



Pupil Premium Strategy Statement

This statement details Holbrook Academy's use of pupil premium for the 2024 to 2025 academic year; funding to help improve the progress 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 and the effect that last year's spending of pupil premium had within our school.

School overview (As at 24th September 2024)

Detail	Data
School name	Holbrook Academy
Number of pupils in school	589
Proportion (%) of pupil premium eligible pupils	23.3%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Helen Butler
Pupil premium lead	Kathryn Darby
Governor / Trustee lead	Helen Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024/25 £151,600
Recovery premium funding allocation this academic year	2024/25 £37,536
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	2024/25 £189,136



Part A: Pupil premium strategy plan

Statement of intent

The Education Endowment Fund states that the “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial therefore that schools focus their resources (not just Pupil Premium) on proven ways of improving teaching such as tried and tested continuing professional development and effective feedback methods.”

“By being clear about the issues about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, schools will be in the best position to employ limited resources effectively.” This approach underpins Holbrook Academy’s intentions and values in the supporting of out pupil premium learners. Our ultimate objective is to ensure that disadvantages pupils, like all of our students are able to Aspire, Engage and Achieve.

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. In line with the Academy Improvement Plan we are further developing approaches to the whole school literacy strategy, with a specific focus on reading. This is to be supported by high quality professional development for all teachers to support this via quality first teaching.

We are aware however that no one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe a multifaceted approach offers the best opportunity for our students to improve. The Ofsted report, entitled ‘The pupil premium: What Ofsted looks at, states that, ‘successful schools do not treat pupils eligible for the pupil premium as one homogeneous group.’ Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefiting from:

- Individualised pastoral support.
- Interventions to close the gap in achievement and address barriers to learning and progress.
- Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all.
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1.	Progress. Closing the gap between PP and non-PP students: 2024 GCSE results gave a P8 for whole school as -0.61 , however for PP students this was -0.76 .
2.	Attendance. Attendance is an important area to develop. The average attendance across the whole school is 91% in contrast to 86% for PP students. School attendance is an indicator of underlying wellbeing and mental health issues and a strong pastoral and inclusion offer is key to targeting this.
3.	Literacy. Our NGRT data shows that that across non-PP students, 30.35% currently are below their national standardised age score, in comparison to 45.6% of our PP students. According the to the EEF, 'a disadvantaged child in England is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching the expected levels of reading and writing.'
4.	Access to materials. Disadvantaged students are more likely to require financial support than their peers if they are to have complete access to resources, and wider 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
Improved academic progress for PP students.	Due to Progress 8 data not being available for 2024/5 and 2025/6 academic years, a straightforward comparison of data will not be possible to show success. Pupil progress will be carefully monitored across the school.
To reduce the number of students across the school are below their national standardised age score for literacy and narrow the gap between PP and non-PP students.	Students will be reassessed using NGRT to monitor improvements across the school following the development and implementation of the whole school literacy programmed.
To achieve and sustain improved attendance for all students, particularly pupils who are PP.	Overall attendance will be at least comparative to the national picture and for PP students, the gap between their attendance and the whole school is reduced from last year (2023/24)
Disadvantaged students have access to the same resources as their non disadvantaged peers.	PP students have the same resources as their peers for example, revision guides, art materials, food studies ingredients, reading books and access to school trips. PP students have access to all open events run by post 16 providers and are supported by the Academy's careers advisor.

Activity in this academic year (2024-25)

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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchasing a literacy screening programme so that we know where our students are in relation to the simple view of reading so that all teaching staff can support students appropriately in the classroom.</p>	<p>Knowing a student's barriers to learning helps the teacher adapt and scaffold their teaching appropriately. Improving Literacy in Secondary Schools EEF</p>	<p>1, 2, 3</p>
<p>Development of staff training to interpret screening data to enable barriers to learning to be identified and then appropriately and effectively addressed.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	<p>1, 2, 3</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: Oxford Language Report 2023/24</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision and meta-cognition strategies taught in KS4 Assemblies and development of form time programme. Maximise – an outside company are working with pupils to support their revision.	<p>Learning how to learn is key so that students know how to plan, monitor and evaluate their own learning.</p> <p>Metacognition and self-regulation EEF</p> <p>Cognitive Science Approaches in the Classroom EEF</p>	1, 2, 3
Development of an Enhanced learning curriculum.	<p>Small group tuition has an average impact of four months' additional progress over the course of a year and is most likely to be effective if it is targeted at pupils' specific needs. Targeting pupils from disadvantaged backgrounds for small group support should be considered as part of a school's pupil premium strategy.</p> <p>Small group tuition EEF</p> <p>Mentoring EEF</p> <p>Feedback EEF</p> <p>Homework EEF</p> <p>Individualised instruction EEF</p>	1, 3
Core 5 phonics intervention being used for pupils identified using NGRT data.	<p>Phonics is a literacy skills program intended to provide scalable personalised learning to students of all abilities without impacting on teaching time in the classroom.</p> <p>Reading comprehension strategies EEF</p>	1, 3
TA support for students, including identifying risk of Dyslexia and Dyscalculia with screening tools and working with students to improve their outcomes.	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils and the support received from the Teaching Assistant must supplement the teaching and not reduce the amount of high-quality interactions students have with the teacher.</p> <p>Teaching Assistant Interventions EEF</p>	1, 3
Year 11 Group: Targeted revision, mentoring and motivation support for exams.	<p>Mentoring needs to be maintained across the year as once it stops the positive effects on attainment tend not to be sustained. Learning how to learn is key so that students know how to plan, monitor and evaluate their own learning.</p> <p>Mentoring EEF</p>	1, 3

