Pupil Premium Strategy Statement
Holderness Academy & Sixth Form College

This statement details our academy's use of pupil premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged students.

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
Academy name	Holderness Academy
Number of pupils in school	994
Proportion (%) of pupil premium eligible pupils	22.4%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	N Holder, Headteacher
Pupil premium lead	K Ashbridge, Assistant Headteacher
Governor / Trustee lead	M Kitching, Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,085
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	**£253,085**

Part A: Pupil premium strategy plan

Statement of intent

This statement details our academy's use of pupil premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged students. 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.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will also support those learners who we know to be vulnerable, regardless of whether they are disadvantaged or not.

The academy draws on research and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.

Our Pupil Premium is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies. Quality first teaching for all pupils is our key driver. Having access to a well sequenced and well-planned knowledge-based curriculum across all subject areas is at the heart of what we do. We work with our learners to develop the skills required to access the curriculum. We want all of our learners to secure a firm grasp of basic skills alongside the social and emotional skills required to be an effective learner. Implicit in the intended outcomes is the intention that non- disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery. All of our students are challenged in the work they are set, and our staff take responsibility for the outcomes of disadvantaged students. A significant proportion of the DA cohort do not attend frequently enough or display effective behaviours for learning. If we can get these learners to attend regularly and consistently then their positive outcomes will follow as we know that teaching and learning are effective.

Challenges

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenge number	Detail of challenge
1	Students who are disadvantaged do not make the expected attainment and progress during their time at the Academy.
2	A disproportionate number of disadvantaged pupils are affected by issues of low self-esteem and mental health concerns.
3	Limited aspirational educational goals.
4	A greater proportion of disadvantaged pupils come from outside of catchment with inherent attendance and parental engagement barriers.
5	Limited life experiences outside of the immediate community.

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
Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4.	• 2025 DA attainment is above that of 2024. • 2025 DA grades 4 and above for English and Maths are above 2024 grades. • 2025 DA grades 5 and above for English and Maths are above 2024 grades. • Improvement in reading ages of DA pupils from their baseline.
To achieve and sustain improved wellbeing for all pupils within our school, particularly our DA pupils.	• Sustained high levels of wellbeing demonstrated by student voice, parent surveys and teacher observations. • Increase in participation in enrichment activities.
DA pupils feel better prepared for further education, employment or training, engage more with the wider community and fully prepare them for adulthood.	• All DA pupils have an appointment with a careers advisor and have an appropriate destination for post 16. • All DA pupils have the opportunity to visit a number of college provisions.
To close the attendance gap between the DA pupils and the non-DA pupils.	• The attendance of disadvantaged pupils, at least, matches the

	national average and internal gaps are closing. • Parents engage with the school more.
To provide additional life experiences outside of the immediate community.	• All DA pupils can access high quality work experience and careers mentoring. • DA pupils have the opportunity to engage in additional life opportunities outside of our immediate community.

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)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £139,470.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.	1, 3
Walkthrus to develop classroom practice to maximise Quality First Teaching.	Staff using strategies to support all pupils.	1, 3

Ensure that teaching and the curriculum remains fully inclusive and accessible for all learners. Adapt the curriculum as appropriate to address knowledge gaps.	An inclusive curriculum and all pupils making progress within subjects.	1, 3
Developing self-regulation skills in all pupils.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.	1, 3

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy

Budgeted cost: £52,368

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic learning platforms for independent learning for example Tassomai, Educake, Accelerated Reader & No more marking.	Pupils completing additional work supporting their current learning topic allows staff to provide feedback and areas for development.	1, 3
One to One and small group tuition for pupils in need of additional support.	Tuition targeted at specific needs and knowledge gaps can be an effective method	1, 3

	to support low attaining pupils.	
Summer school intervention	Additional transition for vulnerable pupils enables pupils to settle into academy life quicker.	1, 2

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £61,246.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Performing Arts activity delivered by NAPA (Northern Academy of Performing Arts.)	The arts support pupil's mental health and wellbeing as well as develop their confidence, teamwork and aspirations for the future.	2, 3, 5
Public transport training. Include release time for staff.	Independent Travel Training is likely to enhance pupil's social and employment opportunities.	2, 3, 4, 5
Cultural trips and in school activities and securing a greater engagement in music education	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance.	2, 3, 4, 5

