

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

| Detail  | Data                                |
|---|-------------------------------------|
| School name   | University Academy Holbeach         |
| Number of pupils in school  | 1395                                |
| Proportion (%) of pupil premium eligible pupils   | 22% (306 students)                  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024 |
| Date this statement was published   | November 2023                       |
| Date on which it will be reviewed   | November 2024                       |
| Statement authorised by   | Sheila Paige                        |
| Pupil premium lead  | Rebecca Daw                         |
| Governor / Trustee lead   | Sue Boor                            |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £364,580  |
| Recovery premium funding allocation this academic year  | £84,042   |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0        |
| <b>Total budget for this academic year</b><br><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>  | £448, 622 |



## 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  |
|---|---|
| 1. English and Maths catch-up programme for disadvantaged pupils is implemented                                   | All disadvantaged pupils in need of the programme are able to access it.  |
| 2. Re-engagement in learning of pupils who showed non-engagement during Covid-19 lockdown                         | Lesson observation of disadvantaged pupils confirms engagement of these pupils.   |
| 3. 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.   |
| 4. 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. |
| 5. 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.                     |
| 6. To raise performance of LAC students at KS3  | Performance measures show positive progress for disadvantaged pupils and a  |

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|  | narrowing gap in relation to their peers in terms of attainment.  |
| 7. To raise aspirations of disadvantaged pupils at KS4                                       | Destination figures of disadvantaged pupils reflect positive engagement in further and higher education.                          |
| 8. 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: £224,311

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Use of standardised testing (MidYis/Yellis, CAT4) 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:<br><br><a href="https://www.educationendowmentfoundation.org.uk">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a> | 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 | High quality assessment is essential to promote and develop pupil progress and can have very high impact:<br><br><a href="https://www.educationendowmentfoundation.org.uk">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a> | 1,2,3 and 4                   |



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| disadvantaged pupils.  |  |                     |
| Lesson observations of Maths and English to identify strategies to improve learning for all pupils including disadvantaged pupils at KS4.          | <p>Validity and reliability of the lesson observation model is summarised:</p> <p><a href="#">How valid and reliable is the use of lesson observation in supporting judgements on the quality of education (publishing.service.gov.uk)</a></p> <p>Ofsted found lesson observation to be a valid way to judge quality of teaching and learning with moderate reliability for secondary schools.</p> | 1, 2 and 3          |
| Continue to ensure that high quality feedback is given to all pupils including disadvantaged pupils, especially through the use of homework books. | <p>High quality feedback can have a significant impact on pupil progress. Very high impact based on very low cost:</p> <p><a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p>                          | 1, 2 and 3          |
| To ensure that high quality teaching and learning is delivered to all pupils including disadvantaged pupils in all lessons.                        | <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><a href="#">Using pupil premium: guidance for school leaders - GOV.UK (www.gov.uk)</a></p> <p><a href="#">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>  | 1, 2 and 3          |
| To ensure that Year 11 pupils including disadvantaged pupils continue to have access to additional   | <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>  | 1, 2, 3, 4, 7 and 8 |



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| learning after school, at Saturday schools and Easter school to enhance their learning opportunities.  | <a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>  |               |
| 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>The National Curriculum sets our areas of study for all pupils</p> <p><a href="https://publishing.service.gov.uk">Secondary national curriculum (publishing.service.gov.uk)</a></p> <p>School curriculum offer will be inspected according to the Ofsted framework (September 2023):</p> <p><a href="https://www.gov.uk">School inspection handbook - GOV.UK (www.gov.uk)</a></p> | 2, 5, 7 and 8 |
| Staff training to focus on pupil mental-health and wellbeing in relation to Covid-19 recovery.   | <p>Pupil wellbeing has been affected by the Covid-19 pandemic, especially that of vulnerable pupils:</p> <p><a href="https://www.gov.uk">COVID-19 isolation having detrimental impact on children's education and welfare, particularly the most vulnerable - GOV.UK (www.gov.uk)</a></p>  | 8             |

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

Budgeted cost: £112,156

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| In-class withdrawal into small group for additional focus on identified weaknesses with experienced teachers.  | Intensive tuition can bring moderate learning gains both within and outside of the classroom:<br><br><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>  | 1, 2 and 3  |
| 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. | Extending school time and providing additional one-to-one support both provide learning gains for pupils:<br><br><a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a><br><br><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  | 1,2,3 and 4 |
| Ensure that all KS3 and KS4 LAC students are supported through the PEP process to access additional support such as small group or one-to-one tuition.   | The PEP process is used to set clear, measurable targets and assign intervention such as one-to-one Maths and English:<br><br><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  | 1,2 and 3   |
| Early intervention for KS3 pupil premium pupils in English through small group or one-to-one provision.  | One-to-one support provides high impact learning gains for pupils:<br><br><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>  | 1           |
| To give all students, including pupil premium students, access to specialist teacher intervention for literacy and numeracy including phonics.   | <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:<br><a href="#">Read Write Inc. Phonics - The School Psychology Service</a><br><br><a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> | 1, 2 and 3  |



