



## Pupil Premium Strategy Statement 2019-2020

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1. Summary information					
School	The University Academy Holbeach				
Academic Year	2019-2020	Total PP budget:	<b>£253, 695</b>	Date of most recent PP Review	October 2019
Total number of pupils	1330 (Year 11 cohort 190)	Number of pupils eligible for PP	243 42 (Year 11)	Date for next internal review of this strategy	January 2020
		% pupils eligible	23.5%		
Pupils in Year 7-11	1032	Governor responsible for Pupil Premium	Jenny Worth	Governor Review of Pupil Premium	28 November 2019

2. Current attainment: 2018-2019 – UAH students (DfE unvalidated/4Matrix Share and Compare)			
	<i>All Pupils UAH</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Progress 8 score	<b>+0.10 DfE unvalidated (+0.24 Share and compare)</b>	<b>+0.21 DfE unvalidated +0.31 (Share and Compare)</b>	<b>+0.22 (Share and Compare)</b>
Attainment 8 score average	<b>44.64 (Share and Compare)</b>	<b>41.4 (Share and Compare)</b>	<b>45.76 (Share and Compare)</b>



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<b>% pupils achieving 4+ in English and Maths</b>	<b>56%</b> (Share and Compare)	<b>45%</b> (Share and Compare)	<b>60%</b> (Share and Compare)
<b>Progress 8 Element: English</b>	<b>+0.11</b> (Share and Compare)	<b>+0.27</b> (Share and Compare)	<b>-0.05</b> (Share and Compare)
<b>Progress 8 Element: Maths</b>	<b>0</b> (Share and Compare)	<b>+0.02</b> (Share and Compare)	<b>0</b> (Share and Compare)
<b>Progress 8 Element: EBacc</b>	<b>+0.26</b> (Share and Compare)	<b>+0.41</b> (Share and Compare)	<b>+0.21</b> (Share and Compare)
<b>Progress 8 Element: Open</b>	<b>+0.08</b> (DfE unvalidated)	<b>+0.18</b> (DfE unvalidated)	<b>-</b>

### 3. Barriers to future attainment (for pupils eligible for PP)

#### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

**A.** To raise performance of disadvantaged lower ability boys at KS4

**B.** To raise performance of LAC students at KS4

#### External barriers *(issues which also require action outside school, such as low attendance rates)*

**C.** Attendance

**D.** Raise aspirations of disadvantaged pupils with no parental engagement with further or higher education

### 4. Desired Outcomes *(desired outcomes and how they will be measured)*



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<b>A.</b>	All disadvantaged lower ability boys achieve their target grades/3LPs, especially in English and Maths at KS4
<b>B.</b>	All LAC students achieve their target grades/3LPs, especially in English and Maths at KS4
<b>C.</b>	To raise performance of disadvantaged pupils at KS3
<b>D.</b>	To raise performance of LAC students at KS3

<b>5. Planned Expenditure 2019-2020</b>							
<b>Priority</b>	<b>Targets</b>	<b>Specific Action</b>	<b>Responsible Staff</b>	<b>Deadline</b>	<b>Success Criteria</b>	<b>Costs</b>	<b>Review</b>
1. Improve the progress of KS4 pupil premium students in the Academy by 'narrowing the gap' in English and Maths	1. Early identification of KS4 pupil premium students from DfE download.	1. Careful tracking of KS4 pupil premium groups by SMT and HODs.	SMT/HODs	July 2020	Underperforming KS4 pupils identified early.	£2,500	In line with tracking data points termly.
	2. To ensure KS4 pupil premium students receive high quality provision in	2. In-class withdrawal into small group for additional focus on identified weaknesses with experienced teachers.	SMT/HODs	Ongoing/July 2020	Underperforming KS4 pupils given access to intervention/improved tracking	£10,000	Termly
		3. Ensure targeted extra English and Maths is	SMT/BrS/TW/STM/RD	Ongoing/July 2020	Underperforming KS4 pupils given access to	£10,000	Termly



