

Pupil premium strategy statement – Holbeach Bank Academy

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 school.

School overview

Detail	Data
School name	Holbeach Bank Academy
Number of pupils in school	73 (as at 24.9.21)
Proportion (%) of pupil premium eligible pupils	72% - 56
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022
Date this statement was published	September 2021
Date on which it will be reviewed	Jan 2022, July 2022
Statement authorised by	S Boor, K Shepherd
Pupil premium lead	K Shepherd/S Boor
Governor / Trustee lead	P Squire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,730 (Apr 21 to Mar 22)
Recovery premium funding allocation this academic year	<p>£4930 provisional allocation based on Oct 2020 and Jan 2021 figures based on 34 students 1xLAC pupil £1800 per year 2 x PLAC pupils £2345 each per year (Total £4,690)</p> <p>This number has now increased to 56 pupils as at 15.10.21 totalling £8,120.</p>



Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£62,340 [This total is based on the current recovery premium funding figure of £8120].

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are –

- for our disadvantaged pupils to exceed nationally expected progress rates reaching ARE by the end of KS2.
- To further accelerate progress to at least ARE using a range of planned catch up and intervention work for class teachers to drive 'catch 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 residentials ensuring all pupils participate in first hand experiences with a focus on providing additional experiences following the restrictions of Covid 19.
- To provide behaviour and nurture support during unsupported times including lunch times to engage pupils and promote social interaction.

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, reading, writing and maths.
3	Mobility
4	Support family needs
5	Attendance and persistent absence needs support to improve

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 95%

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: £29,000

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. £2,000	A range of children do not have the breadth of vocabulary that demonstrates their experiences. Higher than average pupils need speech and language support. NELI is proven to close the attainment gap below disadvantaged pupils and their more affluent peers.	1
Staff coaching - High quality CPD to support excellence of practice and provision. £1,000	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 – writing, reading and maths. Support is followed up in SLT and staff meetings. Curriculum leaders released once per term with 1.5 hours once a month in addition.	2
Additional SENCO £15,000	Increasing number of pupils joining the Academy – 29 pupils of 31 eligible for pupil premium are supported for SEND (94%) representing an increase in figures.	2, 3



	EHCP and some in LAC group. Additional SLT member completed SENCO training to provide effective coverage by the two Sencos.	
% disadvantaged with significant needs Bespoke intervention £10,000	94% of disadvantaged pupils have SEND/learning difficulties which will be supported in the classroom.	2, 3
Progress focus on identified 4 pupils ensuring good or better progress by the end of 2022 in Early Years. All children baselined on entry and bespoke progress £1,000 will be implemented.	4 pupils are eligible for pupil premium within the Early Years cohort, 50% 0-3 years, 50% 3-4 years. National baseline launched to support evidence of early years starting points.	2

Targeted academic support

Budgeted cost: £21,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Years Resourcing £2,000 to support Early Years pupils eligible for pupil premium £2,500 £4,000	<ul style="list-style-type: none"> GLD recovery following Covid 19 restrictions to return close to or in line with national % GLD by the end of the foundation stage. New resourcing invested to reflect this, also the new Early Years Framework. Investment in new books to support early reading and phonics and linking to EEF research facilitating to phonics – Read Write Inc 	1
NELI & Wellcomm assessments demonstrate key aspects to support this academic year £1,000	<ul style="list-style-type: none"> Communication and language development needs promoting evidenced by Early Years framework revised curriculum creating language rich environments 	1



<p>Catch Up £12,000</p>	<ul style="list-style-type: none"> • % GLD reflects for very low levels of development • Internal assessments demonstrate areas for focus of catch up and intervention. • Review of catch up and Tutoring during 2020-2021 resulted in plans to focus on target groups – before, during and after school which are regularly monitored for impact. • High number of SEND pupils, some LAC and/or PP identified for support from QFT supported by specific interventions by experienced staff. • Reviewed and revised the phonics programme to ensure the requirement for a synthetic and systematic phonics programme drives progress in phonics across Early Years to Year 3. 	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,750

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 (10) PP pupils find sustained learning a challenge. Supportive interventions minimise disruptive behaviour from 60% pupils to 25% (already included)</p>	<ul style="list-style-type: none"> • Garden Room as a facility was missed during Covid pod time. Relaunch use of Garden Room to provide calm quiet space identified as needed where pupils find this valuable for play/lunchtimes, respite, a break from learning. • 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. • Subsidised milk provided for all pupils eligible for PP who would like. 	<p>3, 4</p>



