

## Pupil premium strategy statement – Holbeach Bank Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2024 to 2027 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	Holbeach Bank Academy
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	51/87 58%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was first published	September 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	S Boor
Pupil premium lead	K Cunningham
Governor / Trustee lead	P Squire / S Baragwanath

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,920 (2024-2025) Based on 51 pupils
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	N/A this academic year



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£79,920

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objectives are –

- for our disadvantaged pupils to exceed nationally expected progress rates.
- further accelerate progress to at least ARE using a range of planned catch up/keep-up and intervention work. Class teachers to drive 'catch up'/keep-up work liaising with key stage leaders and the SLT using experienced teachers and/or teaching assistants focused on overcoming narrowing gaps in learning.
- Continue to fund academy excursions, transport and deposit for residential excursions ensuring all pupils participate in first hand experiences with a focus on providing additional enrichment following the restrictions of Covid 19.
- provide behaviour and nurture support during unsupported times including lunch times to engage pupils and promote social interaction.
- Offer the provision of the Wrap care for identified children to support working families who are both pupil premium and non- pupil premium.
- Further support PP pupils joining from other settings ensuring early identification of needs if relevant and swift assessment of educational priorities.

### Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills and low entry to Early Years
2	Increase progress across all areas with a particular focus Phonics, early reading, spelling writing and maths for identified children/spotlight children.
3	Mobility as a factor for both the pupils joining mid- year and their peers
4	Support family needs and welfare promptly with trust a key factor.
5	Attendance and persistent absence needs support to continue to improve and be sustained .

## 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
Progress in Reading returns to pre-Covid or better	Achieve national average progress
Progress in Writing	Achieve national average progress
Progress in Maths	Achieve national average progress
Phonics	Achieve national average progress
Attendance	Ensure attendance of disadvantaged is above 97%

## 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

### Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language – Check all pupils on entry with Wellcomm. Engage in Neli Programme and put activities in place. £3,000	A range of children do not have the breadth of vocabulary that demonstrates their experiences. Higher than average pupils need speech and language support. Wellcomm is proven to close the attainment gap below disadvantaged pupils and their more affluent peers by specialist TA. <a href="#">Oral Language intervention- Teaching and Learning Toolkit EEF</a>	1
Staff coaching - High quality CPD to support excellence of practice and provision. £6,000	Staff actively respond to CPD and coaching. This will be used to return pupil outcomes to consistently good or better in all areas – particularly focus initially –phonics, writing, PE, reading, spelling, Maths and PSHE.	1,2,3



	Support is followed up in SLT and staff meetings/Inset. Curriculum leaders released once per term with 1.5 hours once a month in addition.	
Additional SENCO assistant £15,000	Support and training for two teachers aspiring to join to SENDCO team- one with EYFS/KS1 experience and interest and one for KS2	2, 3
43% disadvantaged with significant needs Bespoke intervention £17,000	22 pupils- 43% of disadvantaged pupils have SEND/learning difficulties which will be supported in the classroom. <a href="#">Small group tuition- Teaching and Learning toolkit EEF</a>	2, 3
Focus on identified pupils ensuring good or better progress by the end of their key stage by the end of 2027 with bespoke interventions	Year 1 22% are eligible for pupil premium Year 2 71% are eligible for pupil premium Year 3 53% are eligible for pupil premium Year 4 71% are eligible for pupil premium Year 5 83% are eligible for pupil premium Year 6 64% are eligible for pupil premium  Linked to Spotlight children reviews.	2

## Targeted academic support

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm assessments demonstrate key aspects to support this academic year £2,000	<ul style="list-style-type: none"> <li>Communication and language development needs promoting evidenced by Early Years framework revised curriculum creating language rich environments</li> </ul>	1



	<ul style="list-style-type: none"> <li><a href="#">Oral Language intervention- Teaching and Learning Toolkit EEF</a></li> </ul>	
Catch Up/keep-up £18,000	<ul style="list-style-type: none"> <li>% GLD reflects for very low levels of development</li> <li>Internal assessments demonstrate areas for focus of catch up and intervention.</li> <li>Review of catch up and intervention during 2024-2027 resulted in plans to focus on target groups – before, during and after school which are regularly monitored for impact.</li> </ul> <p><u>Small group tuition- Teaching and Learning toolkit EEF</u></p> <ul style="list-style-type: none"> <li>High number of SEND pupils, including PLAC/LAC and/or PP identified for support from HQT supported by specific interventions by experienced staff.</li> <li>Revised spelling programme to ensure children are able to apply their phonics skills into their writing</li> <li><a href="#">Phonics- Teaching and Learning Toolkit EEF</a></li> </ul>	2

