

Pupil premium strategy statement – Holbeach Bank Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2024 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	72 (as at 6.9.2022)
Proportion (%) of pupil premium eligible pupils	50% (36/72)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	September 2022
Date on which it will be reviewed	Jan 2023, July 2023
Statement authorised by	S Boor, K Shepherd
Pupil premium lead	K Shepherd/J Lovell
Governor / Trustee lead	P Squire / S Baragwanath

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175 (Apr 22 to Mar 23)
Recovery premium funding allocation this academic year	£7975 provisional allocation based on June 2022 figure based on 55 students 2xLAC pupil 1x PLAC pupils
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



Total budget for this academic year	£84,150 [This total is based on the current recovery premium funding figure of £7975].
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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 and intervention work. 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 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 after school care for identified children to support working families.

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 continue 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: £37,000

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. Wellcomm is proven to close the attainment gap below disadvantaged pupils and their more affluent peers by specialist TA.	1
Staff coaching - High quality CPD to support excellence of practice and provision. £3,000	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 – oracy and phonics, writing Maths and PSHE. 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.	2
Additional SENCO £17,000	Increasing number of pupils continue to join the Academy (Sept 2022 8% [6/72]) 18 new starters including 6 additional mobile, of these 50% are	2, 3



	eligible for pupil premium and 25% are eligible for pupil premium and SEND. No mobile pupils or new starters have an EHCP however 1 pupil is identified as LAC.	
% disadvantaged with significant needs Bespoke intervention £13,000	43% 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 £2,000 will be implemented.	7 pupils are eligible for pupil premium within the Early Years cohort, 50% 0-3 years, 50% 3-4 years. National baseline continues to support evidence of early years starting points.	2

Targeted academic support

Budgeted cost: £22,000

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 £5,000	<ul style="list-style-type: none"> GLD recovery ongoing to return close to or in line with national % GLD by the end of the foundation stage. Continued resourcing invested to reflect this, also the new Early Years Framework. Further Investment in books to support early reading and phonics and linking to EEF research facilitating to phonics – Read Write Inc 	1 Following missed pre-school opportunities to return to or
Wellcomm assessments demonstrate key aspects to support this academic year £1,500	<ul style="list-style-type: none"> Communication and language development needs promoting evidenced by Early Years framework revised curriculum 	1

	creating language rich environments	
Catch Up £13,000	<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 intervention during 2021 2022 resulted in plans to focus on target groups – before, during and after school which are regularly monitored for impact. • High number of SEND pupils, including PLAC/LAC and/or PP identified for support from HQT supported by specific interventions by experienced staff. • Revised phonics programme to continue to ensure the requirement for a synthetic and systematic phonics programme drives progress in phonics across Early Years to KS2.. 	2

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

Budgeted cost: £ 25,150

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 (19) PP pupils find sustained learning a challenge. Supportive interventions minimise disruptive behaviour from 60% pupils to 25% (already included)</p> <p>£4,000</p>	<ul style="list-style-type: none"> • Garden Room used as a facility 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. 	3, 4



	<ul style="list-style-type: none"> • (After School Club offered for working parents to cover the end of the day) 	
<p>Attendance – improve attendance of identified disadvantaged pupils to ensure they are in line with national expectations.</p> <p>£3,500</p>	<ul style="list-style-type: none"> • End of 2022 – Attendance 93% • 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
<p>Lunchtime support (Positive Play) training including play leaders to provide quality activities to engage pupils.</p> <p>£2,000 £4,500</p>	<ul style="list-style-type: none"> • Unstructured play and lunchtime causes upset and anxiety for identified pupils to July 2022. • 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. • Play leaders support 	4
<p>Learning Mentor – to support and nurture early responding to identified need</p> <p>£8,000</p>	<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. 	<p>Learning Mentor – to support and nurture early responding to identified need</p> <p>1, 3, 4</p>
<p>Provide a range of rich experiences to enhance pupils' cultural capital</p> <p>Farmer Trust fund linked to pupil premium</p>	<ul style="list-style-type: none"> • Provide opportunities for pupils linking to Farmer Trust funding grants linking to outdoor learning. 	4
<p>Residential costs and Academy excursions</p> <p>£2,350</p>	<ul style="list-style-type: none"> • Most pupils only stay away to family members. Residential provide experiences in different places. Residential are scheduled to link across the curriculum. • Wild experiences in grounds including Scouting. • Skegness ECO Centre link to promote and support outdoor learning links. 	4



	<ul style="list-style-type: none"> • Urban and rural local visits. • 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>£800</p>	<ul style="list-style-type: none"> • Providing all pupils with opportunities to play instruments and have fun with musical experiences for performing and composition. 	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 mindfulness and sensory circuits. • 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
<p>After hours provision for identified for families to support after school provision</p>	<ul style="list-style-type: none"> • Wrap club 3.15-5.30 provided for identified families offering care and opportunities to prepare meals and work together on tasks such as homework, reading and other. 	3

Total budgeted cost: £84,150

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.

Our assessment judgements of 2021-2022:-

In July 2022 Early Years outcomes reflected consistent data from 2019 to 2022 with 58% good level of development achieved showing positive impact of consistent high quality teaching.

60% of Early Years pupil premium children achieved good level of development which was above other pupils. Pupil premium pupils achieved in line with other pupils for reading and writing and above for maths outcomes.

Year 1 2022 phonics outcomes reflected accelerated progress and high impact on outcomes with 86% achieving the required standard in the phonics screening check. This demonstrated the impact of a consistent systematic synthetic phonics programme being implemented.

In July 2022 Year 2 pupils at the end of key stage 1 achieved outcomes in maths in line with 2019 – 67%. 71% of all pupil premium children in year 2 made good or accelerated progress from starting points across reading, writing and maths demonstrating the impact of targeted catch up and intervention.

In July 2022 Year 6 outcomes evidenced improved attainment in reading compared with 2019 outcomes and in line with 2019 outcomes for GPaS. An increase made in average points score for reading and GPaS was demonstrated. This shows the impact of consistent high quality teaching and targeted intervention and catch up.

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

- Attendance improved to 93% despite a year disrupted by Covid and the need to isolate which supported enhancing our work.
- Driven intervention and catch up supported pupil achievement and confidence within identified gaps.

Externally provided programmes

Programme	Provider
Wellcomm	
TT Rockstarz	TT Rockstarz
Speech and Language therapists	Lincolnshire
Oxford Owl	Oxford Owl
Purple Mash	Purple Mash
The Write Stuff	The Training Space
White Rose	White Rose
Emile	Spelling
Jigsaw	PSHE

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.

The majority of PP pupils achieve or progress in line or above other pupils.

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.