

Pupil Premium Strategy 2019-20

1. Summary information					
School	Holbrook Academy				
Academic Year	2019-20	Total PP budget	£103,565	Date of most recent PP Review	26/09/2019
Total number of pupils	580	Number of pupils eligible for PP	123	Date for next internal review of this strategy	December 2019
		Percentage of pupils eligible for PP	21.2%		

2. Current attainment				
	2018-19		2019-20	
	Pupils eligible for PP (Holbrook Academy)	Pupils not eligible for PP (national average)	Pupils eligible for PP (Holbrook Academy)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.23	0.13	To be validated	To be validated
Attainment 8 score average	43.7	50.1	To be validated	To be validated
Level 4 or above In English			To be validated	To be validated
Progress in English	-0.01	0.11	To be validated	To be validated
Progress in Maths	0.17	0.12	To be validated	To be validated
Level 4 or above in Maths			To be validated	To be validated
Level 4 or above in English and maths	50%	71.50%	To be validated	To be validated

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy difficulties – leading to a lack of access to education
B.	Social, Emotional and Mental Health difficulties
C.	Low Attendance

Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	Lack of access to enriching life experiences
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4. Intended outcomes *(specific outcomes and how they will be measured)*

Success criteria

A.	Increase levels of literacy and numeracy in year 7,8,9 PP students	<ul style="list-style-type: none"> • Increase in reading age, increase in spelling, punctuation and grammar scores • Literacy interventions raise both reading and spelling ages as shown in regular and meaningful testing • To build in additional literacy sessions for all learners • Targeted phonics intervention to be delivered to those below the functional reading • Measured by interim tracking and external examination results. Students who enter school with lower than average scores make expected progress allowing them to access desired pathways. • PP students achieve in line with rest of cohort for key progress measures
B.	Improve behaviour and self-regulation of PP students	<ul style="list-style-type: none"> • Reduction in Fixed Term Exclusions • Reduction in Permanent Exclusion
C.	Improve attendance of PP students	<ul style="list-style-type: none"> • 94% 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
D.	Broader curriculum and access to opportunities outside of their local environment	<ul style="list-style-type: none"> • Greater uptake on trips and enrichment opportunities • Uptake of a broad range of enrichment opportunities
E.	Improved rates of progress and outcomes at GCSE	<ul style="list-style-type: none"> • All PP students to make expected progress in English and maths • PP gain access to good Colleges and apprenticeships as a result of good support, opportunities and guidance

5. Planned expenditure

Academic year		2019-20				
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
Quality First Teaching (QFT)						
Action	Intended outcome	What is the evidence and rationale for this choice? <i>Evaluation of different interventions based on Education Endowment Foundation (EEF)</i>	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Estimated Cost
Raise profile of PP students	<ul style="list-style-type: none"> All staff to know who their PP students are 	<ul style="list-style-type: none"> If staff are to cater for their diverse needs, they must know who they are 	<ul style="list-style-type: none"> Learning walks Book Scrutiny Pupil feedback 	FPY/HPE	Termly	100
TA support for PP students – handwriting, Dyslexia intervention,	<ul style="list-style-type: none"> TA support in lessons Specialist literacy sessions outside of the classroom 	<ul style="list-style-type: none"> +4 months – Small group tuition + 6 months – Reading comprehension strategies +3 months – Individualised instruction 	<ul style="list-style-type: none"> Regular meetings with support staff every Wednesday morning Performance management targets and review 	FPY/ASW/SPK	Weekly	1368
Homework Club	<ul style="list-style-type: none"> Every Wednesday, pupils can stay until 16.30 to receive support Computer and printer access Late bus provided 	<ul style="list-style-type: none"> Rural location/Majority of PP students living outside of catchment make +4 months – Small group tuition +5months – Collaborative Learning 	<ul style="list-style-type: none"> SC oversees FPY attends and observes Registers kept Liaison with parents 	FPY/SC	Termly	1140

