

2015-16							
Strategy	Cost	Staff	No of Students	Summary	Intended Impact	EEF/Sutton Trust Learning Rating	What impact did it have?
PIP	2,210	MLC	17	Parental meetings every 6 weeks - focus on academic and behaviour progress	<ul style="list-style-type: none"> Improved Home / School communication Improved focus – academic target Increased LOP 	+ 1 month (mentoring) + 4 months (behaviour intervention)	<p>Attainment gap continues to reduce between disadvantaged and non-disadvantaged whilst whole-school performance improves. The further down the school the greater the reduction in the gap.</p> <ul style="list-style-type: none"> Progress 8 score has risen from -0.24 to -0.22 Attainment 8 score has risen to 44.13 Since 2012-13, pupils eligible for PP gaining 5+A*-C including English and maths has risen from 11% to 46.67%, narrowing the gap with their counterparts from 46.90% to 26.06% There is effectively no attainment gap between disadvantage pupils' performance and their counterparts when using the measure of A*-C in English. 80% of pupils eligible for the Pupil Premium are now gaining on this measure
Attendance monitoring	975	ABW	74	Individual tracking of attendance for each PP student. EWO intervention where necessary	<ul style="list-style-type: none"> PP attendance to match whole school target→ 94.5% 		<ul style="list-style-type: none"> Half termly analysis of attendance for whole school with target of 94% and automatic alert at 85% Phone calls by Senior Teacher and form tutors and PIP mentors tackled issues of absenteeism with PP cohort achieving Average PP attendance Whole School: PP = 89.24% Non-PP = 93.68% FSM = 89.2% (without one = 91.15) Ever 6 = 90% (without one = 93.1%) CLA = 97.09% Services Child = 96.36% Year 7 = 94% Year 8 = 83% (without one = 89.5%)

							<p>Year 9 = 85.6% (without one = 91.8%) Year 10 = 91.19 (without one = 93.8%)</p> <ul style="list-style-type: none"> • Year 11 heavily distorted by exams • Still a higher proportion of FSM persistent absentees (29.6%) greater than national average (21.6%) but is equivalent to 1 child • Note: tends to be 1-2 student in each year group that heavily reduces % attendance
Success Centre	26-28,000	JCE	21	Focused small group – Maths & Literacy teaching	<ul style="list-style-type: none"> • Improved academic performance • Increased attainment levels 	+ 5 months (one2one tuition) + 5 months (reading comprehension strategies) + 4 months (small group tuition)	PP pupils on track to meet minimum targets: Year 7 : 81% Year 8 : 64% Year 9 : 57% Year 10 : 75% This pattern matches that which we see for non-PP students and can best be described by the fact that students lower down the school have had less change to the way their subjects are delivered. Higher up the school (eg Year 9) students have had two years on the ‘old’ system before switching to a much more ‘skills based’ curriculum. Year 10 can be explained by the fact that the majority will be on the old curriculum, with only maths and English using the new, reformed, GCSEs.
Bespoke Curriculum	0	ABW	0	Extra literacy learning opportunity built into bespoke timetable for PP students	<ul style="list-style-type: none"> • Improved attendance • Improved academic performance 	+ 2 months + 2 months (arts curriculum)	Year 7 <ul style="list-style-type: none"> • 100% of pupils think that enrichment lessons give them an opportunity to learn new things or further develop their skills and enjoy them • 80% of pupils find getting to clubs easy Year 8 <ul style="list-style-type: none"> • 63% said that enrichment gave them a good opportunity to develop their skills further • 72% felt that enrichment lessons gave them a good opportunity to learn different things.

							<ul style="list-style-type: none"> 63% said they really enjoy enrichment lessons. <p>Year 9</p> <ul style="list-style-type: none"> 75% said that enrichment gave them a good opportunity to develop their skills further 68% felt that enrichment lessons gave them a good opportunity to learn different things. 83% thought that clubs were easy to get to. 75% said they had a lot of books to read at home. <p>Year 10</p> <ul style="list-style-type: none"> 64% of students enjoyed enrichment lessons
Careers	3,500	DTR	13	Future career opportunities established to ensure focus	<ul style="list-style-type: none"> Improved focus and learning in school 		<p>Year 11</p> <ul style="list-style-type: none"> 100% had a good understanding of what they were going to do post-16 and 88% felt that they had received quality information about their options 100% were aware of their attendance % and knew the impact of it on their learning 87% of students caught up when they missed lessons <p>Year 10</p> <ul style="list-style-type: none"> 35% of pupils felt that they didn't have a good idea of what they wanted to do post-16 64% felt that that they hadn't received quality information about post-16 options 42% were unaware of their attendance % at school <p>Year 9</p> <ul style="list-style-type: none"> 93% know of different careers or qualifications they can do 68% know of the importance of attending school and the impact it has on their learning

