

This statement details Hollingworth Academy’s use of pupil premium 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 the academy.

ACADEMY OVERVIEW

DETAIL	DATA
School name.	Hollingworth Academy
Number of students in the academy.	1344
Proportion (%) of pupil premium eligible students.	384 (28.6%)
Academic year/years that our current pupil premium strategy plan covers.	2022 to 2025
Date this statement was published.	30 th September 2024
Date on which it will be reviewed.	28 th February 2025
Statement authorised by.	Mr R McGinty
Pupil Premium lead.	Mr K Clark
Governor / Trustee lead.	Mr Richard Wheatley

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil Premium funding allocation this academic year.	£367,040
Pupil Premium funding carried forward from previous years (enter £0 if not applicable).	£0
Total budget for this academic year If your school is an academy in a Trust that pools this funding, state the amount available to your school this academic year.	£367,040

PUPIL PREMIUM DEFINITION

The Pupil Premium funding is additional to main academy 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 and academies to work with students who have been registered for free school meals at any point in the last six years (known as 'FSM Ever 6').

Schools/academies 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/academies to offer pastoral support to eligible students 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 students if schools/academies 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 students, 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 students, 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 students leave us prepared for a successful journey in life.

Our focus is to ensure our students receive high quality teaching, especially in scaffolding and deepening student understanding to ensure each student can access the high-quality curriculum we offer. High quality teaching will have the biggest impact on our student progress, and we intend the outcomes of our students 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 students 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.
- Students with complex or educational needs being supported to make progress.
- The retention of knowledge for all students and disadvantaged students, particularly boys.
- Limited experiences regarding capital culture and future career pathways.
- Low aspiration and limited understanding to future pathways amongst disadvantaged students.

Each child entitled to PPG 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 students.

CHALLENGE NUMBER	DETAIL OF CHALLENGE
1	The progress made by our disadvantage students.
2	Low attendance rates amongst disadvantaged students are traditionally below that of our non-PP students.
3	Limited experiences and opportunities for cultural capital. Increasing opportunities and broadening student experiences remains a priority for our disadvantaged students.
4	The retention of knowledge for all students and disadvantaged students – particularly boys.
5	Reading ages gap between all students and disadvantaged students to be removed.
6	Low aspiration and limited understanding to future pathways amongst disadvantaged students. “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 students 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 students.	Attendance figures above 96% for all key groups.
Improve outcomes for all students, especially those designated disadvantaged, including SEND students.	P8 is increased to 0.5
To provide high quality reading provision.	95% of students by Year 11 to have at least a chronological reading age.
Improve progress of disadvantaged students 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 students in all year groups, make at least expected progress.
Continue to increase the progress and aspirations of disadvantaged HAP students, 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: £16,874.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 students can build schema through the acquisition of knowledge.</p>	<p>https://www.retrievalpractice.org/why-it-works https://www.aft.org/sites/default/files/Rosenshine.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&utm_medium=search&utm_campaign=site_search&search_term=SELF%20REGULATION</p>	<p>1, 4, 7</p>
<p>Implement effective provisions for reading and literacy ensuring there is a model of tiered support, which increases in intensity in line with student needs and disciplinary literacy is embedded across the curriculum to develop vocabulary knowledge.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/secondary-literacy?utm_source=/education-evidence/evidence-reviews/secondary-literacy&utm_medium=search&utm_campaign=site_search&search_term=LITERACY</p>	<p>4, 5, 7</p>

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

Budgeted cost: £275,825.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke and targeted intervention programme across KS4 and KS3 for all students, including those with additional need.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support?utm_source=/support-for-schools/school-planning-support/2-targeted-academic-support&utm_medium=search&utm_campaign=site_search&search_term=TARGETED%20ACADEMIC%20SUPPORT</p> <p>https://engage-education.com/blog/closing-the-gap-the-benefits-of-small-group-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition</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 students are supported effectively through varying levels of intervention.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?utm_source=/education-evidence/guidance-reports/teaching-assistants&utm_medium=search&utm_campaign=site_search&search_term=best%20use%20of%20teaching%20assis</p> <p>https://www.gov.uk/government/publications/supporting-send</p> <p>'The perfect SENCO': https://www.crownhouse.co.uk/the-perfect-senco</p>	<p>1, 4, 5, 6, 7</p>

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

Budgeted cost: £70,446.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategically plan for curricular and extracurricular opportunities that enhance/develop students' cultural capital, character and all aspects of their personal development.	https://educationendowmentfoundation.org.uk/news/supporting-schools-to-move-beyond-what-we-do-already/ https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility	3, 6
Develop and sustain a whole academy approach to monitoring and improving attendance, targeting 96%+.	https://www.sec-ed.co.uk/content/best-practice/strategies-for-reversing-poor-school-attendance https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/	2, 3, 6
Ensure strategic collaboration between the pastoral and the Quality of Education Team to promote positive learning behaviours over compliance.	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/behaviour?utm_source=/education-evidence/evidence-reviews/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour https://www.sec-ed.co.uk/content/best-practice/positive-reinforcement-techniques-and-ideas	7

Total budgeted cost: £367,040

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 students in the 2023 to 2024 academic year.