Contingency fund for acute issues.	Based on experience we have identified a need to set a small amount of funding to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £253,085

Part B: Review of the previous academic year
Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that the 2024 Pupil Premium (PP) cohort, consisted of 35 students, who had an average Attainment 8 was 34.14, with an average grade of 3.41 which was more than a whole grade below non-PP students at 4.54. Their incoming prior attainment at KS2 was slightly lower for PP students at 102 compared with 104.5 for non-PP students. The overall P8 for PP students was -0.71, compared with non-PP students at –0.07. This indicates a greater need for support to help close attainment gaps for PP students. Only 34.3% of the PP students had a positive P8 score, and no PP students achieved a grade 7+ in both Maths and English, although 11.4% achieved this in English alone. The two biggest areas of concern are Maths, where there was almost an entire grade difference between PP (-0.92) and non-PP students (-0.05) and Geography (8 students), which was even larger PP (-0.65) and non-PP students (-1.72).

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils

P8 data for each individual subject for whole cohort is shown below and the PP value is in brackets:

Business -2.35 (-2.27), Engineering -0.21 (-0.71), Health and social care -1.12 (-0.90), i-media -0.61 (+0.16), PE CNAT -0.81 (-0.72), Science -0.09 (-0.54), 3D Design -0.30 (-1.43), Art 0.29 (-0.31), Biology -0.34 (-2.29), Chemistry -0.11 (-0.84), DT Food -0.59 (-0.89), DT Textiles 0.47 (+0.98), English Language -0.34 (-0.66), English Literature +0.12 (-0.09), French -1.01 (-0.76), Geography PP (-0.92) and non-PP students (-0.05), History -0.27 (-0.42), Maths -0.24 (-0.92), Music -0.42 (-0.05), PE GCSE -0.11 (-0.32), Photography +0.05 (-1.52), Physics -0.13 (-1.39), RE +0.11 (-0.45), Spanish -1.00 (-1.36).

The data demonstrates that for the PP cohort, P8 subject scores were notably lower than non-PP students within several subjects the worst being Geography -1.07 grades lower than non-PP, 3D Design with -1.13 grades difference and Photography -1.47 grades lower. However, there were some positives with PP students achieving a positive P8 score in DT Textiles (+0.98) and iMedia (+0.16). Despite some isolated areas of positive performance, the average P8 scores for PP students were consistently below their non-PP peers across most subjects.

The evaluation of High, Medium, and Low prior attainment pupils (HAP, MAP, LAP) within the Pupil Premium (PP) cohort across Maths, English, and Science reveals a consistent trend of underperformance compared to non-PP peers.

High-attaining PP students (HAP) underperform particularly in Maths and English, with large progress gaps indicating the most able PP students are not achieving expected levels.

Middle-attaining PP students (MAP) perform relatively closer to their non-PP peers, especially in English and Science suggesting that some interventions are effective for these students, which

is the largest group, though additional reinforcement in Maths and Science may be needed to build on this progress.

Low-attaining PP students (LAP) exhibit the widest gaps, especially in Maths and Science, indicating that foundational skills in literacy and numeracy may need to be strengthened with intensive, individualised support. Across all three subjects, the need for a differentiated approach by prior ability is clear, with a particular focus on bridging gaps for both high and low-attaining PP students to improve overall progress and outcomes.

The analysis of gender-based performance data for Pupil Premium (PP) and non-Pupil Premium (non-PP) students in Science, Maths, and English shows notable disparities, especially among male students. For female students, PP performance is relatively close to non-PP students across all subjects, with smaller progress gaps in science (-0.17 vs. -0.10) and Maths (-0.60 vs. -0.21). While English progress for PP females is still below non-PP peers (-0.37 vs. -0.16), the gap remains moderate, suggesting that current interventions may have some positive impact for female students.

In contrast, male PP students show significantly wider progress gaps compared to their non-PP peers, particularly in science (a gap of -1.64) and Maths (-1.50). Non-PP male students are progressing positively in both subjects, whereas PP males are falling well behind, especially in Maths where they score -1.37 compared to +0.13 for non-PP males. In English, the gap is also pronounced, with PP males scoring -1.07 compared to -0.36 for non-PP males. These findings suggest that male PP students, especially in Science and Maths, require more targeted support to close the substantial progress gaps relative to their non-PP peers.