							Year 8 <ul style="list-style-type: none"> 63% of students are aware of their attendance % at school. 63% have received quality information about education after school. 54% of students know of different careers and qualifications they could do.
Lexia online literacy	1,540	JCE	19	Online bespoke literacy package to improve students' overall learning / understanding – progress reported on Go4Schools system	<ul style="list-style-type: none"> Increase in literacy levels in line with minimum target grades 	+ 5 months (reading comprehension strategies)	<ul style="list-style-type: none"> Has led to dramatic improvements in literacy for some students but impact continues to grow. It is very difficult to isolate Lexia as the primary success but certainly contributed to the improvement in outcomes for students that accessed the program.
Visits – focused learning	819	NSY	11	Overstrand Hall – February 2016 Residential learning experience. Improve academic and social skills.	<ul style="list-style-type: none"> Improved social skills interaction 		<ul style="list-style-type: none"> All PP students did not take up the offer Most students made the most of the trip See 1st PIP impact
Pastoral Care	23,400-26,800 27,600-30,600	MLC	74	Focused 1 to 1 pastoral support, core guidance	<ul style="list-style-type: none"> Focused at school Improved attendance Student relations 	+ 4 months (behaviour intervention)	<ul style="list-style-type: none"> See 1st PIP impact
Lunch Club	0		7	Lunch club for vulnerable students to play games, access PC's and have adult support when they find it difficult at break times	<ul style="list-style-type: none"> Successful integration in school community Feeling of safety for students 	+ 4 months (social and emotional learning)	<ul style="list-style-type: none"> Students felt safe and secure and took part in regular games and activities.
Total Budget	Spent £68,707		Pupil Premium allocation £68,707				

Summary:

At Holbrook Academy, to maximise the impact of the Pupil Premium funding for disadvantaged students, we focus in 3 main objectives:

- i) To improve outcomes for disadvantaged pupils (Attainment)
- ii) To improve rates of progress for disadvantaged pupils (Progress)
- iii) To narrow the gap between our 'disadvantaged' and our non-disadvantaged pupils (The Gap)

Holbrook Academy continues to improve outcomes for pupils eligible for the Pupil Premium. Outcomes have steadily increased according to a variety of key performance indicators as shown below.

- Progress 8 score has risen marginally from -0.24 to -0.22

		Non PP	PP	Diff
Progress 8	2014-15	0.22	-0.24	0.46
	2015-16	0.35	-0.22	0.57

- Attainment 8 scores have risen to 44.13
- Since 2012-13, pupils eligible for pupil premium funding gaining 5+A*-C including English and maths has risen from 11% to 46.67%, narrowing the gap with their counterparts from 46.90% to 26.06%, whilst whole-school outcomes have risen dramatically also.
- There is effectively no *attainment gap* between disadvantage pupils' performance and their counterparts when using the measure of A*-C in English. 80% of pupils eligible for the Pupil Premium are now gaining this measure.
- PP Value Added score of 1007.87 in 2016. In 2015 it was 983.81.
- % of fixed term exclusions for FSM children was lower (13.64%) than the national average (18.77%)
- % of pupils with 1 or more fixed term exclusions was less for FSM children (7.58%) than the national average (8.93%)

The performance of PP students has dramatically improved since 2011-12 with 11% achieving 5+ A*-C inc. En Ma, 28.57% achieved the same measure in 2013-14 and 2014-15 results were better still with 36%. This continued to improve in 2016 with 46.67% of PP students gaining 5+ A*-C grades including English and maths.

The *attainment gap* between pupils eligible for the premium has reduced steadily over the last 4 years. In the 2014-15 academic year, results (5+A*-C inc. EnMa) improved dramatically (+10%) which meant that the attainment gap slightly increased from 34% to 37.5%, however if the whole school results had stayed the same as the previous year, the gap between PP student and non-PP student would have reduced to 26%; the outcomes for PP students had still improved. This year, outcomes improved further with 46.67% of the Pupil Premium cohort achieving this measure; narrowing the gap to 26%.

5+ A*-C inc English and maths

