

Pupil premium strategy statement

This statement details our school'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 school.

School overview

Detail	Data
School name	University Academy Holbeach
Number of pupils in school	1377
Proportion (%) of pupil premium eligible pupils	20.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	15 th December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sheila Paige/Steve Baragwanath
Pupil premium lead	Dr Stephen Milne
Governor / Trustee lead	Jenny Worth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,280
Recovery premium funding allocation this academic year	£39,730
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	£315,010

Part A: Pupil premium strategy plan

Statement of intent

Since the Covid-19 pandemic began research has shown that disadvantaged pupils have been worst affected by the impact of the pandemic ([Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)). The focus of our pupil premium strategy is to ensure that disadvantaged pupils continue to make good progress and that the attainment gap between them and their peers is addressed.

We adopt a tiered approach by focusing on quality teaching in the classroom for all pupils including disadvantaged pupils along with specific areas for development. These include those related to teaching and learning in the classroom and to quality interventions chosen for impact on pupil progress.

We refer to existing guidance on the importance of high-quality teaching and learning in the classroom as well the impact of individual interventions. The latter include the use of the National Tutoring programme as well as interventions with a good track record of success in other settings as well as our own such as *Read, Write Inc.* to improve the reading of disadvantaged pupils on transition to the academy.

Our strategy supports disadvantaged pupils as well as those considered vulnerable in other ways, such as those with a social worker and looked after children who progress and attainment are also known to be significantly lower than that of their peers on national measures.

We are aware that disadvantaged pupils have a number of barriers to overcome including those related to attendance, wellbeing and welfare. As a result, our strategy also focuses on improving both pupil wellbeing through staff training and on the attendance of all pupils including disadvantaged pupils.

Our intent can be summarised as aiming:

- 1) To improve the educational outcomes for disadvantaged pupils by narrowing the gap between them and their peers.
- 2) To improve the attendance of disadvantage pupils
- 3) To ensure that any additional barriers to learning for all pupil premium students are minimised through carefully identified individual support.

Challenges

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

Challenge number	Detail of challenge
1	To maximise opportunities for catch-up curriculum in English and Maths for pupil premium students following the Covid-19 lockdown
2	To raise performance and progress of disadvantaged pupils including middle ability boys at KS4
3	To raise performance and progress of pupil premium plus or LAC students at KS4
4	To raise aspirations among disadvantaged pupils
5	To ensure the wellbeing of disadvantaged pupils remains a priority

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
English and Maths catch-up programme for disadvantaged pupils is implemented	All disadvantaged pupils in need of the programme are able to access it.
Re-engagement in learning of pupils who showed non-engagement during Covid-19 lockdown	Lesson observation of disadvantaged pupils confirms engagement of these pupils.
All disadvantaged middle ability boys achieve their target grades/3LPs, especially in English and Maths at KS4	Relevant and high quality assessment is used to track this group's progress to ensure targets are achieved.
All LAC students achieve their target grades/3LPs, especially in English and Maths at KS4	Relevant and high quality assessment is used to track this group's progress to ensure targets are achieved. PEP meetings are clearly focused on these outcomes.
To raise performance of disadvantaged pupils at KS3 and KS4	Performance measures show positive progress for disadvantaged pupils and a narrowing gap in relation to their peers in terms of attainment.
To raise performance of LAC students at KS3	Performance measures show positive progress for disadvantaged pupils and a narrowing gap in relation to their peers in terms of attainment.

To raise aspirations of disadvantaged pupils at KS4	Destination figures of disadvantaged pupils reflect positive engagement in further and higher education.
To ensure and improve the wellbeing of all pupils, including those who are disadvantaged.	Staff complete training relevant to pupil wellbeing and this is monitored through pastoral teams, safeguarding and pupil surveys.

