

Pupil Premium Strategy Statement

This statement details Holbrook Academy's use of pupil premium (and recovery premium for the 2022 to 2023 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	586
Proportion (%) of pupil premium eligible pupils	25.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Three
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Helen Butler
Pupil Premium Lead	Tom Maltby / 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 2022, the academic year started with 581 on roll. In November 2022, the number on roll is 586:- Year 7 – 117, Year 8 - 119, Year 9 - 117, Year 10 - 116, Year 11 - 117.

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 2022, our Year 7 intake joined us from 18 different primary schools.

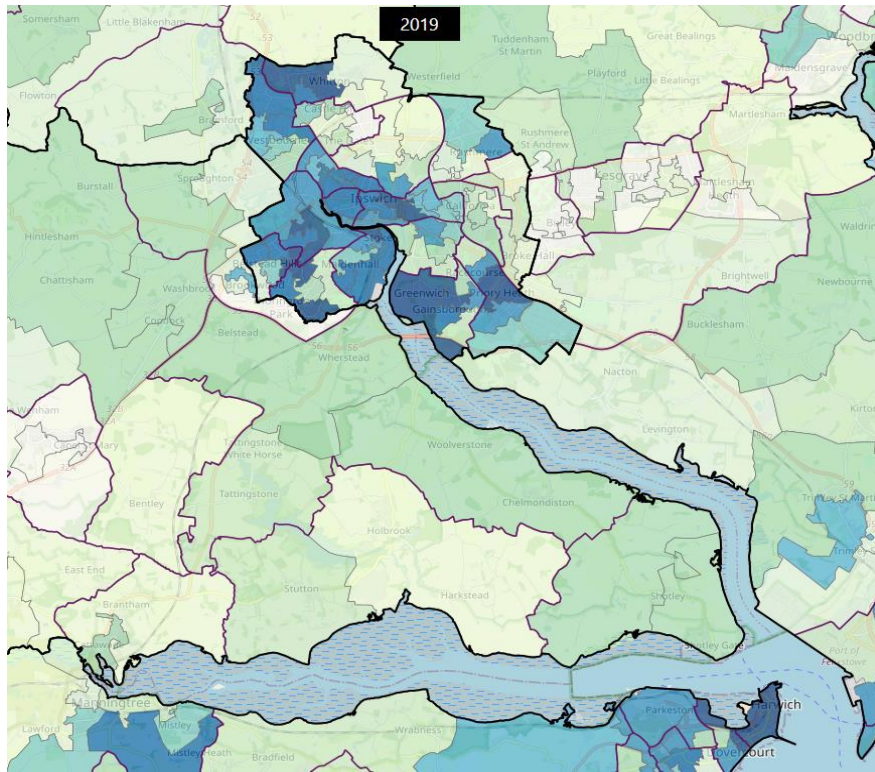
November 2022

- PP = 25.6%
- EAL = 9%
- SEN = 15.2%
- Ethnicity = 16.3% non-white British
- Deprivation = 23.6%
- Mobility factors - proportion of pupils who have attended our school continuously = 87%

Holbrook Academy receives 50% of pupils on roll from Ipswich. According to the English Indices of Deprivation, 3 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:



