexibility of opportunity is greatly beneficial to overcoming individual barriers to accessing revision support</p> <ul style="list-style-type: none"> • EEF: +4months - Individualised instructions • EEF: +5 months - parental engagement • EEF: +4months - Small group tuition 	1, 2
Learning Support Hub Access	<p>The Learning Support Hub acts as a safe space for those that are struggling and could become school refusers. It enables to receive support outside of the classroom at their on pace.</p> <ul style="list-style-type: none"> • Student and parent feedback is very positive regarding support received: 100% agreed that the Hub 'Helped them attend school" and one said, "The one to one support is incredible, the staff are also medically trained and know about all different types of mental health issues, the hub is a safe place and has made me feel comfortable to come to school!" 	2
Revision 'Start up' Vouchers	<ul style="list-style-type: none"> • Improve engagement • Takes away financial burden of revision 	3,4
Overstrand Weekend Revision Trip	<p>Overstrand is a residential revision trip for year 11 students eligible for the PPG. Students spend two nights in a stately home and study for their upcoming mocks and final exams. Previous trips have shown that students:</p> <ul style="list-style-type: none"> ○ Develop independent learning skills ○ Improve confidence and attainment in English and maths and other subjects 	2,3,4
Peer reading and comprehension mentoring	<p>Students in older year groups to listen to younger students read during form times.</p> <ul style="list-style-type: none"> • EEF: Comprehension programmes +6 months • EEF: Peer Tutoring +5 months 	2

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

Budgeted cost: £ 147,718.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher around a Child meetings on Wednesdays	On alternate Wednesday mornings, a senior leader will discuss a specific student and share strategies for support with their teachers and support staff; if staff are to cater for their diverse needs, they must know who they are and the best ways to support them.	2,3
Provision Map - EDUKEY	Online tracking of interventions.	1, 2, 3
Homework club	Monday to Thursday, from 3.15 to 4.15pm the Learning Resource Centre hosts homework for students from all year groups. Students benefit from supported study in homework - families have also appreciated the extra after school provision if they are working or have younger children	1, 2
Year 11 study room during lunch 5 days a week	A large classroom is available during lunch for supervised study for year 11 after the Key stage 4 School Council requested additional spaces to study during lunch times	1, 3, 5
Pupil Voice - All years questionnaire	Routinely gathering the pupils' views will allow for greater communication between PPG students, their parents and will lead to better understanding their needs	3
Enrichment (Lesson 5 on Wednesdays)	Every Wednesday afternoon during lesson 5, students can choose from a broad range of enrichment opportunities from sailing to self-defence. They choose an option on a 6 week cycle; they will have 6 enrichment opportunities in a single academic year. The Social Mobility Commission report, "An unequal playing field" (2019) provides useful guidance on the impact of extra-curricular activities for disadvantaged students - due to so many of disadvantaged students coming via bus, the need for built in activities maximises these opportunities	1, 3, 5
Peripatetic Music Lessons for FSM	Fully funded music lesson from peripatetic teachers. In the past, some families have struggled to pay for Music Lessons and cost has been a reason that they have either never started playing or had to stop.	1, 3, 5
Attendance monitoring and Interventions - Family Support Worker	Students eligible for the PPG have historically had lower attendance figures than other groups. You cannot help a student effectively if they do not attend – this further affects attainment and well being. The Family Support Worker engages with families and pupils to promote attendance.	4

	<ul style="list-style-type: none"> • EEF: Parental Engagement: +4 months 	
Mentoring - Keyworkers / ELSA – Emotional Literacy Support Assistant	<p>Key Workers act as advocates for young people. They meet with them regularly and are a constant point of contact for families. Our 3 ELSAs provide counselling and support for students struggling with their mental health.</p> <ul style="list-style-type: none"> • EEF: +4 months - Social and Emotional Learning • EEF: +7months – Meta cognition and self-regulation • 43% of all pupils that received exclusions were for PP students – most were isolated events 	3, 4
<p>Increased Pastoral Support via Behaviour manager, Behaviour Support Officer and Family Support Worker officer</p> <ul style="list-style-type: none"> • Reduction in FTE's • Reduction in PEX • Reduction in ISO 	<p>PPG students are disproportionately involved in negative behavioural events. Increased capacity in the pastoral team allows for relationships to be built with students and a more restorative approach to be nurtured. Half-termly monitoring of behaviour and achievement points as well as attendance.</p> <ul style="list-style-type: none"> • EEF: Behaviour Interventions: +4 months • 43% of all pupils that received exclusions were for PP students – most were isolated events • 12% of our prefects in 2021-22 are eligible for PPG. • In the academic year 2020-2021, the proportion of negative incidents involving a student eligible for PPG compared to the actually % of children eligible for PPG was: Year 7 (25%) - 62%, Year 8 (22%) - 54%, Year 9 (20%) - 64%, Year 10 (26%) - 66%, Year 11 (25%) - 69.5% • The Longitudinal Study of Young People in England found that young people are more likely to do well at GCSE if the young person him/herself avoids risky behaviour such as frequent smoking, cannabis use, anti-social behaviour, truancy, suspension and exclusion. Therefore, we have a duty as a school to try to be consistent and focus on these issues 	3
Personalised Careers Consultancy	<p>Each student will receive a one to one interview and follow up support to enable them to explore pathways that suit their ambitions.</p> <ul style="list-style-type: none"> • <i>Gatsby Foundation Personal Guidance in Careers – Summary of Research 2019-20</i> - whole point is raise aspirations and broaden whole life horizons • Comparison of the years pre-COVID-19 it has facilitated more meaningful work experience placements, more suitable college applications 	3, 5

