

This statement details our academy’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment 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 academy.

## SCHOOL OVERVIEW

DETAIL	DATA
School name.	Hollingworth Academy
Number of pupils in the academy.	1357
Proportion (%) of pupil premium eligible pupils.	374 (27.6%)
Academic year/years that our current pupil premium strategy plan covers.	2022 to 2025
Date this statement was published.	30 <sup>th</sup> September 2023
Date on which it will be reviewed.	10 <sup>th</sup> January 2024
Statement authorised by.	Mr R McGinty
Pupil Premium lead.	Mr B Larkin
Governor / Trustee lead.	Mrs Judith Frater

## FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil Premium funding allocation this academic year.	£343,620
Recovery premium funding allocation this academic year.	£91,632
School Tutoring Grant.	£45,765
Pupil Premium funding carried forward from previous years (enter £0 if not applicable).	£0
<b>Total budget for this academic year</b> If your school is an academy in a Trust that pools this funding, state the amount available to your school this academic year.	£481,017

## PUPIL PREMIUM DEFINITION

The Pupil Premium funding is additional to main school funding and is used to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'FSM Ever 6').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. According to the DfE "It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what educational provision be made for the individual pupils within their responsibility." Source DfE Website).

The portion of PP grant for children and young people with parents in the regular armed forces is referred to as service pupil premium (SPP). The primary purpose of SPP is to enable schools to offer pastoral support to eligible pupils during challenging times and to help mitigate the negative impact of family mobility or parental deployment on service children. It can be used to help improve the academic progress of eligible pupils if schools deem this to be a priority.

## PART A: PUPIL PREMIUM STRATEGY PLAN

### STATEMENT OF INTENT

At Hollingworth Academy, we believe that through being a strong TEAM made up of pupils, staff and all of our community, we strive for academic excellence in all we do. The intent of our PP strategy is to ensure all of our pupils, in particular those who are disadvantaged, have extremely high expectations. Through developing the personal qualities of Resilience, Respect and Responsibility, which are the fundamental core values at the heart of our core ethos, we believe we can ensure our disadvantaged pupils leave us prepared for a successful journey in life.

Our focus is to ensure our pupils receive high quality teaching, especially in scaffolding and deepening pupil understanding to ensure each pupil can access the high-quality curriculum we offer. High quality teaching will have the biggest impact on our pupil progress, and we intend the outcomes of our pupils to be in the top 5% of schools nationally, including those of SEND and disadvantaged.

Our strategy coincides strongly with our academy improvement plan and its priorities to mitigate the risks which have resulted from lost learning experiences as a result of the Covid-19 pandemic. These include our initiatives on teaching, wider support but also targeted intervention/tuition to help pupils displaying large gaps in their knowledge.

In order to ensure we do this robustly we primarily focus on these predominant barriers to their success:

- Attendance and persistent absence.
- Low levels of literacy on transition.
- Pupils with complex or educational needs being supported to make progress.
- The retention of knowledge for all pupils and disadvantaged pupils, particularly boys.
- Limited experiences regarding capital culture and future career pathways.
- Low aspiration and limited understanding to future pathways amongst disadvantaged pupils.

Each child entitled to PPG (and the recovery premium for catch-up and the NTP) is unique in their situation and our response to their needs must reflect this. Considering this, at Hollingworth Academy we have built the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential. Our overall aim in using PPG is to extend opportunity and to remove the attainment and achievement gap between those entitled to PPG and those not.

## CHALLENGES

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

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	The progress made by our disadvantage pupils.
2	Low attendance rates amongst disadvantaged pupils are traditionally below that of our non-PP pupils.
3	Limited experiences and opportunities for cultural capital. Increasing opportunities and broadening pupil experiences remains a priority for our disadvantaged pupils.
4	The retention of knowledge for all pupils and disadvantaged pupils – particularly boys.
5	Reading ages gap between all pupils and disadvantaged pupils to be removed.
6	Low aspiration and limited understanding to future pathways amongst disadvantaged pupils. “Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults.” (DfE, 2015)
7	Behaviours for learning. The behaviour of a minority of pupil premium and non-pupil premium pupils is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.

## 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
Attendance to exceed 96% + for all pupils.	Attendance figures above 96% for all key groups.
Improve outcomes for all pupils, especially those designated disadvantaged, including SEND pupils.	P8 is increased to .5
To provide high quality reading provision.	95% of by Year 11 to have at least a chronological reading age.
Improve progress of disadvantaged pupils in practical/creative subjects.	Increase attainment and progress in open bucket qualifications.
Increase the progress of WBR disadvantaged boys.	Subject leaders and TLR holders in all subjects ensure that disadvantaged pupils in all year groups, make at least expected progress.