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|  | <p><a href="#">Reading comprehension strategies   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Impact of covid-19 has been on basic skills:</p> <p><a href="#">Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning - GOV.UK</a><br/>(<a href="http://www.gov.uk">www.gov.uk</a>)</p> <p><a href="#">Best evidence on impact of Covid-19 on pupil attainment   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>  |            |
| The continued use of Accelerated Reader and implementation of LEXPLORE analytics to promote reading among all pupils including disadvantaged pupils. | <p>Accelerated reader support the development of pupil reading comprehension by being a graded reading school that allows feedback to pupils and target-setting:</p> <p><a href="#">Reading comprehension strategies   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Accelerated Reader   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Accelerated Reader (re-grant)   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> | 1,2, and 3 |
| The continued use of IDL online literacy and numeracy for disadvantaged as well as SEND pupils working below expectation in literacy and numeracy.   | <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><a href="#">Individualised instruction   EEF</a><br/>(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="#">Home   IDL (idlsgroup.com)</a></p>   | 1          |
| To ensure that all pupils including disadvantaged  | The use of social stories, friends groups and emotional support can impact pupil progress:   | 5          |





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| pupils have access where appropriate to social and emotional learning to support their progress in the classroom.  | <a href="https://educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>   |                  |
| Learning mentor, trained as a Mediated Learning Support Assistant (MELSA), to work with identified KS4 pupil premium students and families to identify and address any barriers to learning such as poor revision skills in Maths and English. | By building relationships over time, mentors can positively impact pupil learning along with tracking their progress:<br><br><a href="https://educationendowmentfoundation.org.uk/mentoring/">Mentoring   EEF (educationendowmentfoundation.org.uk)</a>  | 5, 6             |
| 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.   | 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.<br><br>Moderate impact for low cost.<br><br><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>   | 2, 5, 7          |
| Ensure Reading comprehension interventions such as <i>Read, Write Inc</i> continue to be available where appropriate for KS3 pupils including disadvantaged pupils   | <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:<br><a href="https://educationendowmentfoundation.org.uk/read-write-inc-phonics-the-school-psychology-service/">Read Write Inc. Phonics - The School Psychology Service</a><br><br><a href="https://educationendowmentfoundation.org.uk/phonics/">Phonics   EEF (educationendowmentfoundation.org.uk)</a> | 1, 2, 3, 4, 5, 6 |

|  |  |            |
|--|--|------------|
|  | <a href="#">Reading comprehension strategies   EEF</a><br><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>   |            |
| Disadvantaged pupils to have access to the National Tutoring programme, especially those not making expected progress. | <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. 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><a href="#">Why should schools utilise the National Tutoring Programme? - NTP</a></p> <p><a href="#">One to one tuition   EEF</a><br/><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> | 1, 2, 3, 4 |

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

Budgeted cost: £112,155

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| To ensure that the attendance of all pupils including disadvantaged pupils is in line with national averages through use of the Lincolnshire Pupil Reintegration EBSA Pathway and multi - agency support. | <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><a href="#">Being Present: the Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk)</a></p> <p>"Small improvements in KS4 absence could potentially improve the outcomes of disadvantaged pupils more than small</p> | 2,7 and 8                     |



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|   | <p>improvements in other areas” (page 20)</p> <p>Ensure the principles of the current Gov.uk guidance to school attendance are applied:</p> <p><a href="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> |            |
| Additional funding to support disadvantaged pupils with issues such as uniform and equipment. | We will continue to support the wider engagement of disadvantaged pupils in all aspects of the curriculum to ensure full access for these pupils.  | 2, 7 and 8 |

**Total budgeted cost: £448,622**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### PUPIL INFORMATION 2022-2024

| Academic Year                               | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|-----------|-----------|-----------|-----------|
| Total number of pupils                      | 1332      | 1378      | 1406      | 1513      |
| Estimated pupil premium budget              |           | £275,280  | £316,045  | £364, 580 |
| Number of pupils eligible for pupil premium | 239       | 266       | 290       | 308       |
| Amount of pupil premium received per child  |           | £935      | £985      | £1035     |

#### 2023 GCSE Results

##### Year 11 Progress 8

|                             | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | National 2019 | National 2023     |
|-----------------------------|-----------|-----------|-----------|-----------|---------------|-------------------|
| All UAH pupils              | 0.44      | 0.41      | -0.04     | -0.09     | 0.01          | -0.03             |
|                             |           | 193       | 206       | 207       |               |                   |
| Pupil Premium Pupils at UAH | 0.15      | 0.35      | -0.04     | -0.23     | -0.44         | Not yet re-leased |
|                             |           | 49        | 53        | 53        |               |                   |