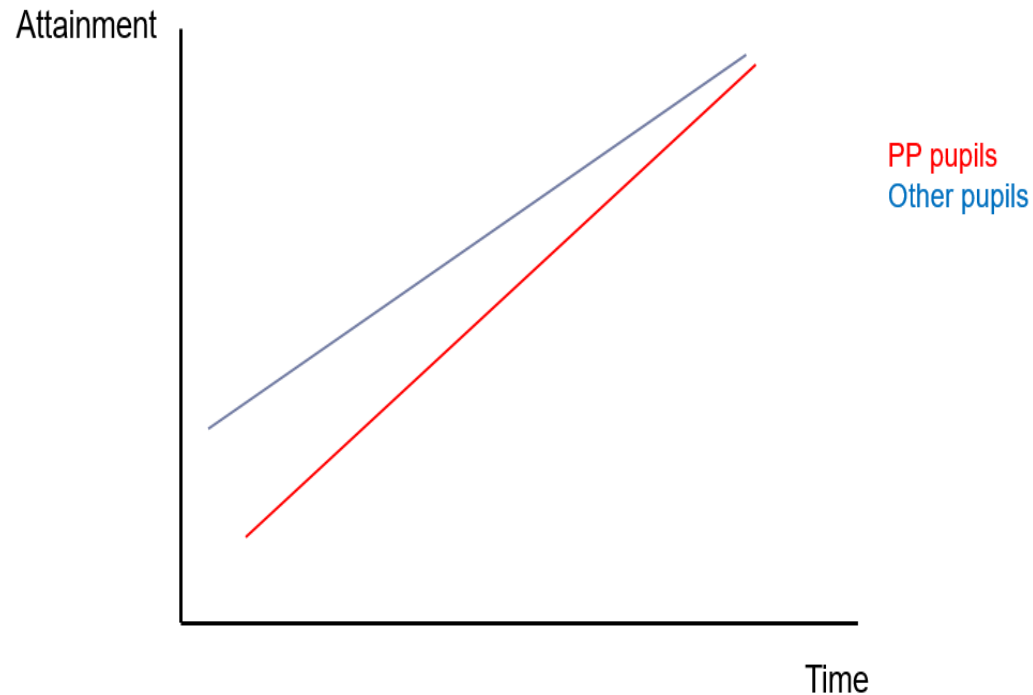
<p>ChildFirst Trust</p> <ul style="list-style-type: none"> ● Improve attendance ● Supporting emotional wellbeing ● Supporting PPG families to support children ● Signpost external services ● Access Speech & Language Therapy ● 7 hours of additional in-school counselling per week. ● 65 hours of family support work over the year. ● 12 hours of SALT. 	<p>Child First aims to improve outcomes for young people. In order to do this we need to support their parents and develop their supportive network so they are better placed to support their children. Furthermore, Child First also provides access more counselling, a family support worker for families that need it and access to Speech and Language Therapy.</p> <ul style="list-style-type: none"> ● EEF: Parental Engagement: +4 months - EEF Toolkit Parental Engagement guidance ● EEF: Oral language interventions: +6 months ● EEF: Social and Emotional Learning: +4 months ● EEF: Meta cognition and self-regulation: +7months 	<p>1,2,3,4</p>
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Total budgeted cost: £203,418.50

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.



We know that students eligible to receive the Pupil Premium Grant (PPG) arrive having made less progress from EYFS. 'The gap' exists on entry. If we are to be successful in closing existing gaps on arrival, we must expect that PPG students will make even more rapid progress to meet their 'non-PPG' peers.

Analysis of 2021 TAGs, using 2019 ratified data (latest available), showed that the gap between disadvantaged students and none had closed in comparison with both 2019 and 2020 data. Longer term, the disadvantaged gap has closed year on year which, although in line with national trends, is happening at a faster rate at Holbrook Academy.