Extended School Day	<ul style="list-style-type: none"> Increased capacity to teach Numeracy, Literacy and Enrichment 	<ul style="list-style-type: none"> +2 months – Extending school day +4 months – Small group tuition +8 months – Feedback and evaluation of learning 	<ul style="list-style-type: none"> Under constant review 		Ongoing	
Revision School during holidays	<ul style="list-style-type: none"> School open during February half-term, Easter Holidays and May Half-term for revision classes on most subjects Exam readiness Increased confidence 	<ul style="list-style-type: none"> +2 months – Extending school day +8 months – Feedback and evaluation of learning 	<ul style="list-style-type: none"> SLT presence on these days 	PHT/RLY/OAE	As appropriate	1500
Lexia Online	<ul style="list-style-type: none"> Targeting individuals that struggle with literacy to help them address specific issues Transferable skills to other areas Boost confident and sense of progress 	<ul style="list-style-type: none"> +8 months – Feedback and evaluation of learning +4 months – Digital technology 	<ul style="list-style-type: none"> Monitored by Head of SSC on a weekly basis 	JCE	Yearly + Termly tests scores	1300
ShowMyHomework	<ul style="list-style-type: none"> Simple and easy way of recording homework Makes it easier to share resources and materials with students Aids progress of lower attenders 	<ul style="list-style-type: none"> +4 months – Digital technology +8 months – Feedback and evaluation of learning +5 months – Homework Support 	<ul style="list-style-type: none"> Monitored by class teacher and overseen by Deputy Head 	PHT	Yearly	1900
Total budgeted cost						7308

Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Estimated Cost
Student Success Centre	<ul style="list-style-type: none"> • Improve literacy and numeracy • Improve confidence in pupils • Develop key skills to allow easier access to mainstream teaching 	<ul style="list-style-type: none"> • +4 months – Phonics • + 3 months – Reducing class sizes • +4 months – Small group tuition • + 6 months – Reading comprehension strategies 	<ul style="list-style-type: none"> • Identified Head of SSC • Regular SSC meetings (Mondays) 	FPY/JCE	Weekly/ Termly	40 000
Year 11 and Year 10 PP Intervention group	<ul style="list-style-type: none"> • Improve confidence and self -belief • Gain a better understanding of their specific barriers to success • Purchase and support the use of revision resources • Provided the skills and strategies for revision and learning 	<ul style="list-style-type: none"> • +4 months – Small group tuition • The pupils expressed a desire for it 	<ul style="list-style-type: none"> • AHT to lead and action it 	FPY/HPE	Weekly	4000
Attendance monitoring and Interventions	<ul style="list-style-type: none"> • Improve attendance • Understand barriers to attendance 	<ul style="list-style-type: none"> • You cannot help a student effectively if they do not attend – heavily affects attainment and well being 	Standing item in SLT, Pastoral and Tutor meetings Everyone's responsibility.	SCE/STY	Ongoing – half termly overviews	4000
Arts days/experiences with artists	<ul style="list-style-type: none"> • Broaden and enrich student experience 	<ul style="list-style-type: none"> • They enjoy it – Student feedback/Parental feedback 	<ul style="list-style-type: none"> • Observed • Parental feedback 	SPL/FPY/ACC	As required	350

ELSA – Emotional Literacy Support Assistant	<ul style="list-style-type: none"> Emotional support - Counselling Healthier behaviours - Cognitive Behaviour Therapy Bereavement Support 	<ul style="list-style-type: none"> +4 months - Social and Emotional Learning +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> Pastoral meeting discussion On an individual basis 	SC/MBN/SBN	End of each cycle – 10-12 weeks	Training = 700 (3) Hourly = 12 = 11200
Holiday Clubs/Activities	<ul style="list-style-type: none"> Broaden experiences Balanced and healthy diet through holidays Increase wellbeing 	<ul style="list-style-type: none"> Student Feedback/Staff Request 	<ul style="list-style-type: none"> Parental and student feedback 	FPY/HPE	September	Free apart from organising it/referral/consent
Peripatetic Music Lessons for FSM	<ul style="list-style-type: none"> Develop musical skills Increase PP engagement with music – break down barrier of cost 	<ul style="list-style-type: none"> Student Feedback/Staff Request 	<ul style="list-style-type: none"> Parental and student feedback 	DSN	As required	5000
Mentoring - Keyworkers	<ul style="list-style-type: none"> Regular advocacy and support Improve behaviour Parental engagement Increased confidence 	<ul style="list-style-type: none"> +4 months - Social and Emotional Learning +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> Parental and student feedback observation of the sessions 	FPY	Ongoing	2000
Pastoral Support	<ul style="list-style-type: none"> Reduction in FTE's Reduction in PEX Reduction in ISO 	<ul style="list-style-type: none"> +4 months - Social and Emotional Learning +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> Pastoral Team meetings Parental meetings 	MLC/SKY	Ongoing	20000
Overstrand – Revision Weekend	<ul style="list-style-type: none"> Revision strategies English and maths tuition Increased confidence Exam Readiness 	<ul style="list-style-type: none"> +4 months – Small group tuition +5months – Collaborative Learning 	<ul style="list-style-type: none"> Staff, Parental and student feedback observation of the sessions 	PHT	As required	750