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: £189,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of standardised testing (MidYis/Yellis) on entry to ensure quality base-line assessment in the absence of national data.	High quality assessment is essential to promote and develop pupil progress and can have very high impact: Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2 and 3
Ensure all departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge for disadvantaged pupils.	High quality assessment is essential to promote and develop pupil progress and can have very high impact: Assessment and feedback EEF (educationendowmentfoundation.org.uk)	1, 2, 3 and 4
Lesson observations of Maths and	Validity and reliability of the lesson observation model is summarised:	1, 2 and 3

<p>English to identify strategies to improve learning for all pupils including disadvantaged pupils at KS4.</p>	<p>How valid and reliable is the use of lesson observations in supporting judgements on the quality of education (publishing.service.gov.uk)</p> <p>Ofsted found lesson observations to be a valid way to judge the quality of teaching and learning with moderate reliability for secondary schools.</p>	
<p>Continue to ensure that high quality feedback is given to all pupils including disadvantaged pupils, especially through the use of homework books.</p>	<p>High quality feedback can have a significant impact on pupil progress. Very high impact based on very low cost:</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>
<p>To ensure that high quality teaching and learning is delivered to all pupils including disadvantaged pupils in all lessons.</p>	<p>A tiered approach with high quality teaching and learning is recommended by Gov.uk guidance on using the pupil premium and other sources:</p> <p>Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>
<p>To ensure that Year 11 pupils including disadvantaged pupils continue to have access to additional learning after school, at Saturday schools and Easter school to enhance their learning opportunities.</p>	<p>Additional learning time continues to be a focus at KS4 for Year 11 students offering opportunities for all pupils including disadvantaged pupils to improve their progress:</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3 and 4</p>

<p>All departments to develop curriculum according to new curriculum framework Intent, Implementation Impact to allow all students including disadvantaged students to access a wide and balanced curriculum that is at once challenging and relevant. This includes a three-year KS3 curriculum.</p>	<p>The National Curriculum sets our areas of study for all pupils</p> <p>Secondary national curriculum (publishing.service.gov.uk)</p> <p>School curriculum offer will be inspected according to the Ofsted framework (1 September 2021):</p> <p>School inspection handbook - GOV.UK (www.gov.uk)</p>	<p>1, 2, 3 and 4</p>
<p>Staff training to focus on pupil mental-health and wellbeing in relation to Covid-19 recovery.</p>	<p>Pupil wellbeing has been affected by the Covid-19 pandemic, especially that of vulnerable pupils:</p> <p>COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable - GOV.UK (www.gov.uk)</p>	<p>5</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £94,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In-class withdrawal into small group for additional focus on identified weaknesses with experienced teachers.</p>	<p>Intensive tuition can bring moderate learning gains both within and outside of the classroom:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>
<p>Make use of effective interventions in Maths, English and</p>	<p>Extending school time and providing additional one-to-one support both provide learning gains for pupils:</p>	<p>1, 2, 3 and 4</p>

<p>other subjects such as after-school revision, Saturday schools, Easter school and one-to-one provision for all KS4 pupil premium students.</p>	<p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Ensure that all KS3 and KS4 LAC students are supported through the PEP process to access additional support such as one-to-one tuition.</p>	<p>The PEP process is used to set clear, measurable targets and assign intervention such as one-to-one Maths and English:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>
<p>Early intervention for KS3 pupil premium pupils in English through one-to-one provision.</p>	<p>One-to-one support provides high impact learning gains for pupils:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>To give all students, including pupil premium students, access to specialist teacher intervention for literacy and numeracy including phonics.</p>	<p><i>Read, Write Inc.</i> is an evaluated reading programme known to create significant ratio gains in reading ages for pupils with low reading ages (<9 years on entry). The Academy's own data supports this as does:</p> <p>Read Write Inc. Phonics - The School Psychology Service</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Impact of covid-19 has been on basic skills:</p> <p>Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic</p>	<p>1</p>

	<p>skills and learning - GOV.UK (www.gov.uk)</p> <p>Best evidence on impact of Covid-19 on pupil attainment EEF (educationendowmentfoundation.org.uk)</p>	
<p>The continued use of Accelerated Reader to promote reading among all pupils including disadvantaged pupils.</p>	<p>Accelerated reader supports the development of pupil reading comprehension by being a graded reading school that allows feedback to pupils and target-setting:</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p> <p>Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3
<p>To implement the use of IDL online literacy and numeracy for disadvantaged as well as SEND pupils working below expectation in literacy and numeracy.</p>	<p>IDL is an individualised online programme to support pupil progress in literacy and numeracy. Individualised instruction provides moderate impact on pupil learning:</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>Home IDL (idlsgroup.com)</p>	1
<p>To ensure that all pupils including disadvantaged pupils have access where appropriate to social and emotional learning to support their progress in the classroom.</p>	<p>The use of social stories, friends groups and ELSA can impact pupil progress:</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5