Attendance – improve attendance of identified disadvantaged pupils to ensure they are in line with national expectations. £2,500	<ul style="list-style-type: none"> End of 2020 – Attendance 75.92% (School was closed 20 Mar to 1 June) End of 2021 – Attendance 95.84% Despite Covid restriction periods for both years. PP attendance similar to peers but need to maintain focus on attending every day and on time. Support for families to maintain good attendance ensures good attendance is consistently maintained. 	3, 5
Lunchtime support (Positive Play) training including play leaders to provide quality activities to engage pupils. £1,000 £3,700	<ul style="list-style-type: none"> Unstructured play and lunchtime causes upset and anxiety for identified pupils to July 2021. Support increases confidence and security of identified pupils which in turn makes these times happier for their peers too. Impact will be positive on academic progress evidenced from previous work. 	4
Learning Mentor – to support and nurture early responding to identified need £8,000	<ul style="list-style-type: none"> Increased agency involvement in our families links directly to early support from learning mentors and linked teaching assistants on the ground. Lego and Draw and Talk therapy time essential to be planned in to support any triggers affecting learning. 	Learning Mentor – to support and nurture early responding to identified need 1, 3, 4
Provide a range of rich experiences to enhance pupils' cultural capital Farmer Trust fund linked to pupil premium	<ul style="list-style-type: none"> Provide opportunities for pupils linking to Farmer Trust funding grants linking to outdoor learning and to building back in external visitors which the Covid19 has not enabled or restricted. 	4
Residential costs and Academy excursions £150	<ul style="list-style-type: none"> Most pupils only stay away to family members. Residentials provide experiences in different places. Residentials are scheduled to link across the curriculum. Wild experiences in grounds including Scouting. 	4



	<ul style="list-style-type: none"> • Freiston shore building confidence needed for going out again linking to Geography field trip. • Coastal study • Y6 – PGL – Team building prior to transition to Y7. 	
<p>Music – Samba, ukeleles, ocarinas launched to engage pupils in fun and interest, drumming</p> <p>£400</p>	<ul style="list-style-type: none"> • Providing all pupils with opportunities to play instruments and have fun with musical experiences which will enrich learning previously restricted due to Covid. 	1, 4
<p>Identified PP pupils find sustained learning time a challenge. Supportive interventions minimise disruptive behaviour.</p>	<ul style="list-style-type: none"> • Identified children find sustained learning time more of a challenge. • Provide planned opportunities for GoNoodle, Activate, sensory circuits and mindfulness. • Smaller groups working in quieter spaces encourage pupils to relax and focus. • IEPs outline individual needs and targets. • Provide adults to scaffold learning and build confidence and resilience. 	3

Total budgeted cost: £66,250

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our assessment judgements of 2020 – 2021:-

- PP summary of outcomes in July 2021 – Early Years 75% GLD, Year 2 38%, Year 6 67%
- EY – Good level of development – 75% of cohort. Pupil premium 3 of 4 pupils and in reading, writing and mathematics achieved GLD. Pupil premium pupils were above overall in all areas.
- Phonics – 50% Year 2 eligible for pupil premium actioned phonics screening December 2020.
- Y2 – 80% 8/10 of cohort at PP, 4/5 50% achieved reading, 38 in writing, 4/8 in maths. 100% progress was achieved in all areas.
- Y6 – 33% are 4/12 pupil premium, Reading 3/4 75%, writing 2/4 50%, maths 3/4 70%, 2 of 4 achieved across all areas combined.

Pupil premium achieved in line overall pupils in reading and maths.

- Attendance improved to 96.67% despite a year disrupted by Covid restrictions which supported enhancing our work.
- Driven intervention and catch up supported pupil achievement and confidence within identified gaps.

Externally provided programmes

Programme	Provider
Neli & Wellcomm	Nuffield



TT Rockstarz	TT Rockstarz
Speech and Language therapists	Lincolnshire
Reading Eggs	Reading Eggs
Oxford Owl	Oxford Owl
Purple Mash	Purple Mash
The Write Stuff	The Training Space
White Rose	White Rose

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.

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.

Full opening up following Covid restrictions further welcomes families back building on our success in monitoring family links.

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 72% 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.