Intended outcome	Success criteria	2022 to 2023 outcomes
Increase P8 of disadvantaged students to at least equal all students nationally.	P8 is increased to 0.5	<ul style="list-style-type: none"> In 2024 the progress for PP students was -0.30 which was up on the previous year's -0.37. Maths in 2023 was -0.16 which is up on the previous year's -0.24. English in 2023 was -0.38 which is down on the previous year's -0.34. Ebacc in 2023 was -0.31 which is up on the previous year's -0.46. Open in 2023 was -0.35 which is up on the previous year's -0.39. Non-PP progress in 2023 was 0.08 making the gap between PP and Non-PP 0.38 which is up from a gap of 0.58 the previous year. In 2023 the gaps were: Maths (0.44), English (0.43), Ebacc (0.35), Open (0.35).
Improve attainment of disadvantaged students in practical/creative subjects.	Increase attainment and progress of open bucket qualifications.	<ul style="list-style-type: none"> Open bucket gap between PP and Non-PP is now 0.35 which is closing compared to a gap of 0.53 the previous year.
Increase the progress of WBR disadvantaged boys.	Subject leaders and TLR holders in all subjects ensure that disadvantaged students in all year groups, with particular focus on boys' progress, make at least expected progress.	<ul style="list-style-type: none"> P8 in 2024 was -0.75, whilst in 2023 for WBR disadvantaged boys was -1.17. For English in 2024 this was -0.93, whilst in 2023 it was -1.56. For Maths in 2024 this was -0.54, whilst in 2023 it was -0.80. For Ebacc in 2024 this was -0.67, whilst in 2023 it was -1.08. For Open in 2024 this was -0.90, whilst in 2023 it was -1.25.
Continue to increase the progress and aspirations of disadvantaged HPA students, particularly boys.	Disadvantaged HPAs make expected progress and meet expected targets through quality first teaching and intervention.	<ul style="list-style-type: none"> For HPA disadvantaged students progress was -0.61. Last year it was -0.92. In English this year it was -0.56. Last year it was -0.82. In Maths progress was -0.49. Last year it was -0.62. Progress in Ebacc was -0.73. Last year it was -1.24. Progress in the open bucket was -0.72. Last year it was -0.87

Improve the attendance of disadvantaged students throughout the academy.

Attendance figures above the national average for all key groups (including disadvantaged students) and a system that moves attendance towards 96% post pandemic.

- Academy FSM6: 87.6%
- National FSM6: 85.4%
- Whole Academy: 91.4%
- National: 90.8%
- Academy SEND K: 87.3%
- National SEND K: 85.5%
- Academy EHCP: 84.8%
- National EHCP: 81.8%
- Academy Non-FSM6: 92.7%
- National Non-FSM6: 92.8%

FURTHER INFORMATION (OPTIONAL)

ACADEMY INITIATIVES TO SUPPORT GCSE PP STUDENTS

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

- Maths tutor group for disadvantaged students established.
- Academy-led tutoring programme - our Saturday School ran for English, Maths, Geography, History and Religious Education from April 2023 through to May 2023. Additionally, approximately, 2000 revision sessions were put on with every subject providing sessions after school.
- Revision materials were provided, including revision packs for all our PP students.
- 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 students perform at least as well as non-disadvantaged students in our academy.
- 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 with academy led tutoring through tutor groups, Saturday school and after school revision.
- Revision resources will continue to be provided for targeted disadvantaged students 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 students can accomplish. This evening provides guidance for parents and students on how to succeed in Year 11.
- IT resources will continue to be made available to disadvantaged students through our laptop lending scheme.

ACADEMY ACTIVITIES TO ADDRESS LOW LITERACY LEVELS OF DISADVANTAGED STUDENTS

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

- To track progress, students took reading age tests (NGRTs).
- Reading Intervention Activities: Students who were below chronological reading ages in KS3 received intervention support. If they struggle to decode in their reading, they receive phonics intervention during form time.

- Students have access to a well-resourced reading library in the LRC (Learning Resource Centre). Students are able to access the LRC during lunch and after school. Furthermore, LRC induction sessions are timetabled into literacy lessons at KS3, and regular 'library' lessons are timetabled for each English class.
- Year 7 and 8 have one literacy lesson per week with an English teacher.
- Emotional literacy timetabled as part of the form tutor schedule.

LESSONS LEARNED

We will continue with our KS3 form time wider-literacy programme. More will be done to engage PP students with reading for pleasure; we will engage students in online platforms to 'modernise' reading and make it more accessible in the home and will offer students training on these programmes in lessons. Reading will also become part of directed literacy homework for KS3.

Intervention programmes will become more substantial, evidence-based and research driven. The measure of interventions will be tested termly. Improvements in reading age will be quantitatively measured.

ACADEMY ACTIVITIES TO ADDRESS ISSUES RELATED TO DEVELOPING CULTURAL CAPITAL OF DISADVANTAGED STUDENTS.

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:

- 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 students, particularly those deemed disadvantaged.
- Allowing more students to access the student leadership programme by providing black ties and blazers.

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.

We will continue to expand the memorable experiences on offer to our students. For example, we are continuing with the delivery of the following foreign residential trips over the coming academic year: CERN, Berlin, Naples, Battlefields and London.

We will also be expanding our in-academy offer of memorable experiences including, but not limited to, Prison Me No Way, M6 Theatre group, St Johns ambulance first aid training and a wealth of careers opportunities and providers.