Revision groups	<ul style="list-style-type: none"> • Revision strategies • English, maths and science tuition 	<ul style="list-style-type: none"> • +4 months – Small group tuition • +5months – Collaborative Learning 	<ul style="list-style-type: none"> • Staff, Parental and student feedback • observation of the sessions; review of data 	Teaching Staff	As required	Free
ActivGardens	<ul style="list-style-type: none"> • Learning about gardening and DIY 	<ul style="list-style-type: none"> • +4 months - Social and Emotional Learning • +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> • Student and staff feedback 	FPY/MBN	Yearly	3420
Student Leadership Conferences at University	<ul style="list-style-type: none"> • Raise aspirations • Boost confidence • Improve engagement with school improvement 	<ul style="list-style-type: none"> • +4 months – Small group tuition • +5months – Collaborative Learning 	<ul style="list-style-type: none"> • Student and staff feedback 	FPY	As required	1750
CISS – County Inclusive Support Service	<ul style="list-style-type: none"> • Specialist support in managing complex behavioural needs • Reduce FTE • Reduce PEX • Help staff manage behaviours 	<ul style="list-style-type: none"> • +4 months - Social and Emotional Learning • +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> • Student and staff feedback (including CISS Advisory Teacher) 	FPY	Yearly	400
Raedwald Trust Mentoring	<ul style="list-style-type: none"> • Raise aspirations • Boost confidence • Improve engagement with school life 	<ul style="list-style-type: none"> • +4 months - Social and Emotional Learning • +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> • Staff feedback • Pupil feedback 	FPY	Ongoing	Free
Learning Support Hub Access	<ul style="list-style-type: none"> • Improve attendance • Improve readiness for learning 	<ul style="list-style-type: none"> • +4 months - Social and Emotional Learning • +7months – Meta cognition and self-regulation 	<ul style="list-style-type: none"> • Staff feedback • Pupil feedback 	FPY/SCE/NMW	Ongoing	9500

Personalised Careers Consultancy	<ul style="list-style-type: none"> • More meaningful work experience placements • More suitable college applications • No NEETS 	<ul style="list-style-type: none"> • Student Feedback/Staff Request 	<ul style="list-style-type: none"> • Staff feedback • Pupil feedback 	DTR/SSY	As required	2000
Total budgeted cost						104370
Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Estimated Cost
Revision 'Start up' Vouchers	<ul style="list-style-type: none"> • Improve engagement • Take away financial burden of new academic year 	<ul style="list-style-type: none"> • Parental interviews/Focus Group • Student interviews 	Student, parent and staff feedback	FPY	As appropriate	4000
Subsidised School Trips	<ul style="list-style-type: none"> • Improve engagement • Take away financial burden of new academic year • Reduce peer comparison 	<ul style="list-style-type: none"> • Parental interviews/Focus Group • Student interviews 	Student, parent and staff feedback	FPY/Trip Lead/Finance Team	As appropriate	Unknown (4000)
Total budgeted cost					8000	
Total Projected Spend					119678	

6. Review of expenditure

Previous Academic Year		2018-19		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Staff training and awareness	<ul style="list-style-type: none"> Raise profile of PP student and their barriers to learning 	<ul style="list-style-type: none"> Staff were aware of PP students – still not enough was available to staff regarding the unique challenges that the individuals faced. 	It is essential. The individual profiles of these children are essential to the bespoke support and guidance they get from staff. It is clear that a broad stroke approach is ineffective. Development of One-Page Profiles for all PP students needed for Year 11 and Year 10.	120
TA support for PP students – handwriting, Dyslexia intervention	<ul style="list-style-type: none"> Boost literacy skills for those with diagnosed literacy difficulties 	<ul style="list-style-type: none"> Support has been targeted and effective – most students now participate fully in all mainstream lessons with minimal adult support. 	Excellent resource for students that are both disadvantaged and have SPLD.	13650
Revision support: During holidays, school time and after school	<ul style="list-style-type: none"> Give them a place to work Develop revision strategies 	<ul style="list-style-type: none"> Uptake was good – 66% attended more than one day of revision during Easter holidays 75% attended at least one after school revision session 100% of PP school attenders accessed support session, targeted group session 	Personal circumstances, distance from home and public transport affected what could be accessed outside of school hours. Exploration of individual barriers need to be explored.	£2300
Lexia Online	<ul style="list-style-type: none"> Develop key literacy skills 	<ul style="list-style-type: none"> Pupils that accessed it through SSC made solid progress – see above 	Continue; the pupils love the levels and sense of progress.	1800
Showmyhomework	<ul style="list-style-type: none"> Record and support home learning 	<ul style="list-style-type: none"> Easy to track their Home Learning and support parents 	Very use for students to refer back to resources. Excellent tool for pupils to catch up with missed learning.	2300