Continue to increase the progress and aspirations of disadvantaged HAP pupils, particularly boys.	Disadvantaged HAPs make at least expected progress and meet expected targets through high quality teaching and intervention.
---	--

## 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)

**Budgeted cost:** £13,464.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a supportive, personalised and sustained CPD programme that ensures staff develop more “responsive teaching” and allows teachers to plan and deliver lessons that effectively model, explain and set clear expectations so that pupils can build schema through the acquisition of knowledge.	<a href="https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/">https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</a> <a href="https://www.retrievalpractice.org/why-it-works">https://www.retrievalpractice.org/why-it-works</a> <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</a>	1, 4, 7
Implement effective provisions for reading and literacy ensuring there is a model of tiered support, which increases in intensity in line with pupil needs and disciplinary literacy is embedded across the curriculum to develop vocabulary knowledge.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf</a>	4, 5, 7

TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT STRUCTURED INTERVENTIONS)

Budgeted cost: £330,527.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke and targeted intervention programme across KS4 and KS3 for all pupils, including those with additional need.</p>	<p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/">https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/</a>  <a href="https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/">https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/</a>  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 4, 7</p>
<p>Co-ordination of a provision for children with SEND, ensuring all practitioners within the academy understand their responsibility and pupils are supported effectively through varying levels of intervention.</p>	<p><a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/</a>  <a href="https://www.gov.uk/government/publications/supportingsend/supporting-send">https://www.gov.uk/government/publications/supportingsend/supporting-send</a></p> <p>'The perfect SENCO':  <a href="https://www.crownhouse.co.uk/assets/lookinside/9781781351048_REVISED.pdf">https://www.crownhouse.co.uk/assets/lookinside/9781781351048_REVISED.pdf</a></p>	<p>1, 4, 5, 6, 7</p>

WIDER STRATEGIES (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)

Budgeted cost: £41,635

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically plan for curricular and extracurricular opportunities that enhance/develop pupils' cultural capital, character and all aspects of their personal development.	<a href="https://blog.educationplatform.co.uk/2020/02/26/thinking-about-personal-development-as-a-curriculum/">https://blog.educationplatform.co.uk/2020/02/26/thinking-about-personal-development-as-a-curriculum/</a> <a href="https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already/">https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already/</a> <a href="https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf">https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</a> <a href="https://www.pshe-association.org.uk/what-we-do/why-pshe-matters">https://www.pshe-association.org.uk/what-we-do/why-pshe-matters</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	3, 6
Develop and sustain a whole school approach to monitoring and improving attendance, targeting 96%+.	<a href="https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/">https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/</a> <a href="http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf">http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf</a> <a href="https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/">https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/</a>	2, 3, 6
<i>Ensure strategic collaboration between the pastoral and the Quality of Education Team to promote positive learning behaviours over compliance.</i>	<a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/behaviour/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/behaviour/</a> <a href="https://edexec.co.uk/good-behaviour-is-a-necessary-condition-for-learning-new-ofsted-commentary-released/">https://edexec.co.uk/good-behaviour-is-a-necessary-condition-for-learning-new-ofsted-commentary-released/</a> <a href="https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/">https://www.sec-ed.co.uk/best-practice/positive-reinforcement-techniques-and-ideas/</a>	7