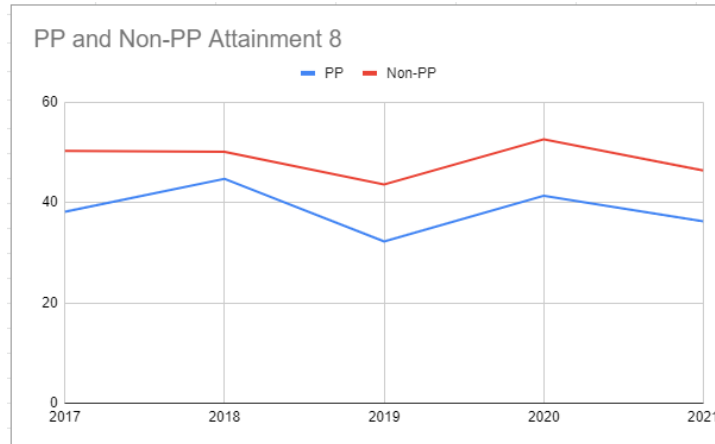
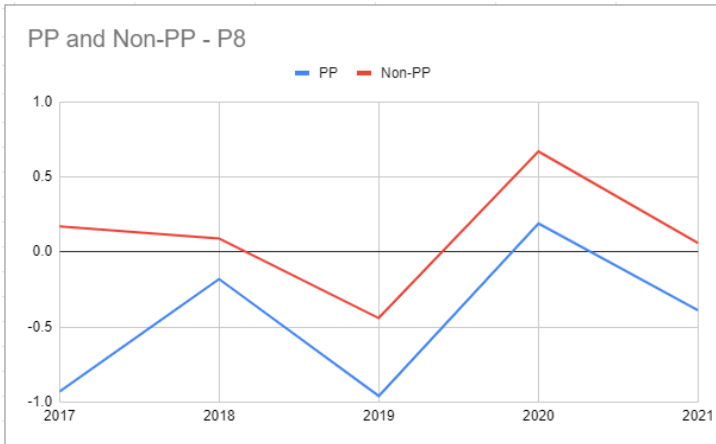
A real drive in recruitment for all students on the EBacc pathway has seen our highest percentage of PPG students being entered in the past five years:

2017	2018	2019	2020	2021
10.5	8.3%	16.7%	11.1%	17.2%

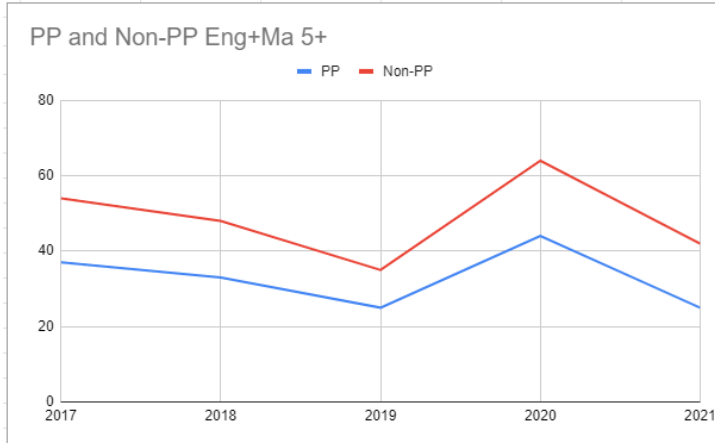
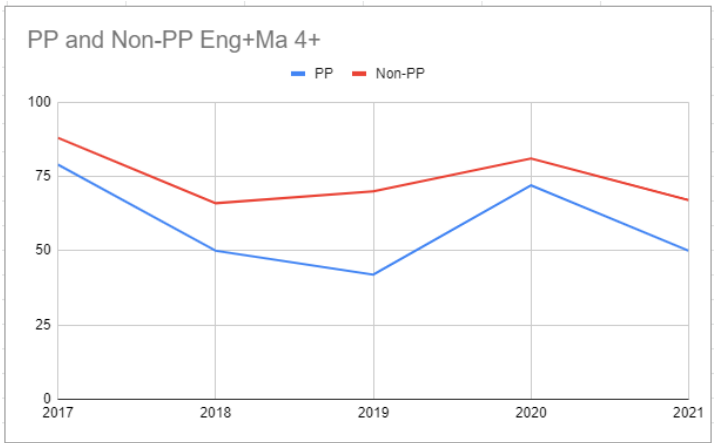
PPG Attendance has improved slightly over the last 3 years (89.31% in 2018-19 and 89.45% in 2020-21) This remains an area for improvement, and the school has invested in additional pastoral staff, including a family liaison officer and ELSA trained mentors, to better support students with circumstances affecting their attendance.

	P8		Attainment		5+/4+ (Eng+Ma)	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
2017	-0.93	0.17	38.16	50.31	37/79	54/88
2018	-0.18	0.09	44.71	50.13	33/50	48/66
2019	-0.96	-0.44	32.25	43.58	25/42	35/70
2020	0.19	0.67	41.33	52.6	44/72	64/81
2021	-0.39	0.06	36.23	46.39	25/50	42/67

Performance data indicates that rates of PP progress have dramatically increased since 2017, with the exception of 2019. PP students' Progress 8 and Attainment 8 scores trail their peers, but the gap has closed and continues to narrow.



The English and Maths passing grade is a critical area of focus for the disadvantaged as it directly impacts upon students' prospects in further education. Additional academic mentoring and early interventions in English and Maths have ensured that PP outcomes in this combined measure follows trends in the school's results closely, with the gap between the demographic groups gradually narrowing, especially in the 4+ band.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	DfE