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

Budgeted cost: £38,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Team will work with vulnerable pupils to ensure they can access learning.</p> <p>Identified 22 PP pupils find sustained learning a challenge. Supportive interventions minimise disruptive behaviour</p>	<p>To develop quiet spaces and calm areas to support the regulation of key children.</p> <ul style="list-style-type: none"> <li>Breakfast is made available to all pupils in need who may arrive later or are not booked in for breakfast club but clearly need a good start to the day. 25/42 (60%) pupils</li> </ul>	3, 4



<p>from 60% pupils to 25% (already included)</p> <p>£6,000</p>	<p>attending are eligible for pupil premium.</p> <ul style="list-style-type: none"> <li>Subsidised milk provided for all pupils eligible for PP who would like. 27/56 children 48 % have milk.</li> <li>After hours Wrap Club offered for working parents to cover the end of the day. 5/11 (45%) pupils that attend are eligible for pupil premium.</li> <li>To provide a range of grazing choices for the children.</li> </ul>	
<p>Attendance – improve attendance of identified disadvantaged pupils to ensure they are in line with national expectations.</p> <p>£5,500</p>	<ul style="list-style-type: none"> <li>End of 2027 – Attendance 97% with PP attendance similar to peers but need to maintain focus on attending every day and on time minimising arriving late in the mornings.</li> <li>Support for families to maintain and secure good attendance</li> <li><a href="#">Working together to improve school attendance DfE</a></li> </ul>	3, 5
<p>Lunchtime support (Positive Play) training including play leaders to provide quality activities to engage pupils.</p> <p>£3,000 £5,500</p>	<ul style="list-style-type: none"> <li>Unstructured play and lunchtime causes upset and anxiety for identified pupils to July 2027.</li> <li>Support increases confidence and security of identified pupils which in turn makes these times happier for their peers too.</li> <li><a href="#">Behaviour Intervention- Teaching and Learning Toolkit EEF</a></li> <li>Impact will be positive on academic progress evidenced from previous work.</li> <li>Play leaders support.</li> <li>Regular supporting activities led by learning mentors linking to pupil who find unstructured times difficult.</li> </ul>	4
<p>Learning Mentor – to support and nurture early responding to identified need</p> <p>£10,000</p>	<ul style="list-style-type: none"> <li>Increased agency involvement in our families links directly to early support from learning mentors and linked teaching assistants on the ground.</li> <li>Feelings Detectives, Lego, Draw and Talk and ELSA therapy time</li> </ul>	<p>Learning Mentor – to support and nurture early responding to identified need</p> <p>1, 3, 4</p>



	<p>essential to be planned in to support any triggers affecting learning.</p> <ul style="list-style-type: none"> <li>• Sensory circuits delivered daily to support transition in to learning and improved concentration and engagement.</li> <li>• <a href="#">Behaviour Intervention- Teaching and Learning Toolkit EEF</a></li> </ul>	
Provide a range of rich experiences to enhance pupils' cultural capital Farmer Trust fund linked to pupil premium	<ul style="list-style-type: none"> <li>• Provide opportunities for pupils linking to Farmer Trust funding grants linking to outdoor learning.</li> </ul>	4
Residential costs and Academy excursions £3,350	<ul style="list-style-type: none"> <li>• Most pupils only stay away to family members. Residential excursions provide experiences in different places. These are scheduled to link across the curriculum.</li> <li>• Wild experiences in grounds including Forest school</li> <li>• Urban and rural local visits.</li> <li>• Y6 – PGL – Team building prior to transition to Y7.</li> </ul>	4
Music – Samba, ukeleles, ocarinas launched to engage pupils in fun and interest, drumming	<ul style="list-style-type: none"> <li>• Music making and having fun with musical opportunities through the introduction of weekly lessons for the children of Act II to enhance the music provision.</li> </ul>	1, 4
Identified PP pupils find sustained learning time a challenge. Supportive interventions minimise disruptive behaviour.  £3,000	<ul style="list-style-type: none"> <li>• Identified children find sustained learning time more of a challenge.</li> <li>• Provide planned opportunities for mindfulness, brain breaks, regulation and sensory circuits.</li> <li>• Smaller groups working in quieter spaces encourage pupils to relax and focus.</li> <li>• IEPs outline individual needs and targets.</li> <li>• Provide adults to scaffold learning and build confidence and resilience. BOSS Courses and Pastoral support</li> </ul>	3