Total budgeted cost: £385,627.17



## PART B: REVIEW OF OUTCOMES IN THE PREVIOUS ACADEMIC YEAR

### PUPIL PREMIUM STRATEGY OUTCOMES

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	2022 to 2023 outcomes
Increase P8 of disadvantaged pupils to at least equal all pupils nationally.	P8 is increased to 0.	<ul style="list-style-type: none"> <li>In 2023 the progress for PP pupils was -0.37 which was down on last year's -0.08.</li> <li>Maths in 2023 was -0.24 which is down on last year's 0.39.</li> <li>English in 2023 was -0.34 which is down on last year's -0.005.</li> <li>Ebacc in 2023 was -0.46 which is down on last year's 0.16.</li> <li>Open in 2023 was -0.39 which is up on last year's -0.74.</li> <li>Non-PP progress in 2023 was 0.21 making the gap between PP and Non-PP 0.58.</li> <li>In 2023 the gaps were: Maths (0.58), English (0.60), Ebacc (0.55), Open (0.53).</li> </ul>
Improve attainment of disadvantaged pupils in practical/creative subjects.	Increase attainment and progress of open bucket qualifications.	<ul style="list-style-type: none"> <li>Open bucket gap between PP and Non-PP is now 0.53.</li> </ul>
Increase the progress of WBR disadvantaged boys.	Subject leaders and TLR holders in all subjects ensure that disadvantaged pupils in all year groups, with particular focus on boys' progress, make at least expected progress.	<ul style="list-style-type: none"> <li>P8 in 2023 for WBR disadvantaged boys was -0.32. Last year it was -.0499. In 2019 it was -1.258.</li> <li>For English in 2023 was -0.55.</li> <li>For Maths in 2023 was +0.03 which is up on last year's -0.045.</li> <li>For Ebacc in 2023 was -0.18. Last year it was -0.125.</li> <li>For Open in 2023 was -0.54. Last year it was -1.185 and in 2019 it was -1.708.</li> </ul>
Continue to increase the progress and aspirations of disadvantaged HPA pupils, particularly boys.	Disadvantaged HPAs make expected progress and meet expected targets through quality first teaching and intervention.	<ul style="list-style-type: none"> <li>For HPA disadvantaged pupils progress was +0.05. Last year it was +0.543 and in 2019 it was -0.577.</li> <li>In English this year it was +0,19. Last year it was +0.437 and in 2019 it was -0.55.</li> <li>In Maths progress was +0.10. Last year it was +0.769 and in 2019 it was -0.049.</li> <li>Progress in Ebacc was -0.05. Last year it was 0.528 this year and in 2019 it was -0.574.</li> </ul>

		<ul style="list-style-type: none"> <li>• Progress in the open bucket was +0.04. Last year it was +0.167 and in 2019 it was -1.182.</li> </ul>
Improve the attendance of disadvantaged pupils throughout the school.	Attendance figures above the national average for all key groups (including disadvantaged pupils) and a system that moves attendance towards 96% post pandemic.	<ul style="list-style-type: none"> <li>• School PP: 87.1%/ <b>FSM: 87.8.</b></li> <li>• National PP: FSM only available: 85.3.</li> <li>• <b>Rochdale: FSM only available: 86.06 .</b></li> <li>• Whole School: 91.4%.</li> <li>• National: 90.7.</li> <li>• School SEND K: 84.1.</li> <li>• National SEND K: 85.9 .</li> <li>• School EHCP: 86%.</li> <li>• National EHCP: 82.9.</li> <li>• School Non-PP: 92.4.</li> <li>• National Non-PP: 91.8.</li> </ul>

## EXTERNALLY PROVIDED PROGRAMMES

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Programme	Provider
National Tutoring Programme	Monarch

## FURTHER INFORMATION (OPTIONAL)

### SCHOOL INITIATIVES TO SUPPORT GCSE PP PUPILS

A range of programmes and incentives were offered to pupils to offer further opportunities and personal enrichment to help boost GCSE results for disadvantaged pupils. These included:

- Maths tutor group for disadvantaged pupils established.
- (School-led tutoring programme) Our Saturday School ran for English from January 2022 through to May 2022. Small group tuition was provided by English teachers. After school GCSE revision sessions. This comprised two half hour sessions each evening, every evening, after school. Over 1000 revision sessions were put on with every subject providing sessions after school.
- Revision materials were provided including revision guides for all our PP pupils.
- IT resources were available through our laptop lending scheme.

**LESSONS LEARNED** (whether we will continue with this approach and our intended changes for the year ahead).

- High quality teaching will remain the strongest strategy for ensuring that our disadvantaged pupils perform at least as well as non-disadvantaged pupils in our school.
- SLT learning walks, book scrutiny and Impact Reviews by middle leaders will ensure an effective and supportive programme to strategize using data.
- This year we will continue use the NTP Grant to fund School Led Tutoring through Tutor Groups, Saturday School and After School Revision.
- Revision resources will continue to be provided for targeted disadvantaged pupils with revision guides available for all subjects. The Year 11 Strategy Evening will continue this year to support our ethos: 'Everyone Excels Everyday'. This means we have an achievement focussed culture where we do not put a ceiling on what our pupils can accomplish. This evening provides guidance for parents and pupils on how to succeed in Year 11.
- IT resources will continue to be made available to disadvantaged pupils through our laptop lending scheme.

