

## Pupil Premium Strategy Statement – Holderness Academy & Sixth Form College

This statement details our academy's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

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
Number of pupils in school	1026
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	N Holder, Headteacher
Pupil premium lead	K Ashbridge, Assistant Headteacher
Governor / Trustee lead	M Kitching, Chair of Governors & L Smith, PP Link.

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,063
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£69,886
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£311,949</b>

## Part A: Pupil premium strategy plan

### Statement of intent

This statement details our academy's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged students. 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.

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will also support those learners who we know to be vulnerable, regardless of whether they are disadvantaged or not. The academy draws on research and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies. Quality first teaching for all pupils is our key driver. Having access to a well sequenced and well-planned knowledge-based curriculum across all subject areas is at the heart of what we do. We work with our learners to develop the skills required to access the curriculum. We want all of our learners to secure a firm grasp of basic skills alongside the social and emotional skills required to be an effective learner. Implicit in the intended outcomes is the intention that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery. Curriculum adaptations, school-led tutoring and the National Tutoring Programme will all be integral to targeted support for those pupils whose education has been the worst affected, including non- disadvantaged pupils. Robust diagnostic assessment will be used to identify individual needs and interventions will be implemented swiftly. All of our students are challenged in the work they are set and our staff take responsibility for the outcomes of disadvantaged students. A significant proportion of the DA cohort do not attend frequently enough or display effective behaviours for learning. If we can get these learners to attend regularly and consistently then their positive outcomes will follow as we know that teaching and learning are effective.

### Challenges

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse

eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies

Challenge number	Detail of challenge
1	The students who are disadvantaged do not make the expected attainment and progress during their time at the Academy.
2	Increasing mental health concerns is having a negative impact on attendance.
3	Lack of aspirations from a number of families within our disadvantaged community.
4	Increased number of disadvantaged students are not demonstrating the appropriate learning behaviours.

### 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
To raise attainment and accelerate progress of disadvantaged students.	<ul style="list-style-type: none"> <li>• 2024 DA P8 is above 2023 score.</li> <li>• 2024 DA A8 is above 2023 score.</li> <li>• 2024 DA grades 4 and above for English and Maths are above 2023 grades.</li> <li>• 2024 DA grades 5 and above for English and Maths are above 2023 grades.</li> <li>• Increased percentage of DA working within their reading age.</li> </ul>
To increase the attendance rates and reduce the PA rates for the disadvantaged students.	<ul style="list-style-type: none"> <li>• 2024 DA attendance is above 2023</li> <li>• 2024 PA for DA is below 2023</li> </ul>
To increase the number of DA learners who leave KS4 moving to education, training or employment.	<ul style="list-style-type: none"> <li>• 100% of DA students remaining in education have a positive destination that is suitable for their needs.</li> <li>• 100% of DA students leave for further education, training or employment.</li> </ul>

To improve the behaviour of the disadvantaged students.	<ul style="list-style-type: none"> <li>• The ratio of DA removals when compared to non DA removals has decreased.</li> <li>• The ratio of DA suspensions when compared to non DA suspensions has decreased.</li> </ul>
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### Activity in this academic year

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)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

**Budgeted cost: £45,917**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development, including: National Professional Qualifications.	£20,000	EEF 9	1
Operational platforms to aid classroom teaching for example ClassCharts	£10,000	EEF 6, 38	1
Develop a teaching and learning library; to increase research/evidence based professional learning.	£1,000	EEF 9	1
3 days per week support from the Education Team.	£14,917	EEF 9	1

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy

**Budgeted cost: £144,354**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Academic learning platforms for independent learning for example Tassomai, Seneca, Accelerated Reader & No more marking.	£5,468	EEF 7, 8, 33, 37	1
Individual tutoring sessions	£15,150	EEF 8, 11, 13,	1
Pearson tutoring sessions	£32,212	EEF 8, 11, 13	1
Yiyiyap tutoring	£27,500	EEF 8, 11, 13	1
Specific intervention for PLAC students	£14,000	EEF 27, 41, 42	1-4
Summer school intervention	£15,000	EEF 5, 28, 37	1, 2
Offsite directed college provision	£11,039	EEF 9, 22	1
Thinking for the futures mentor	£8,985	EEF 27, 41, 42	2, 4
Mable counselling service	£10,000	EEF 27, 41, 42	2
6 <sup>th</sup> Form Academic mentors	£5,000	EEF 17	1

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

**Budgeted cost: £197,591**

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Manager support	£31,090	EEF 8, 11	2, 4
Progress leader support	£8,000	EEF 11	1
Safeguarding Manager	£18,999	EEF 11, 16, 27, 42	2, 4
SENCO support	£17,290	EEF 3, 8, 11, 12, 27, 32, 38, 42	1, 2
Pupil Premium Lead	£17,290	EEF 3, 8, 11, 12, 27, 32, 38, 42	1-4
Designated Safeguarding Lead time	£17,290	EEF 3, 8, 11, 12, 27, 32, 38, 42	2, 4
Attendance Manager	£13,008	EEF 16, 38	2
Attendance Officer	£15,833	EEF 16, 38	2
Ingredients for Food technology lessons	£2,000		1
Pupil Premium Champion	£35,000	EEF 3, 8, 11, 12, 27, 32, 38, 42	3
Curriculum enrichment including uniforms, music tuition, trips	£17,041	EEF 1, 24	2, 4
Tigers Trust support	£4,750	EEF 27, 41, 42	2, 4

**Total budgeted cost: £387,862**

## Part B: Review of the previous academic year Outcomes for disadvantaged pupils

<i>Quality First Teaching</i>	
<i>Impact</i>	<i>Lessons Learned</i>
<p><b>Strategy</b></p> <ul style="list-style-type: none"> <li>Improve Quality First Teaching by using data to inform bespoke planning. Ensure that teachers are consistent in key strategies for questioning, modelling, practice and retrieval through use of Walkthrus.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>MED evidences effective live modelling in 88.5% of lessons from a baseline of 100%</li> <li>The percentage of DA students working at age related expectation in Maths increased in Y7, Y8 and Y9. Y7 + 11% increase, Y8 + 12% and Y9 +5% increase.</li> <li>DA P8 did not improve on 2022</li> </ul>	<ul style="list-style-type: none"> <li>To ensure we are tracking rigorously and regularly the achievement of our DA cohort.</li> <li>To increase the number of staff completing National Professional Qualifications.</li> </ul>
<i>Targeted academic support</i>	
<i>Impact</i>	<i>Lessons learned</i>
<ul style="list-style-type: none"> <li>The number of DA absences has reduced</li> <li>Staff voice indicated that they have increased awareness of DA students so they can act accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>Rigorous monitoring of interventions needed with entry and exit data collated.</li> <li>Targeted support for independent revision through the Year 11 'Steps to Success' programme (with core principles being applied further down the school).</li> </ul>

<i>Wider strategies</i>	
<i>Impact</i>	<i>Lessons Learned</i>
<ul style="list-style-type: none"> <li>• A high number of students benefited from uniform and equipment</li> <li>• Music tuition was fully funded for DA students.</li> <li>• A number of students were supported with funding for trips and visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the capacity within the attendance team.</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Think for the Future Interventions	TFTF
National Tutoring Programme	My Tutor Pearsons
Tutoring YIPIYAP	YIPIYAP Tutoring
Various wellbeing and motivational	Tigers Trust

## Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:  
How our service pupil premium allocation was spent last academic year

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
N/A
<b>The impact of that spending on service pupil premium eligible pupils</b>
N/A