Targeted Intervention				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Student Success Centre	<ul style="list-style-type: none"> • Improve literacy and numeracy • Improve confidence in pupils • Develop key skills to allow easier access to mainstream teaching 	<ul style="list-style-type: none"> • Students have made excellent progress <p><u>Year 7:</u> Maths – Average Progress of PP students was 23 points Reading - Average Progress of PP students was 14 months</p> <p><u>Year 8</u> Maths – progress of one students was solid Reading - Average Progress of PP students was 15 months</p> <p><u>Year 9</u> Maths – progress of PP students on average was 12 marks per paper Reading – 5 months reading age improvement on average</p> <p>Impact on non-PP students was also excellent.</p>	Highly effective: <ul style="list-style-type: none"> • Supports acquisition of key skills • Improves confidence and ability to engage in other areas of the curriculum. 	£35 000
Homework Club	<ul style="list-style-type: none"> • Give a space and the adult support to complete home learning • Facilitate the support needed for independent learning 	Uptake is usually very high – sometimes too high – meant that it felt slightly overcrowded. Potential for a second day in the week to complete homework	Very effective. Parental feedback is always good – particular parents of children with SEN/D where home-learning can become a point of conflict.	1404
Late Bus	<ul style="list-style-type: none"> • Facilitate access to extra revision opportunities 	High uptake – pupil use it well in conjunction with teacher offers for extra support e.g. History department publish key topics for each week.	Very effective in that it transports people – the biggest benefit is it allows those whose parents do not drive or our concerned about added costs to engage with extra learning activities.	Unknown

Personalised Careers Consultancy	<ul style="list-style-type: none"> Offer accurate and personalised advice 	Offered to all – career guidance is excellent – pupils value the opportunities given to them e.g. Trinity Park Careers Fayre, in depth follow on interviews, assemblies, careers evenings, community mentors		12000
Revision Carousel	<ul style="list-style-type: none"> Targeted intervention for English, maths and science during enrichment for year 11 – improve confidence and attainment 	Mixed impact. Some students didn't buy in to the intended purpose – they felt that enrichment was a time of personal choice rather than extra tuition.	Buy in to the different activities needs to be carefully targeted and rationale explicitly explained to individuals – they must see the intended impact.	3510
After school Revision sessions	<ul style="list-style-type: none"> Targeted intervention for English, maths and science during enrichment for year 11 – to improve confidence and attainment 	See above.	See above.	3510
Overstrand Weekend Revision Trip	<ul style="list-style-type: none"> Develop independently learning skills Improve confidence and attainment in English and maths and other subjects 	The weekend was well attended. Pupils engaged well with team building and revision activities.	Continue, pup	2300
Keyworker Mentoring/Pastoral Support/Counselling	<ul style="list-style-type: none"> Improve self-efficacy Improve self-regulation and confidences Improve behaviour for learning in lessons 	<ul style="list-style-type: none"> 43% of all pupils that received exclusions were for PP students – most were isolated events. Improved attendance and engagement from students that received direct input 	<ul style="list-style-type: none"> Utilisation of isolation as a way of keeping them in school is preferred Helping staff understand learning and behavioural needs can prevent escalation – 'Behaviour as Communication' training and one-2-one work with CISS planned. More ELSA's to be trained to support pupils with complex emotional needs 	36000

ii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Attendance Monitoring	<ul style="list-style-type: none"> Pupils to attend school and access education 	<ul style="list-style-type: none"> Increased attendance – in line with improving school average 	Complex health needs impacted attendance heavily. Move more quickly with early indicators of absenteeism.	3400

7. Additional detail