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	teaching and learning.	maximised for KS4 pupil premium pupils.			intervention/improved tracking.		
	3. To maximise the intervention and support KS4 pupil premium students receive to improve progress and attainment.	4. Make use of effective interventions in Maths, English and other subjects such as after-school revision, Saturday schools, Easter school and one-to-one provision for all KS4 pupil premium students.	SMT/HODs	Ongoing/May 2020	Improvements in progress of identified KS4 pupils across tracking data points.	£30,000	Termly
		5. Identify KS4 pupil premium students with complex needs with SEND department for specific interventions such as EHA/TAC to ensure the correct support is in place for these students.	SMT/STM/Learning Mentors	Ongoing/July 2020	Identified KS4 pupils supported through access to universal services where appropriate.	£10,000	Weekly/Termly
		6. Learning mentors to work with identified KS4 pupil premium students and families to identify and address any barriers	Learning mentors	July 2020	KS4 pupil premium students better equipped to manage their own learning and revision for exams and progress tests.	£20,000	Weekly



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		to learning such as poor revision skills in Maths and English.					
		7. Pupil premium lead to involve EWO in any attendance-related issues with KS4 pupil premium pupils.	STM/BR/MV	July 2020	Attendance of KS4 pupil premium students shows an improving trend.	£10,000	Weekly
		8. Make use of the internal and external behaviour ladders including the PSP process with LCC to ensure any behaviour issues with KS4 pupil premium students are minimised.	STM/EH/RD/Learning mentors/PD	July 2020	Identified KS4 pupils have access to behaviour support services and strategies to improve behaviour where appropriate. Exclusion/isolation data reflects improvements.	£30,000	Weekly/Termly
		9. Lesson observations of Maths and English to identify strategies to improve learning for KS4 pupil premium groups.	SMT	July 2020	Staff gain feedback about teaching and learning to support KS4 pupil premium students and implement feedback.	£10,000	Weekly



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		10. Revision guides and materials for Year 11 students provided.	HODs	March 2020	Identified KS4 pupils gain access to good revision materials for examinations and progress tests where appropriate.	£5,000	Termly
		11. TA in-class support for KS4 pupil premium students.	STM/SENCOs	July 2020	Where appropriate, KS4 pupil premium students have access to classroom support.	£30,000	Termly
		12. Targeted support for low and middle ability pupil premium students, especially boys through use of TAs, learning mentors and attendance at intervention.	SMT/SENCOs/HODS	July 2020	Low and middle ability boys have access to further support and improve their performance.	£2500	
		13. Ensure that all KS4 LAC students are supported through the PEP process to access additional support.	SMT/SENCOs/HODs/LCs	July 2020	KS4 LAC students to achieve expected levels of progress or above.	£2500	



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2. To improve the progress and attainment of KS3 pupil Premium students in the Academy.	1. Early identification of KS3 pupil premium students from DfE download.	1. Effective transition meetings for Year 7 pupil premium (FSM) pupils with Learning Coordinators and teams with Primary Schools.	SENCOs/JS/DC/SL/SNL	September 2019	Year 7 FSM pupils clearly identified by all staff.	£4,000	Termly	
	2. To ensure KS3 pupil premium students receive high quality provision in teaching and learning.	2. Early identification of KS3 pupils with barriers to learning by pupil premium lead and SENCOs.	SENCOs/Teaching Staff	December 2019	Staff understand barriers to learning and appropriate differentiation and intervention identified.	£4,000	Termly	
	3. To maximise the intervention and support KS3 pupil premium students receive to improve	3. Early intervention for KS3 pupil premium pupils in English through one-to-one provision.	3. Early intervention for KS3 pupil premium pupils in English through one-to-one provision.	RD/FG/SG	Ongoing to July 2020	Identified KS3 pupils receive intervention.	£9,000	Weekly
		3. Effective use of learning mentors with KS3 pupils to improve progress of pupil premium students.	3. Effective use of learning mentors with KS3 pupils to improve progress of pupil premium students.	Learning mentors	Ongoing to July 2020	KS3 pupil premium pupils have access to learning mentor support.	£9,000	Weekly
	4. Use of EHA/TAC and the family support structures in the	4. Use of EHA/TAC and the family support structures in the	SENCOs/EG/Learning mentors	July 2020	Where appropriate EHA opened and universal services engaged to	£4,000	Termly	