	Parental engagement EEF Small group tuition EEF	
Creation of the new Inclusion department and development of the Thrive Approach within the academy.	<p>Social and Emotional Learning strategies focus on a positive school ethos and creating greater engagement in learning. This can be a mix of universal programmes for whole school or class strategies and specialised programmed which are targeted at students with particular social and emotional needs.</p> <p>Teaching Assistant Interventions EEF</p> <p>Social and emotional learning EEF</p> <p>Small group tuition EEF</p> <p>One to one tuition EEF</p>	1, 2, 3, 4

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

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the library space and attached garden, back into a functioning library and therapeutic garden alongside the development of Thrive. This also includes integrating a school dog into our provision to provide therapeutic support for students.	<p>Early intervention is a key part of supporting adolescent mental health, reducing symptoms of anxiety and depression.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions EIF</p>	1, 2, 3, 4
Development of the Head of Year role and increased focus on Pastoral care.	<p>PPG students are disproportionately involved in negative behavioural events. Behaviour interventions seek to improve attainment by reducing challenging behaviours in school. Approaches focus on developing a positive school ethos and improving discipline across the whole school which also aims to support greater engagement in learning.</p> <p>Behaviour interventions EEF</p>	1, 2, 3, 4
Homework club offered after school to all year groups.	<p>Homework has a positive impact on average, particular with pupils in secondary schools. Some pupils do not have a quiet place at home and schools should support this by the provision of homework clubs.</p> <p>Homework EEF</p>	1, 2, 3, 4

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. Targeted intervention led by PASS data. Seen improvements in PASS outcomes.	1, 2, 3, 4
Attendance monitoring and Interventions	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 wellbeing. The attendance officer monitors attendance and has a clear plan of action to follow when attendance starts to become a cause for concern. Why is school attendance so important and what are the risks of missing a day? DfE	2
Creation of Learning mentors for identified pupils and further development of ELSA (Emotional Literacy Support Assistant) within the school, with more training and a wider offer.	Learning Mentors act as advocates for young people. They meet with them regularly and are a constant point of contact for families. Our 2 ELSAs provide counselling and support for students struggling with their mental health. Metacognition and self-regulation EEF Social and emotional learning EEF	1, 2, 3, 4
Personalised Careers Consultancy	Each student will receive a one to one interview and follow up support to enable them to explore pathways that suit their ambitions. <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-COVID19 it has facilitated more meaningful work experience placements, more suitable college applications 	1
Contingency fund for acute issues.	Engaging with parents so that we can support to provide equipment that makes school accessible when families are in times of hardship. Parental Engagement EEF	1, 2, 3, 4

Total budgeted cost: £190,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that there is continued progress in improving the Progress 8 score for PP students, in 2021/22 the actual result was -1.34 in contrast to 2023/24 where there has been an improvement of 0.58, taking the P8 score to -0.76.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our previous statement had an intended outcome of improving behaviour and self-regulation of PP students. In 2022/23, where 55% of exclusions or suspensions were of PP students, in 2023/24 this had reduced to 49%. Behaviour and attitudes across the whole schools is being tackled as we start the 2024/25 school year with a new behaviour policy and focus within the Academy Improvement Plan.

Attendance of PP students was another focus, recording that in 2021/22 attendance of PP students was at 86.3% in 2023/24 this was 86.39%. The academy now has an attendance officer and far greater focus on promoting attendance in line with the support offered both academically and for social emotional mental health.

Based on all the information above, the performance of our disadvantaged pupils *did not meet* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that significant change has been required and that this is being strategically delivered under a new Headteacher.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The feedback from Ofsted has been taken on board from the inspection which took place in July 2024, informing our Academy Improvement plan and this strategy to get the best outcomes for all our students at Holbrook Academy.