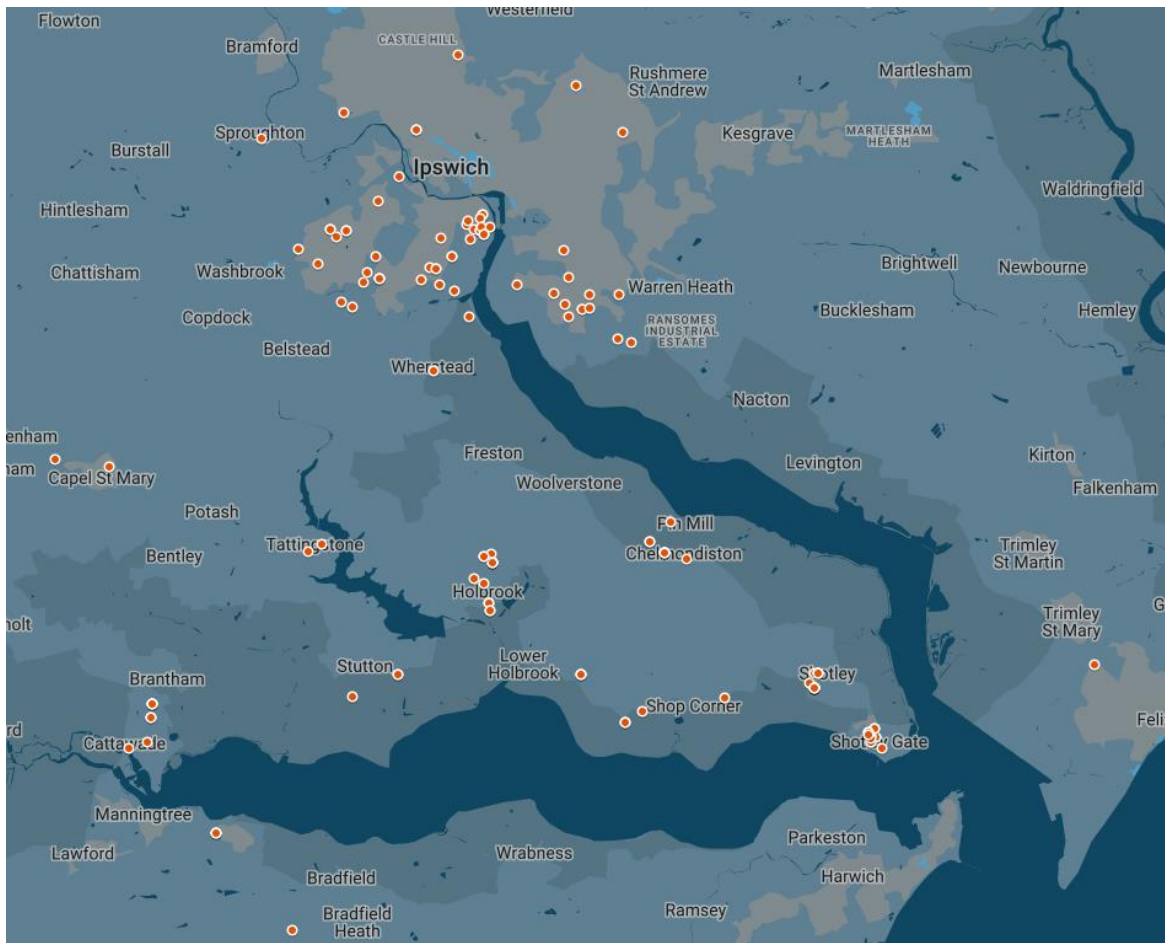
**1st
most
deprived
area**



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	£125,588
Recovery premium funding allocation this academic year	£35,466
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	£161,054

Part A: Pupil premium strategy plan

Statement of intent

Our strategic intent is to prioritise quality first teaching, interventions and wider support.

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, particularly in EBacc subjects.

We will consider the individual barriers faced by our vulnerable pupils, such as those who have a social worker and young carers or Family Network Practitioners. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Central to our approach is high-quality teaching with a focus on areas in which disadvantaged pupils require the most support. Time and again, this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- understand individual barriers to success
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

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.

Challenges

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

Challenge number	Detail of challenge
1	The long term impact of COVID-19 pandemic on academic progress and wellbeing. Pupils display higher levels of anxiety driven behaviours and this compounds difficulties in the classroom.
2	The cost of living crisis on most vulnerable students and their families.
3	Literacy difficulties – leading to a lack of access to curriculum. We recognise that literacy (reading and writing) is a gateway skill to a better future and better opportunities.
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; including cultural capital

6	Ensuring quality first teaching experiences which seems engaging and relevant; including a focus on Kagan model of collaborative learning and a sharper focus on deeper learning
7	Students' ability to develop independent study skills

