

2017-18							
Strategy	Cost	Staff	No of Students	Summary	Intended Impact	EEF/Sutton Trust Learning Rating	What impact did it have?
Key Worker Mentoring	2,210	TA's	22	Students supported by key workers – members of staff that they can relate to, talk to, and feel supported by	<ul style="list-style-type: none"> Improved academic outcomes Better able to manage social interactions Lower bouts of anxiety reported Increased self-awareness 	+ 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 -0.93 in 2017 to -0.18 in 2018. Current data (on estimates) shows that PP students are only expected to be around -0.08 behind their non-PP counterparts in 2019.
Attendance monitoring	1,500	SCE	120	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
Student Success Centre	35,000	JCE, SCr, HPE, ASW	10	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)	<p>PP pupils on track to meet minimum targets:</p> <p>Across all year groups, PP students are making almost the same rate of expected progress across all their subjects; this is especially true in KS3.</p> <p>The attainment gap between PP and non-PP students is steadily narrowing through careful and targeted intervention and support.</p>

<p style="text-align: center;">Bespoke Curriculum</p>	<p style="text-align: center;">0</p>	<p style="text-align: center;">DTR, RLY, KMR</p>	<p style="text-align: center;">0</p>	<p>Extra literacy learning opportunity built into bespoke timetable for PP students</p>	<ul style="list-style-type: none"> • Improved attendance • Improved academic performance 	<p style="text-align: center;">+ 2 months + 2 months (Artsmark / curriculum)</p>	<p>Year 7</p> <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 <p>Year 8</p> <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. • 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
<p style="text-align: center;">Careers</p>	<p style="text-align: center;">4,500</p>	<p style="text-align: center;">DTR</p>	<p style="text-align: center;">120</p>	<p>Future career opportunities established to ensure focus</p>	<ul style="list-style-type: none"> • Improved focus and learning in school 		<ul style="list-style-type: none"> • All students, from Year 7 to 11, are able to comprehensively discuss future career aims. A small number of PP students in Year 10 were involved in the Barclays Bank Challenge which culminated in them being taken to the City of London as Barclays' guests.

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	1,035	PHT	15	Overstrand Hall – February 2018 Residential learning experience. Improve academic and social skills.	<ul style="list-style-type: none"> Improved social skills interaction 		<ul style="list-style-type: none"> Not all PP students accepted the invitation but those that did reported back feeling much less anxious around exams. This was borne out in improved outcomes for these students and PP as a whole in 2018.
Pastoral Care	23,400-26,800 27,600-30,600	MLC	120	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)	
Learning Support Hub	0		9	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 £90,966		Pupil Premium allocation £90,966				

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 -0.93 to -0.18

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.

In 2017, 79% of PP students achieved a 4 in English and Maths, compared to 88% across the school.
In 2018, 50% of PP students achieved a 4 in English and Maths, compared to 66% across the school.

Current predictions suggest that 58% of PP students will achieve the benchmark 4 in English and Maths, compared to 69% across the school.

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.