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	<p>progress and attainment.</p>	<p>Academy to support KS3 pupil premium students to engage in learning.</p> <p>5. Effective early intervention for KS3 pupil premium students with behaviour difficulties by behaviour lead, SENCO and learning coordinators.</p> <p>6. Early identification of KS3 pupil premium attendance issues by EWO.</p> <p>7. Payments to support KS3 pupil premium pupil attendance on educational school trips such as Holocaust trip.</p>	<p>SMT/SENCOs/Learning Coordinators/PD</p> <p>SMT/BR/MV</p> <p>STM/Learning Coordinators/MC</p>	<p>Ongoing to July 2020</p> <p>Ongoing to July 2020</p> <p>Ongoing to July 2020</p>	<p>support KS3 pupils and families.</p> <p>KS3 pupil premium pupils receive support from behaviour intervention services where appropriate to improve behaviour and engagement with learning. Exclusion/isolation data reflects improvements.</p> <p>Attendance of KS3 pupil premium students shows an improving trend.</p> <p>Eligible KS3 pupil premium pupils receive appropriate support for engagement with learning.</p>	<p>£4,000</p> <p>£3,000</p> <p>£3,000</p>	<p>Weekly</p> <p>Weekly</p> <p>Weekly</p>
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		8. TA in-class support for KS3 pupil premium students.	STM/SENCOs	Ongoing to July 2020	Eligible KS3 pupil premium students receive in-class support where appropriate.	£9695	Termly
		9. Ensure that all KS3 LAC students are supported through the PEP process to access additional support.	SMT/SENCOs/HODs/LCs	Ongoing to July 2020	KS3 LAC students make expected or above progress.	£2000	Termly
3. To ensure that any barriers to learning for all pupil premium students are minimised through carefully identified individual support.	1. To improve pupil premium attendance as a barrier to learning.  2. To ensure that behaviour is not a barrier to learning for pupil premium students.  3. To improve pupil premium	1. Attendance: Pupil premium leader to work with EWO and Attendance leader to identify pupil premium students with attendance issues to resolve and improve.	STM/BR/MV	Ongoing/July 2020	Attendance pupil premium students shows an overall improving trend.	£5,000	Weekly
		2. Behaviour: Ensure the internal and external LCC behaviour ladder is followed for pupil premium pupils with behaviour issues.	SMT/SENCOs/Learning Coordinators.	Ongoing/July 2020	Behaviour improvements shown through analysis of exclusion/isolation/detention data for pupil premium groups and reduction of exclusions.	£5,000	Weekly



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access to universal services to support additional needs or barriers to learning.	3. Mental Health: To ensure where appropriate pupil premium students have access to high quality mental health provision to support learning.	SMT/SENCOs/Safeguarding Team/Learning Coordinators	Ongoing/July 2020	Where appropriate pupil premium pupils receive mental health support through school counsellor/Healthy Minds/CAMHS.	£5,000	Termly
	4. SEND: provide support using graduated approach for pupil premium students experiencing additional barriers through teaching assistant support where possible.	SENCOs	Ongoing/July 2020	Graduated approach used to provide appropriate support to improve progress and attainment measure by tracking.	£5,000	Termly
	5. Uniform: Provide additional grants to purchase uniform for pupil premium pupils to develop engagement and participation.	STM/Learning Coordinators/MC	Ongoing/July 2020	Pupil Premium pupils wear correct uniform.	£2,500	Termly
	6. Educational Trips: Provide additional grants to pupil premium	STM/Learning Coordinators/HODs	Ongoing/July 2020	Pupil premium students have access to educational trips and activities.	£2,500	Termly