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												
<p>Improve both attainment and progress outcomes for disadvantaged students Targets for PP Progress:</p> <table border="1"> <thead> <tr> <th></th> <th>2021/2022 (actual)</th> <th>2022/23 Target</th> <th>2023/24 Target</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>-1.34</td> <td>-1</td> <td>0.5</td> </tr> <tr> <td>Non-PP</td> <td>-0.02</td> <td>-0.2</td> <td>0.0</td> </tr> </tbody> </table>		2021/2022 (actual)	2022/23 Target	2023/24 Target	PP	-1.34	-1	0.5	Non-PP	-0.02	-0.2	0.0	<ul style="list-style-type: none"> • Provide a range of catch up opportunities to support greater progress in academic subjects • High uptake of a broad range of opportunities for small group revision (register uptake of after school club and audit late bus) • Improved attendance at revision opportunities • 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 • No NEETs. • Progress of all students is greater than 2021/22, and the progress of PP students improves at a faster rate than non-PP students to close the gap (see targets above).
	2021/2022 (actual)	2022/23 Target	2023/24 Target										
PP	-1.34	-1	0.5										
Non-PP	-0.02	-0.2	0.0										
<p>Increase levels of literacy in year 7,8,9 PP students</p>	<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) - Literacy interventions raise both reading and spelling ages as shown in regular and meaningful testing • 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 through a phased trajectory • Targeted phonics intervention to be delivered to those below the functional reading • Measured by interim tracking and external examination results 												
<p>Improve behaviour and self-regulation of PP students</p>	<ul style="list-style-type: none"> • Reduction in Suspensions (% of exclusions/suspensions issued to pupils eligible for PPG in 2021-22: 82% / 189 sessions. • Reduction in Permanent Exclusion (2021-22: 2 Permanent Exclusions - 1 disadvantaged student) • Reduction in instances of red cards and Isolation 												

	<ul style="list-style-type: none"> Reduction in instances of lateness to lessons (2021-22: SLT Late Detentions: 1400 whole school)
Improve attendance of PP students; target for attendance in 2022-23: 91%	<ul style="list-style-type: none"> Understand individual barriers to attendance Improve PPG student attendance in 2021-22 (86.30%) PP students achieve comparable attendance rates and students communicate their engagement in school through life and involvement in student leadership positions e.g. Prefects Increase % of disadvantaged students in student leadership roles: Currently 13% of Prefects are eligible for PPG (November 2022).
Increased engagement in extra-curricular opportunities	<ul style="list-style-type: none"> Monitor attendance to clubs and fixtures Map disadvantaged children choices in enrichment
Improved attitude to self and school	<ul style="list-style-type: none"> Monitored through PASS showing improvement ; focus on feelings about school and response to curriculum demands Improved attendance

Activity in this academic year (2022-23)

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: £ 9996

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Quality first education	<p>Delivering effective CPD is integral to providing the very best teaching for all students. EEF Guide to Pupil Premium To note, CPD sessions include: SEND and effective differentiation, Adverse Childhood Experiences and Trauma informed approaches, Challenge for All,</p> <p>There is strong evidence that quality, timely feedback to students drives rapid improvements.</p> <p>Feedback EEF</p>	6, 3, 4, 5
Accelerated Reader	<p>'Closing the Vocabulary gap' (2018) by Alex Quigley - demonstrates the key role in literacy skills and impact on outcomes and wellbeing.</p> <p>Reading comprehension strategies EEF</p>	3
Late Bus to facilitate access to extra revision opportunities	<p>Most children get the bus to school - without additional transport they simply would not be able to attend additional revision sessions after school.</p> <p>Homework EEF</p>	5, 4, 7
Raising staff awareness and sharing good practice.	<p>Through the staff bulletin, staff meetings, learning walks and peer to peer support it enables staff to increase their awareness of issues and barriers to learning presented by PP students.</p>	6

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 and meta-cognition strategies taught in KS4 Enrichment	<p>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. KS4 Enrichment informed by PIXL.</p> <p>Metacognition and self-regulation EEF</p> <p>Cognitive science guidance: https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/cognitive-science-approaches-in-the-classroom</p>	7, 3, 1
English, maths and science tuition	<p>Bespoke and targeted intervention in English, maths and the sciences.</p> <p>One to one tuition EEF Mentoring EEF Feedback EEF Homework EEF Individualised instruction EEF</p>	
Lexia Online: Online literacy intervention	<p>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.</p> <p>Reading comprehension strategies EEF</p>	7, 6, 3
TA support for PP students – Dyslexia intervention	<p>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).</p> <p>Teaching Assistant Interventions EEF</p>	3
Student Success Centre: Small group literacy and numeracy intervention in years 7 to 9	<p>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.</p> <p>EEF guidance on 'reading at the transition': https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/reading-at-the-transition</p> <p>Small group tuition EEF</p>	3
PPG Year 11 Enrichment Group: Targeted revision and motivation support for exams	<p>The PPG enrichment groups run 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.</p> <p>Mentoring EEF Parental engagement EEF Small group tuition EEF</p>	3, 7, 1