<p>Mentoring with identified KS4 pupil premium students and families to identify and address any barriers to learning such as poor revision skills.</p>	<p>By building relationships over time, mentors can positively impact pupil learning along with tracking their progress:</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>
<p>To ensure that all pupils including disadvantaged pupils have access appropriate behaviour interventions such as PSP, BOSS and the behaviour support assistant to support the improvement of learning.</p>	<p>These include approaches to developing the whole-school ethos such as through common assemblies as well through targeted intervention in and out of the classroom to improve pupil behaviour.</p> <p>Moderate impact for low cost.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3 and 5</p>
<p>TA in-class support for KS4 pupil premium students.</p>	<p>Moderate impact for moderate cost intervention for pupils:</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2 and 3</p>
<p>Ensure Reading comprehension interventions such as <i>Read, Write Inc</i> continue to be available where appropriate for KS3 pupils including disadvantaged pupils</p>	<p><i>Read, Write Inc.</i> is an evaluated reading programme known to create significant ratio gains in reading ages for pupils with low reading ages (<9 years on entry). The Academy's own data supports this as does:</p> <p>Read Write Inc. Phonics - The School Psychology Service</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Disadvantaged pupils to have access to the National Tutoring</p>	<p>It is clear that whilst all students have lost some learning, we need to reach those whose education has been disrupted the most by the pandemic.</p>	<p>1, 2 and 3</p>

<p>programme, especially those not making expected progress.</p>	<p>Tutoring can have a positive impact on pupils' academic progress and schools can access tuition which best fits the needs of their pupils. It is important, regardless of education setting, that pupils can access tutoring.</p> <p>Why should schools utilise the National Tutoring Programme? - NTP</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure that the attendance of all pupils including disadvantaged pupils is in line with national averages.</p>	<p>Research shows that Attainment 8 scores are strongly associated with KS4 absence rates. Research also shows that Progress, between KS2 and KS4 (Progress 8), is most strongly associated with KS4 absence.</p> <p>Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</p> <p>“Small improvements in KS4 absence could potentially improve the outcomes of disadvantaged pupils more than small improvements in other areas” (page 20)</p> <p>Ensure the principles of the current Gov.uk guidance to school attendance are applied:</p>	<p>2 and 3</p>



	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)	
Additional funding to support disadvantaged pupils with issues such as uniform, equipment and school trips.	We will continue to support the wider engagement of disadvantaged pupils in all aspects of the curriculum to ensure full access for these pupils.	1, 2, 3, 4 and 5

Total budgeted cost: £315,010

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes

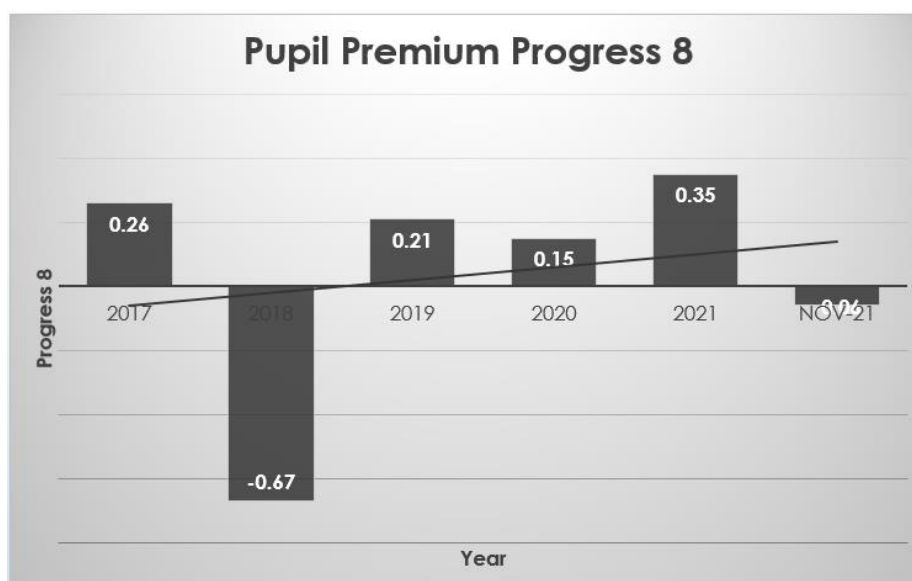
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