##### Year 11 Attainment 8

|                             | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | National 2019 | National 2023     |
|-----------------------------|-----------|-----------|-----------|-----------|---------------|-------------------|
| All UAH pupils              | 48.74     | 47.03     | 46.09     | 38.5      | 46.7          | 46.2              |
|                             |           | 193       | 206       | 207       |               |                   |
| Pupil Premium Pupils at UAH | 45.54     | 43.06     | 42.09     | 35.27     | 37            | Not yet re-leased |
|                             |           | 49        | 53        | 53        |               |                   |



Due to Covid-19, performance measures have not been published for 2020-2021 or 2021-2022. The above data is based on measures published until 2017 for Attainment 8 and 2019 published data for Progress 8 scores. National data has been released in October 2023 for all pupils and is included for comparison. Teacher assessed and centre assessed grades were used in 2019-2020 and 2020-2021 rather than external exams. These were created according to guidance from the DfE and examination boards. In the academic year 2021-2022 external exams were sat by students for the first time since the Covid-19 pandemic began and adjustments were made by exam boards. In the academic year 2022-2023, there was a return to pre-pandemic grading criteria which saw some subjects to have grade boundary increases that exceeded 2019 e.g. science and maths.

## **OUTCOME IMPACT 2022-2023**

### **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 for Progress 8 closed from +0.36 in 2020 to +0.08 in 2021 to equal in 2022 for all students. This gap has widened in the academic year 2022-2023 with the return of pre-pandemic grading criteria.
- However, the progress of disadvantaged middle ability boys (+0.05 in 2021 and -1.04 in 2022, -0.23 in 2023) remains a considerable 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 but decreased to +4 in 2022, this gap has continued to decrease to +3.23 in 2023.
- This may reflect the impact of catch up tuition and the National Tutoring Program on disadvantaged pupil attainment and continued use of Saturday and Easter schools.
- In the year 2018-2019, 43.19% of pupil premium students achieved 5 GCSEs grade 9-4. This increased to 48.48% in 2019-2020, 55.1% in 2020-2021, 60.38% in 2021-2022. the academic year of 2022-2023 saw a drop in this to 37.74% with the return to pre-pandemic grading criteria, and in some subjects higher grade boundaries.

### **2. To improve the progress and attainment of KS3 Pupil Premium students in the Academy**

### **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 and attendance at extracurricular clubs

## LESSONS LEARNED

- Pupil wellbeing and welfare was a significant concern during lockdown especially for vulnerable and disadvantaged pupils, this continues to be the case despite being back in school for a full academic year. This will continue to feature in our plan moving forward.
- 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 was therefore a significant focus of our plan and interventions were held as planned in 2021-2022. Students that attended interventions felt supported during the first face to face exams since the closure of schools in 2020. Key Stage 4 interventions continued to be a focus to ensure students are supported in exams in 2023, uptake of these varied. A full programme was offered in the academic year 2022-2023 but attendance was down on pre-pandemic levels.
- 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 during the pandemic years on disadvantaged and vulnerable pupils, many of whom have lost significant learning time since 2020 due to non-attendance and reluctance to return to a normal school learning environment.
- The attendance of Year 11 Pupil Premium students ranged from 23.7% to 94.2%.
- The attendance of Pupil Premium students has continued to remain lower than nationally expected levels. As such a focus will be to embed strategies to support attendance and the EBSA pathway. Lincolnshire Pupil Reintegration Team has launched a new EBSA pathway for Autumn 2023 and this will be implemented in the coming academic year to help improve attendance of disadvantaged and non-disadvantaged students.



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme                 | Provider  |
|---------------------------|---|
| IDL Literacy and Numeracy | <a href="https://idlsgroup.com/">https://idlsgroup.com/</a>                   |
| Provision Map             | <a href="https://www.provisionmap.co.uk/">https://www.provisionmap.co.uk/</a> |
| UniFrog                   | <a href="https://www.unifrog.org/">https://www.unifrog.org/</a>               |
| Lexplore                  | <a href="https://lexplore.com/en-gb/">https://lexplore.com/en-gb/</a>         |

## Service pupil premium funding

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| <i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>  |
| 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. |
| <b>The impact of that spending on service pupil premium eligible pupils</b>  |
| All service children received pastoral support and learning mentor support where appropriate.  |



## Further information (optional)

### 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, sports clubs and teams, drama, dance and music clubs 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 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/publications-and-resources/publications/guide-to-the-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/government/publications/using-pupil-premium-guidance-for-school-leaders)) to help draw up this plan.

UAH's 3-year strategy will be redeveloped for the next cycle of Pupil Premium in line with guidance from the DfE and EEF