<p>Identified PP pupils with Dyslexia and/or brain to page/sequencing difficulties who find reading and writing challenging.</p> <p>£2,000</p>	<ul style="list-style-type: none"> <li>• Recommended by STT reports and SEND advice groups.</li> <li>• Planned sequence of lessons based on initial assessments</li> <li>• Supports engagement, lessons are bespoke and interactive.</li> <li>• A trained TA to identify children with dyslexic tendencies</li> </ul>	2
--	---	---

**Total budgeted cost: £106,350**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2027 academic year.

Our assessment judgements of 2024-2025 :-

- PP summary of outcomes
- EY –
- Phonics –
- Y2 –.
- Y6 –

Attendance

Our assessment judgements of 2025-2026 :-

- PP summary of outcomes
- EY –
- Phonics –
- Y2 –.
- Y6 –

Attendance

Our assessment judgements of 2026-27

- PP summary of outcomes
- EY –
- Phonics –
- Y2 –.
- Y6 –

Attendance

--

## Externally provided programmes

Programme	Provider
Wellcomm	Nuffield
TT Rockstarz	TT Rockstarz
Speech and Language therapists	Lincolnshire
Oxford Owl	Oxford Owl
Purple Mash	Purple Mash
Language Angels	Language Angels
White Rose	White Rose
Jigsaw	PSHE
RWI Spelling and Phonics	Oxford Owl
ELSA	ELSA
WTT	WTT
BOSS	PRT Team

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Dedicated learning mentor and/or teaching assessment time
What was the impact of that spending on service pupil premium eligible pupils?	Pupils having an identified adult to check in with, allocated time and support.

## Further information

Pupils eligible for pupil premium has increased from 15/67 in 2017-18 on conversion to an academy to 53/72 in 2021-22 and 64/95 in 2024-25.

Intervention positively impacts on our pupils through small group consolidation and support identified by ongoing assessment judgements, pupil discussion and marking.

Catch up work enhances intervention ensuring pupils are swiftly picked up through AFL strategies.

Regular staff liaison ensures professional discussion and reviews positive impact on pupil progress.

The building over time since the UoLAT took over HBA is enabling pupils to make increasing progress, receive higher quality, consistent teaching and offer good out of class time provision with a variety of extra- curricular opportunities.

Data from 2023-24

- EYFS- 2/9 children are PP which is 22%, 0% achieved Expected in word reading, 0% achieved Expected in Writing, 0% achieved Expected in Maths – unvalidated
- Y1- 10/15 children are PP which is 67% of cohort, 60% of the PP achieved the PSC
- Y2 10/15 children are PP which is 67% of cohort , 3/10 children 30% of PP achieved Reading EXS+, 2/10 children 20% achieved Writing EXS, 4/10 children 40% in Maths 2/10 (20%) achieved EXS+ in RWM combined.
- Y6- (12/15 children are PP 80%) 7/11 64%of PP achieved Reading EXS and 4/11 achieving GDS 30%, 2/11 18% achieved Writing EXS, 6/11 55% achieved EXS+ in Maths 20% achieved with 2/11 achieving GDS 18%. 2/11 EXS+ in RWM combined. 33% of this cohort were also identified as SEND with 2/11 pupils having EHCP. 3/11 joined at the beginning of Y6

### Attendance

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole school	93.9%	95.04%	95.23%	95.61%	95.58%	95.68%
Pupil Premium	92.48%	93.14%	96.0%	95.52%	95.1%	95.87%

Data on Personal Development, Engagement of PGL, Club engagement, Wrap and B/club

Success of pupil premium –



Our progress figures are building over three years and into this next year despite the challenges of the Covid 19 pandemic.

Since 67% of our pupils are now identified as disadvantaged, figures and evidence of support impact demonstrate how we make effective use of funding in different identified aspects to ensure outcomes transform lives over time for the pupils in our care.