### SCHOOL ACTIVITIES TO ADDRESS LOW LITERACY LEVELS OF DISADVANTAGED PUPILS

Our overall aim was to improve reading ages to at least match chronological age in both key stages.

- KS3 form time tutor reading took place twice a week with staff CPD provided to develop form tutor skills in reading.
- To track progress pupils took reading age tests (RATs) at the end of each term.

- Reading Intervention Activities: Pupils who were below chronological reading ages in Year 7 received a range of intervention support. Pupils who were two years below chronological age were further tested for fluency and decoding. If they struggle to decode in their reading they receive phonics intervention during form time each morning. For pupils who can decode but struggle with fluency, they are supported after school in the LRC with pupil reading mentors. For pupils who are fluent and can decode vocabulary, but are still below chronological reading age, they received support from teaching staff reading mentors.
- Reading books are now part of a pupil's basic equipment. Pupils have access to a well-resourced reading library in the LRC (Learning Resource Centre) to ensure all pupils are able to comply with the basic equipment rule. Pupils are able to access the LRC during break and after school. Furthermore, LRC induction sessions are timetabled into literacy lesson at KS3, and regular 'library' lessons are timetabled for each English class, each term throughout the year.
- A Progresso widget introduced to highlight pupils below chronological age to allow targeted support in lessons.
- Disciplinary reading: during tutor time guided reading, teachers model reading fluency to pupils, with pupils reading aloud when appropriate to do so. Subject specific reading strategies are used to support reading comprehension and tier two and tier three vocabulary are explicitly pre-taught.

**LESSONS LEARNED** (whether we will continue with this approach and our intended changes for the year ahead)

We will continue with our KS3 form time tutor reading support programme.

To track progress pupils took reading age tests (RATs) at the end of each term. EOY results show the average reading age of PP pupils is still below that of non-PP pupils in Year 7 and Year 9. By the end of last year, the percentage of disadvantaged and advantaged pupils with a chronological reading age or better can be seen below.

	2021 -22	2021-22	2022 - 23	2022 - 23
Year Group	% PP Pupils	% Non-PP Pupils	% PP Pupils	% Non-PP Pupils
7	72%	75%	53%	67%
8	52%	70%	57%	79%
9	66%	78%	71%	74%
10	63%	71%	61%	71%

The table above shows we need to continue with our reading intervention activities if we are to close the gap further between advantaged and disadvantaged pupils. To help with this, LPAs will receive further training on various intervention programmes, and to help improve our diagnostic data and to improve support for pupils we will introduce a digital online reading age test. Also, this year we will set up our peer reading scheme, whereby Year 10 pupils will be paired with Year 7 and Year 8 pupils. Older pupils will model fluency and encourage reading aloud by their mentees.

### **SCHOOL ACTIVITIES TO ADDRESS ISSUES RELATED TO DEVELOPING CULTURAL CAPITAL OF DISADVANTAGED PUPILS.**

Despite the restrictions created by COVID we were able to provide an extensive range of wider cultural experiences. These included but were not limited to:

- Reinstate our GCSE Art trip to Manchester City Centre.
- Reinstate our Year 8 Geography Field Trip to Blackpool.
- Take our GCSE Engineering pupils to visit several local and international companies such as: Air Bus U.K. Flender U.K. Holroyd Precision Engineering etc.
- Continue our excellent relationship with the National Theatre following the two productions by our pupils of The Curious Incident of the Dog in the Night-time. As a result of this we have been selected as one of seven pilot schools nationally developing the "Speak-up" project.
- The introduction of the Duke of Edinburgh Award.
- A Science Year 9 Enrichment Day.
- SEND transition visits to sixth form providers.
- Many opportunities annually to engage in creative and performing arts, which includes free instrument lessons, performances in dance, drama and music.
- Continuing to build sustained relationships through our Futures Hub, where we will continue working with OxNet to engage and challenge the most able pupils, particularly those deemed disadvantaged.

### **LESSONS LEARNED** (whether we will continue with this approach and our intended changes for the year ahead)

We will continue with last year's approach.

As we continue to recover from the impact COVID and the challenges of the teacher's strikes, we plan to reinstate our full provision of events and trips that will enrich our pupils' experience of the curriculum and wider curriculum. For example, we are planning the following foreign residential trips over the coming academic year: CERN, Berlin, Naples, Battlefields and London.