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 them to receive support outside of the classroom at their own pace.</p> <ul style="list-style-type: none"> Student and parent feedback in 2021 was 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” <p>Teaching Assistant Interventions EEF Social and emotional learning EEF Small group tuition EEF One to one tuition EEF</p>	3, 1
Audit and update Revision ‘Start up’ Vouchers scheme	Takes away the financial burden of revision. Ensures students have access to resources required	2, 7
Peer reading and comprehension mentoring	<p>Students in older year groups listen to younger students read during form times.</p> <p>Peer tutoring EEF</p>	3, 1

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.	1, 6
Provision Map - EDUKEY	Online tracking of interventions. Impact will be seen in monitoring impact of interventions	1, 6, 3
Homework club	<p>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 siblings.</p> <p>Homework EEF</p>	7, 4, 2
Pupil Voice - All years questionnaire	<p>Routinely gathering the pupils’ views will allow for greater communication between PPG students, their parents and will lead to better understanding their needs.</p> <p>Targeted audit for individual spend Targeted intervention led by PASS Seen improvements in PASS outcomes.</p>	5, 7, 6
Enrichment KS3	Every Monday 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	5

	<p>week cycle; they will have 6 enrichment opportunities in a single academic year.</p> <p>Physical activity EEF</p> <p>Outdoor adventure learning EEF</p> <p>Aspiration interventions EEF</p> <p>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 of disadvantaged student coming via bus, the need for built in activities maximises these opportunities</p>	
Peripatetic Music Lessons for FSM	<p>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.</p> <p>Arts participation EEF</p>	5
Attendance monitoring and Interventions - Family Support Worker	<p>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.</p> <p>DfE ‘Improving School Attendance’</p>	4
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> <p>Metacognition and self-regulation EEF</p> <p>Social and emotional learning EEF</p>	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> <p>Behaviour interventions EEF</p> <ul style="list-style-type: none"> ● In 2021-22 % of exclusions/suspensions issued to pupils eligible for PPG: 82% ● 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 the years pre-COVID19 it has facilitated more meaningful work experience placements, more suitable college applications 	
<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 to more counselling, a family support worker for families that need it and access to Speech and Language Therapy.</p> <p>Parental engagement EEF Oral language interventions EEF Metacognition and self-regulation EEF Social and emotional learning EEF</p>	1, 5, 3,4

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 2021/22 academic year (year 1 of this plan).

We have analysed and evaluated the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and other key performance indicators.

The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years due to the complex nature of both calculations and varying impact of school closure; the profound impact of COVID-19 on different localities and communities makes it difficult to interpret why the results are as they are. Furthermore, significant adaptations were made to GCSE exams in 2022, for instance - advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019. Despite this, we have compared our results to national figures to give us an indicator of how our disadvantaged pupils have performed whilst respecting the caveats stipulated previously. For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -1.34. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 31.27. A number of our disadvantaged students last year suffered serious consequences as a result of illness, the financial crisis or other mitigating factors. In some cases, this includes being educated offsite in alternative provision. Discounting those students, pupils achieved -1.03 P8, and 34.6 A8. The disadvantaged students that joined the school late performed worse than their counterparts: P8 - 1.69, A8 29.53.