PUPIL INFORMATION 2020-2021

- Total number of pupils: 1332 (2021-2022: 1378)
- Total pupil premium budget: £235,590 est.
- Number of pupils eligible for pupil premium: 239 (2021-2022: 266)
- Amount of pupil premium received per child: £935

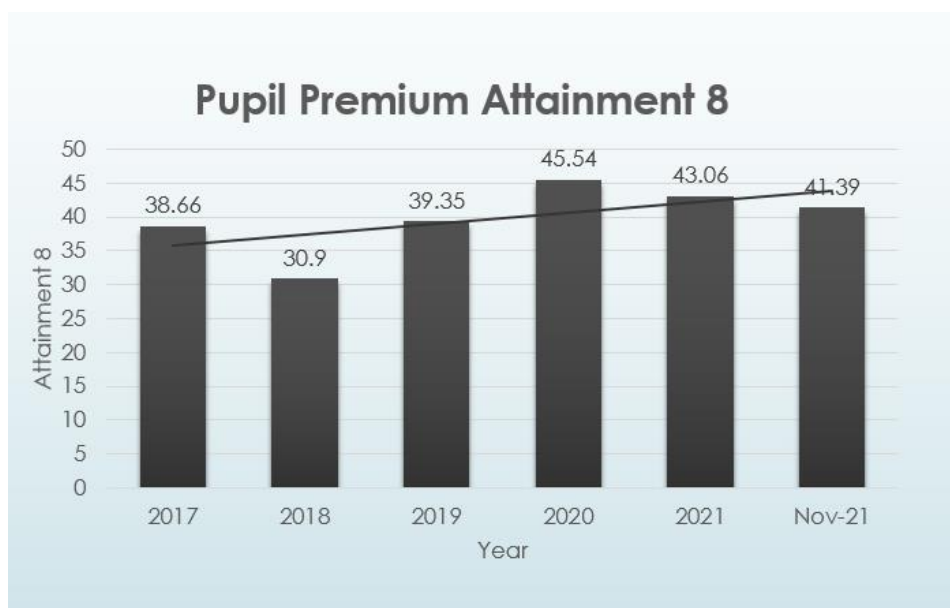
CURRENT PROGRESS AND 2021 Results

Year 11 Progress 8	2016-17	2017-18	2018-19	2019-2020	2020-2021	Nov 2021 (Current Y11 cohort)	National
All Pupils UAH	+0.26 (173)	-0.12(176)	+0.1(173 pupils) +0.24 All pupils SC	+0.44 -0.01 (S&C)	+0.41 (193)	-0.01 (210)	+0.01 (2019)
Pupil Premium Pupils UAH	+0.26 (46)	-0.67 (39)	+0.21 (42 pupils) +0.31 SC	+0.15 -0.3 (S&C)	+0.35 (49)	-0.06 (55)	-0.44 (2019)



CURRENT ATTAINMENT AND 2021 RESULTS

Year 11 Attainment 8	2016-17	2017-18	2018-19	2019-2020	2020-2021	Nov 2021 (Current Y11 cohort)	National
All Pupils UAH	41.9 (173)	40.3 (176)	42.71 (173) 44.64 SC	48.74	47.03 (193)	44.11 (210)	46.3 (2017)
Pupil Premium Pupils UAH	38.66 (46)	30.9 (39)	39.35 (42) 41.4 SC	45.54	43.06 (49)	41.39 (55)	37.0 (2017)



Due to Covid-19, performance measures have not been published for 2020-2021. The above data is based on measure published until 2019 followed by internal data based upon teacher assessed grades. These were created according to guidance from the DfE and examination boards from 202-2021.

OUTCOME IMPACT 2020-2021

1. Improve the progress of KS4 pupil premium students in the Academy by 'narrowing the gap' in English and Maths.

- The gap in progress between disadvantaged pupils and non-disadvantaged pupils closed from +0.36 in 2020 to +0.08 in 2021.