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		<p>pupils to support attendance at educational trips and coursework trips.</p> <p>7. Educational equipment/resources: Ensure additional grants are available to pupil premium pupils to purchase revision guides, art materials and materials according to need.</p> <p>8. Family support structure: Where appropriate pupil premium lead to liaise with family support worker, learning coordinators about additional support through EHA/TAC for pupil premium students to develop participation and engagement.</p>	<p>STM/Learning Coordinators/HODs</p> <p>SMT/SENCOs/EG/Learning Coordinators</p>	<p>Ongoing/July 2020</p> <p>Ongoing/July 2020</p>	<p>Pupil premium students are able to fully participate in learning by using the correct equipment and resources in school and at home.</p> <p>Pupil premium students have access to universal support services via EHA/TAC to improve family and pupil engagement with learning and education.</p>	<p>£2,500</p> <p>£2,500</p>	<p>Termly</p> <p>Termly</p>
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6. Review of Expenditure	
Previous Academic Year	2018-2019

Desired Outcome	Chosen Action/approach	Estimated Impact	Lessons Learned	Cost
1. Improve the progress of KS4 pupil premium students in the Academy by 'narrowing the gap' in English and Maths	Targeted support for Year 11 pupil premium students (in-class support, extra Maths and English, intervention. EHA/TAC support, attendance, PSP support, AP)	Approaches used have supported positive progress 8 overall.  Pupil premium students who were lower ability on entry did not perform as well as those who were more able on entry, especially boys (-0.24)	To ensure that lower ability pupil premium boys are supported effectively to make better progress.	<b>TOTAL: £167, 500</b>
	Use of internal/external behaviour ladders.	A number of students on AP adversely affected progress 8	To ensure that all AP students are effectively tracked in terms of curriculum and levels.	
	Monitoring of attendance by EWO/SMT lead.	A number of students with poor attendance affected the progress 8 score.	To ensure early intervention for pupil premium students with poor attendance so that their progress is maximised.	
2. To improve the progress and attainment of KS3 pupil	Effective transition of pupil premium students through data collection, visits to	Pupils settled well into Year 7 supported by additional learning coordinators.	Transition data and information needs collating early so that additional intervention at KS3 is not missed for pupil premium students.	<b>TOTAL COST: £60,000</b>



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Premium students in the Academy.	Primary Schools and transition days.			
	Early intervention to support attendance and behaviour through development of internal behaviour ladder and additional learning coordinators to KS3.	Learning Coordinators begun regular meetings with SMT link staff to discuss pupils and groups of concern including pupil premium so that these pupils were tracked.	Effective monitoring at the Learning Coordinator level is more effectively supported by SMT link staff to identify any learning, behaviour or attendance issues.	
	Early intervention through use of EHA/TAC for pupil premium students to support engagement with learning.	Early Help continued to be a strategy employed at KS3 to support pupils and their families.	Early intervention is important to allow later steps to take place effectively with pupils whose learning is affected by behaviour or attendance.	
	Use of discretionary grants for uniform, materials and educational visits for pupil premium students.	Access to funding was made available for uniform as well as for example, art materials for pupil premium student at KS3.	Some parents expect to be able to buy expensive shirts and uniform items and this has needed rationalising to minimise costs.	
3. To ensure that barriers to learning for KS4 pupil premium pupils are reduced or removed through carefully identified individual support.	Improved monitoring of attendance by SMT, weekly with actions following by EWO/BR.	Increased engagement of pupils leading to better performance of pupil premium students	Careful monitoring continues weekly by SMT and to further involve pupil premium co-ordinator and HODs.	<b>TOTAL COST: £30,000</b>
	Development of internal behaviour ladder.	More robust monitoring and prevention of behaviour incidents	Reduction of fixed term exclusion is related to improved performance due to increased lesson time	



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		leading to fixed term exclusions reduced.	availability for pupil premium students.	
	Increased use of PSP process being rolled out to pastoral teams	Appropriate provision arranged for students unable to manage the KS4 curriculum due to behaviour and related issues.	Alongside provision careful tracking is needed to ensure accurate prediction of progress 8 and suitable curriculum is in place for these pupils.	
	Increased pastoral support for pupil premium students through increased capacity of pastoral teams	Greater capacity to respond to need and to support academic progress of pupil premium student.	Year 11 team/HODs to be involved in tracking middle and lower ability pupil premium progress through regular tracking meetings	
	Tracking of Year 11 pupil premium attendance at fixed intervention sessions.	HODs awareness of pupil premium attendance and progress.	HODs to have greater role in tracking, especially for middle and lower ability boys.	