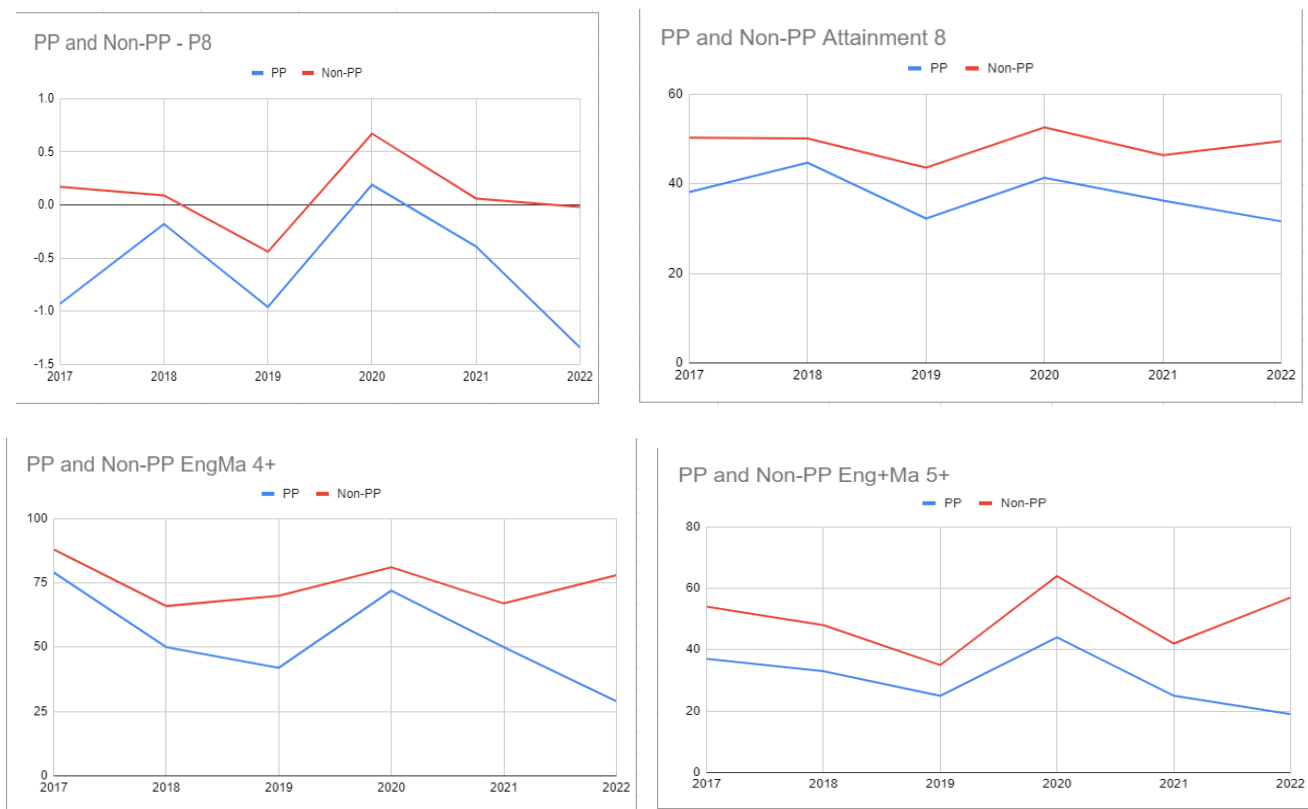
Key stage 4 data suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. However, a

particularly diverse group of needs and circumstances beyond their control among the disadvantaged cohort heavily affected their outcomes.

In line with the national picture, the gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.02, and the Attainment 8 score was 49.45. Our current analysis considers that the reason for this is predominantly the continuing impact of COVID-19 and school closure; it has compounded disadvantages that already existed previously. Despite this, feedback regarding online provision during school closure from parents was much stronger in the second closure. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had a muted impact.

Performance data indicates that pre-pandemic rates of PP progress had been dramatically increasing since 2017, and with the exception of 2019, this trend continued through CAGs and TAGs.

This year's examination results (2022) show the extent of the pandemic's impact on PP students' Progress 8 and Attainment 8 scores, which now trail their peers by a substantial margin.



A similar trend is visible in English+Maths attainment, with the gap visibly widening in 2022 as Non-PP students continue upward trends from 2019, and PP students underperform. 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.

The English Baccalaureate (EBacc), often synonymous with raising aspirations, entry for disadvantaged pupils was 11.1% in 2021, which is lower than 2019 but broadly in line with 2017 and 2018. 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 six years:

This has now increased dramatically thanks to an invitational approach, and a greater focus on education students and parents about potential career pathways:

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

Total PP students in Year:	29
Ebacc PP students:	11
Percentage PP Ebacc:	38%

This progress now makes Ebacc uptake comparable with the whole cohort statistics:

Total non-PP students in Year:	86
Ebacc non-PP students:	34
Percentage PP Ebacc:	40%

Absence among disadvantaged pupils was 4.64% higher than their peers in 2021/22 and persistent absence also higher. PPG Attendance has improved slightly over the last 3 years coming into the pandemic (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.

	2019-20	2020-21 (C)	2021-22 (C)
Whole school	93.49	92.5	90.41
PPG students	89.51	88.72	85.77
SEN students	88.36	88.78	86.27
Adopted from care	85.29		
Ever 6	91.31	88.96	84.79
FSM	87.35	87.83	85.3
LAC	91.32	95.47	
Service	97.63	96.11	93.89

We are ambitious for attendance for our disadvantaged students to improve but the impact of Covid 19 and travel costs have impacted this adversely. We do utilise a hardship funds for additional financial support for families.

In summary, these key performance indicators mean that we did not make the significant progress we desired to achieve as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year (2022-23)

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