

Pupil Premium Strategy Statement

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 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 school.	1338
Proportion (%) of pupil premium eligible pupils.	347 (25.9%)
Academic year/years that our current pupil premium strategy plan covers.	2022 to 2025
Date this statement was published.	30 th September 2022
Date on which it will be reviewed.	10 th January 2023
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.	£325,050
Recovery premium funding allocation this academic year.	£91,080
School Tutoring Grant	£91,260
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.	£507,390

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	Low attendance rates amongst disadvantaged pupils is traditionally below that of our non-PP pupils.
2	The retention of knowledge for all pupils and disadvantaged pupils (particularly boys).
3	Low literacy levels between advantaged and disadvantaged on entry. Reading ages gap between all pupils and disadvantaged pupil to be removed.
4	The progress made by disadvantaged HPA and LPA pupils.
5	Limited experiences and opportunities for cultural capital. Increasing opportunities and broadening pupil experiences remains a priority for our PP pupils.
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: £12,363

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/Ros enshine.pdf https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/EEF_Metacognition_and_self-regulated learning.pdf	2, 3, 4
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	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	3, 4

curriculum to develop vocabulary knowledge.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £344,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a bespoke and targeted intervention programme across KS4 and KS3 for all pupils, including those with additional need.	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	2, 3, 4, 7
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.	https://educationendowmentfoundation.org.uk/tools/guidance-reports/making-best-use-of-teaching-assistants/ https://www.gov.uk/government/publications/supportingsend/supporting-send 'The perfect SENCO': https://www.crownhouse.co.uk/assets/lookinside/9781781351048_REVISED.pdf	2, 3, 4, 7

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

Budgeted cost: £ 114,430

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	5, 6, 7
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/	1, 5, 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/	1, 2, 3, 5, 6, 7

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Total budgeted cost: £ £470,819

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 2020 to 2021 academic year.

Intended outcome	Success criteria	2021 to 2022 Outcomes
Increase P8 of disadvantaged pupils to at least equal all pupils nationally.	P8 is increased to 0.	<ul style="list-style-type: none"> In 2022 the progress for PP pupils was -0.08 compared to 0.255 for Non-PP. In 2019 PP pupil progress was -0.289, so this is a significant improvement. A significant increase in progress score was seen in Maths (0.39 up from 0.02 in 2019, Ebacc (0.16 up from -0.20) and English (-0.005 up from -0.15). Open bucket increased marginally to -0.74 from -0.77. With Non-PP progress at 0.255 the gap between PP and Non PP was significant (0.33) but marginally lower than 2019 (0.38). The PP gap for buckets was the following: Maths (0.23), Ebacc (0.22), English (0.29) and Open bucket (0.58). However, the gap has closed significantly in Maths (from 0.47 to 0.23) and Ebacc (from 0.4 to 0.22). The gap in English and Open bucket has broadly stayed the same.
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 increased marginally to -0.74 from -0.77. With Non-PP progress at 0.255 the gap between PP and Non PP was significant (0.33), but marginally lower than 2019 (0.38).
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"> In 2022 the P8 for WBR disadvantaged boys was -0.499. This compares very well with -1.037 for 2019. A clear improvement is shown. However, this group is still significantly under-performing. Similarly the progress of WBR disadvantaged boys in English -0.482, whereas in 2019 it was -1.258. In Maths progress this year was -0.045 but was -0.151 in 2019. Ebacc for this cohort was -0.125 this and -0.811 in 2019. Finally, in the open bucket there was a significant improvement with -1.185 this year and -1.708 2019.

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"> • Progress was significantly improved by our HPA disadvantaged pupils with progress at 0.543 in 2022 and -0.577 • Improvement was also seen in English with 0.437 this year yet -.551 in 2019. • Maths also showed a significant improvement when compared to 2019 results: 0.769 this year and -0.049 in 2019. • Progress in Ebacc was also significant at 0.528 this year and -0.574 in 2019. • Progress in the open bucket was significantly improved with 0.167 achieved this year and -1.182 in 2019.
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.	Attendance for all key subgroups are above national average figures. FSM6 were above national average in all year groups and 1.7% as a school. ECHP were above national average, apart from Year 9 who were the same as national, and as a school this subgroup were 5.8% above national average. SEND support pupils are above national average in all year groups and 3.0% as a school.

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	My Tutor

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:

- The 1-1 tuition through the National Tuition Programme (NTP). 20 disadvantaged and SEND pupils took part in a 10 week, 10 lesson programme of 1:1 tuition in after school sessions during Autumn term.
- Maths Tutor group for WBR disadvantaged boys established. The 24 pupils made 0.74 progress in 2022. Pupils of a similar ability not in the tutor group and non-PP made 0.23 progress in 2022.
- (In school tutoring programme) Our new Saturday School ran for 15 weeks from January 2022 through to May 2022. Small group tuition was provided by Year 12 HPA ex pupils. Average progress score of pupils who attended was 0.65 compared to school average of 0.16.
- 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 Quality of Education meetings with middle leaders will ensure an effective and supportive programme to strategize using data.
- This year we will use the NTP for individuals rather than groups on the grounds of cost effectiveness. For example, pupils who are unable to attend school regularly for health or other reasons.
- We will look to continue with the Maths tutor group for disadvantaged boys and also create a similar group in English, where the gap between WBR disadvantaged boys and non-disadvantaged pupils is still significant.
- Average progress score of pupils who attended Saturday school was 0.65 compared to school average of 0.16. Saturday school will continue this year. We plan to increase the number of Saturdays we offer to pupils.

- After school revision sessions will continue from February 2023.
- Revision resources will continue to be provided for disadvantaged pupils with revision guides available for all subjects. A new Year 11 Strategy Evening will be established 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 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. However, in Year 8 PP have a slightly higher average RA (reading age) than non-PP pupils. KS3 average reading ages 2021/2022: Year 7 Non-PP RA average was 12.64 and 11.59 for PP; Year 8 RA average was 13.41 for non-PP and 13.50 for PP and in Year 9 Non-PP had RA average of 14.18 and for PP it was 13.62.
- By the end of last year the percentage of disadvantaged and advantaged pupils with a chronological reading age or better can be seen below.

Year Group	% PP Pupils	% Non-PP Pupils
7	72%	75%
8	52%	70%
9	66%	78%
10	63%	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 Lexia, and to help improve our diagnostic data and so improve support for pupils we will introduce a digital online reading age tests.
- Disciplinary reading will continue during tutor time, guided reading when teachers model reading fluency to pupils with pupils reading aloud when appropriate to do so. Subject specific reading strategies will also continue to support reading comprehension and tier two and tier three vocabulary are explicitly pre taught.

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:

- The Duke of Edinburgh Award
- Debate Mate

- The Brilliant Club
- 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; the Shakespeare Schools Festival; Partnership with the National Theatre.
- The Springboard Festival: this was a three day whole school event which aimed to re-engage pupils with wider learning opportunities and included events involving arts, sport, health and wellbeing, celebrating diversity, science and technology.
- Year 6 Summer School.

Lessons learned (whether we will continue with this approach and our intended changes for the year ahead)

As we come out of COVID we plan to reinstate our full provision of events and trips that will enrich our pupils' experience of the curriculum and wider curriculum.

Again, this will include but is not limited to:

- 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.
- Reinstate our annual Year 7 visit to Manchester University.
- 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.
- Following the Springboard Festival we will endeavour to ensure pupils re-engage with wider opportunities for learning outside of the timetable. We will audit uptake from disadvantaged pupils is high.