- However, the progress of disadvantaged middle ability boys (+0.05 in 2021) remains a concern and a necessary focus for future years.
- The gap in attainment between disadvantaged pupils and non-disadvantaged pupil rose from +3.9 in 2020 to +5.32 in 2021
- This may reflect the impact of the Covid-19 pandemic on disadvantaged pupil attainment but also reflects the national picture of disadvantaged pupils
- This gap is significantly better than the national gap for 2019 for disadvantaged pupils and UAH disadvantaged pupil progress and attainment is significantly better than national progress for this group (-0.44 progress for 201 and 37.0 attainment for 2019)

2. To improve the progress and attainment of KS3 pupil Premium students in the Academy.

- Year 9 data from 2020 shows that disadvantaged pupils' progress was +0.05 compared to that of non-disadvantaged pupils' progress of +0.03
- Year 9 data from 2020 however, shows that disadvantaged pupils' attainment was 39.32 compared to that of non-disadvantaged pupils' attainment of 44.8

3. To ensure that any barriers to learning for all pupil premium students are minimised through carefully identified individual support.

- Disadvantaged pupil were regularly supported through intervention at KS4 (where possible due to Covid-19 pandemic and lockdown), early identification of behaviour and attendance issues at KS3 and KS4
- Disadvantaged pupils continued to have support to enable wider access to the curriculum such as support for uniform and subject materials
- Remote learning was offered to all pupils at KS3 and KS4 on a set timetable in all subjects during lockdown
- Devices for remote learning were distributed to pupils via both academy and DfE funding during lockdown where appropriate
- This included access to materials provided by the Oak National Academy online
- Welfare and safeguarding checks were maintained throughout lockdown on vulnerable pupils to ensure their wellbeing by pastoral staff; this included the use of school counsellors in contacting pupils

LESSONS LEARNED

- Pupil wellbeing and welfare was a significant concern during lockdown especially for vulnerable and disadvantaged pupils
- Access to high-quality face-to-face teaching and learning remains a priority for the academy
- As this is not always accessible to disadvantaged and vulnerable pupils during partial closure, this is a key focus in our plan
- We were not able to offer the full complement of planned intervention for disadvantaged and vulnerable pupils in the year 2020-2021 due to partial

closures and the impact of the pandemic. This is therefore a significant focus on our plan

- As absence is a significant factor in pupil progress and attainment, this remains a key focus in our plan due to the impact of school closures in the last two years on disadvantaged and vulnerable pupils, many of whom have lost significant learning time since 2020 due to non-attendance

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
IDL Literacy and Numeracy online	Home IDL (idlsigroup.com)
Provision Map	Home - Learning Plans & Provision Map Writer
UniFrog	https://www.unifrog.org/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	All service children are supported by their pastoral teams from transition to the academy. Where appropriate, they are offered additional support to ensure their needs are met in the academy e.g. learning mentor support.
What was the impact of that spending on service pupil premium eligible pupils?	All service children received pastoral support and learning mentor support where appropriate.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additional activity

We will continue to support disadvantaged pupils in other ways not targeted above such as:

- Access to clubs and extra-curricular activities such as Art Club as many were not available during the partial school closures under the Covid-19 pandemic guidance for school in 2020-2021
- Access to support via the relevant behaviour intervention pathways on the Lincolnshire Ladder of Behaviour intervention E.g. Pastoral Support Plans (PSP) and the Behaviour Outreach Support Service (BOSS)
- Access to the new Lincolnshire County Council Pupil Reintegration Team EBSA/ATTEND pathway for pupils with difficulties attending school such as school-based anxiety
- Support from the Complex Needs and pastoral teams in relation to Early Help, team Around the Child and SEND support for parents and pupils

Planning, implementation, and evaluation

Due to the Covid-19 pandemic, a range of opportunities were not possible for all pupils including disadvantaged and vulnerable pupils in the academic year 2020-2021. Because of this, we have reviewed the needs of this group in relation to their progress and attainment in order to identify key areas of focus that will improve outcomes for these groups.

In further examining a range of sources about the impact of disadvantage on pupils and of the Covid-19 pandemic, we have planned a three-year approach to improve outcomes for this group. We have used the EEF Guide to the Pupil Premium (available at [Using pupil premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.eef.org.uk/using-pupil-premium)) as well as Gov.uk's *Using pupil premium: guidance for school leaders* ([Using pupil premium: guidance for school leaders - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/using-pupil-premium-guidance-for-school-leaders)) to help draw up this plan.