

This statement details our academy’s use of pupil premium 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.

ACADEMY OVERVIEW

DETAIL	DATA
School name.	Hollingworth Academy
Number of pupils in the academy.	1339
Proportion (%) of pupil premium eligible pupils.	419 (31.3%)
Academic year/years that our current pupil premium strategy plan covers.	2025 to 2028
Date this statement was published.	30 th September 2025
Date on which it will be reviewed.	28 th February 2026
Statement authorised by.	Mr R McGinty
Pupil Premium lead.	Mr K Clark
Governor / Trustee lead.	Mr R Wheatley

FUNDING OVERVIEW

DETAIL	AMOUNT
Pupil Premium funding allocation this academic year.	£414,950.00
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.	£414,950.00

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 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 0.5.
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: £33,078.23

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.	https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/ https://www.retrievalpractice.org/why-it-works https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf	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.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/EEF_KS3_KS4_LITERACY_POSTER.pdf	4, 5, 7

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

Budgeted cost: £263,901.07

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>https://educationendowmentfoundation.org.uk/the-tiered-model/2-targeted-academic-support/ https://engage-education.com/blog/tuition-and-intervention-planning-for-disadvantaged-pupils/ 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 pupils are supported effectively through varying levels of intervention.</p>	<p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ https://www.gov.uk/government/publications/supportingsend/supporting-send</p> <p>'The perfect SENCO': https://www.crownhouse.co.uk/assets/lookinside/9781781351048_REVISED.pdf</p>	<p>1, 4, 5, 6, 7</p>

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

Budgeted cost: £117,970.71

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.	https://blog.educationplatform.co.uk/2020/02/26/thinking-about-personal-development-as-a-curriculum/ 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.pshe-association.org.uk/what-we-do/why-pshe-matters https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf	3, 6
Develop and sustain a whole school approach to monitoring and improving attendance, targeting 96%+.	https://www.sec-ed.co.uk/best-practice/strategies-for-reversing-poor-school-attendance/ http://northumberlandeducation.co.uk/wp-content/uploads/2016/08/PPAttendancestrategies.pdf https://www.k12dive.com/news/8-ways-to-prevent-chronic-absenteeism/527794/	2, 3, 6
<i>Ensure strategic collaboration between the pastoral and the Quality of Education Team to promote positive learning behaviours over compliance.</i>	https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/behaviour/ https://edexec.co.uk/good-behaviour-is-a-necessary-condition-for-learning-new-ofsted-commentary-released/ https://www.sec-ed.co.uk/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 pupils in the 2024 to 2025 academic year. Please note progress data for 2025 was calculated using internal data due to the Year 11 cohort not sitting KS2 SATS.

Intended outcome	Success criteria	2024 to 2025 outcomes
Increase P8 of disadvantaged pupils to at least equal all pupils nationally.	P8 is increased to 0.5	<ul style="list-style-type: none"> In 2025 the progress for PP pupils was 0.53 which was up on the previous year's -0.30. Maths in 2025 was 0.50 which is up on the previous year's -0.16. English in 2025 was 0.48 which is up on the previous year's -0.38. Ebacc in 2025 was 0.64 which is up on the previous year's -0.31. Open in 2025 was 0.35 which is up on the previous year's -0.35. Non-PP progress in 2024 was 0.68 making the gap between PP and Non-PP 0.15. Which is up from a gap of 0.38 the previous year. In 2025 the gaps were: Maths (0.37, down from 0.44 last year), English (0.26 down from 0.43 last year), Ebacc (0.09, down from 0.35 last year), Open (0.09, down from 0.35 last year).
Improve attainment of disadvantaged pupils 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 0.09 which is closing compared to a gap of 0.35 the previous year.
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"> P8 in 2025 was 0.12, whilst in 2024 for WBR disadvantaged boys was -0.75. For English in 2025 this was -0.24, whilst in 2024 it was -0.93. For Maths in 2025 this was 0.53, whilst in 2024 it was -0.54. For Ebacc in 2025 this was 0.51, whilst in 2024 it was -0.67. For Open in 2025 this was -0.31, whilst in 2024 it was -0.90.
Continue to increase the progress and aspirations	Disadvantaged HPAs make expected progress and meet expected targets	Using internal data only 1 pupil was identified as high ability PP. This has meant that a reliable analysis of this data is not possible; next year we will look for a more robust method for analysing the impact on this area.

of disadvantaged HPA pupils - particularly boys.	through quality first teaching and intervention.	
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"> • School FSM6: 89.0% • National FSM6: 86.2% • School Non-FSM6: 93.9% • National Non-FSM6: 93.3% • School SEND K: 87.4% • National SEND K: 86.1% • School EHCP: 86.3% • National EHCP: 80.9%

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 from April 2025 through to May 2025. Further sessions ran during school holidays. Additionally, approximately, 2000 revision sessions were put on after school with every subject providing sessions.
- Revision materials were provided including revision packs 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 strategise using data.
- This year we will continue with 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/carers 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.

- To track progress, pupils took reading age tests (NGRTs) This includes twice yearly testing and additional YARC testing for identified pupils with low reading ages.
- Reading Intervention Activities: Pupils 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.

- Reading interventions include Boost Reading, Guided Reading, Lexia and Step-up to English entry level qualification offer.
- Pupils have access to a well-resourced reading library in the LRC (Learning Resource Centre). Pupils are able to access the LRC during lunch and after school. Furthermore, LRC induction sessions are timetabled into literacy lesson 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 wider-literacy programme during form time. More will be done to engage PP pupils with reading for pleasure; we will engage pupils in online platforms to 'modernise' reading and make it more accessible in the home and will offer pupils training on these programmes in lessons. More will be done to communicate with parents regarding reading ages and support for pupil at home with their literacy.
- 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.

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

We are 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 pupils, particularly those deemed disadvantaged.
- Allowing more pupils to access the pupil leadership programme by providing black ties and blazers.
- Access to subscription based extracurricular activities.
- Attendance on our Year 7 Residential experience.

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 pupils. For example, we are continuing with the delivery of the following foreign residential trips over the coming academic year: CERN, Berlin, Naples, Battlefields, PGL and London.
- We will also be expanding our in-school offer of memorable experiences including, but not limited to, Prison Me No Way, St. Johns Ambulance MHWB Speakers, Street First Aid and a wealth of careers opportunities and providers.