Overall, the data indicates that while female PP students show moderate gaps that may be responsive to current interventions, male PP students, particularly in Maths and Science, experience significant challenges. A gender-focused approach to PP support may be warranted, emphasising academic mentoring, engagement, and skill-building in STEM subjects for male PP students to bridge these performance gaps.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that we need

The data reveals that male PP students, particularly in Maths and Science, and low-attaining (LAP) and high-attaining (HAP) PP students, experience the most significant progress gaps. Female PP students, while closer in performance to non-PP peers, still show gaps that could benefit from targeted interventions, especially in English.

Revised Strategy for the Coming Year

- **Targeted STEM Support for Male PP Students in Maths & Science**

Rationale: Male PP students exhibit significant progress deficits in Maths and Science, with gaps of -1.50 and -1.64, respectively.

Actions:

Implement additional P6 and tutoring programs for male PP students, pairing them with subject specialists to provide consistent, targeted support.

After school or weekend STEM workshops that incorporate hands-on learning and real-world applications to increase engagement in Maths and Science.

Develop peer tutoring programs, pairing PP male students with high-achieving peers or A-level students in Maths and Science to build foundational skills and confidence.

- **Enhanced Support for High-Attaining (HAP) PP Students in Core Subjects**

Rationale: High-attaining PP students show significant progress gaps, particularly in Maths and English, suggesting a need for more challenging support tailored to their level.

Actions:

Attend P6 lessons for subjects including Maths and English including activities like competitions, workshops, or debate clubs, to keep HAP PP students engaged and motivated.

Use academic tracking for HAP PP students to ensure that they are challenged appropriately and progressing toward ambitious goals.

- **Focused Literacy & Numeracy Support for Low-Attaining (LAP) PP Students**

Rationale: Low-attaining PP students (LAP) show marked gaps in Maths and Science, indicating a need for foundational support in literacy and numeracy.

Actions:

Increase access to basic skills interventions, such as numeracy and literacy booster sessions, focused on closing foundational gaps in Maths and English.

Provide individualised support plans for LAP students with specific, measurable goals tailored to each student's needs, tracked by regular progress monitoring.

Consider small-group, intensive tutoring for LAP students in Maths, English, and Science, focusing on core maths skills and simple retrieval tasks.

- **Gender-Specific Intervention Strategies in Core Subjects**

Rationale: Female PP students perform relatively closer to non-PP peers but still show gaps, particularly in English. Male PP students face more pronounced challenges in Maths and Science.

Actions:

Female Students: Emphasise language enrichment activities including Aspiration Day workshops and English P6 lessons specifically designed for female students, who show moderate gaps in English. Reading programs and vocabulary-building exercises could also improve confidence and outcomes. Some students should be included in the TCAT Success days.

Male Students: Focus on engagement-driven Maths and Science learning activities to address the larger progress gaps for male students. P6 lessons based on more practical elements, such as core Practical's which contribute 17% of the grade and repetition of exam style maths skills 20% of the final grade in science, to increase interest and achievement in these subjects.

- **Strengthened Monitoring and Data-Driven Adaptation**

Rationale: Progress gaps vary significantly by both prior attainment level and gender, so regular, data-driven adjustments are critical to success.

Actions:

Conduct performance reviews by gender and attainment level after each data collection to assess the impact of any interventions attended, ensuring that adjustments can be made promptly where progress is insufficient.

Record student attendance at P6 and other interventions.

Use adaptive, formative assessments to continuously identify areas where students may be struggling and offer immediate, tailored support.

Engage in regular communication with teachers, pastoral teams, and parents to ensure transparency, align on progress expectations, and support students holistically.

- **Enhanced Engagement and Wellbeing Support**

Rationale: Broader factors, such as attendance, engagement, and wellbeing, often impact progress, especially for PP students.

Actions:

Provide wellbeing workshops and mentoring sessions focused on resilience, time management, and goal setting for all PP students.

Strengthen school-home communication channels to provide additional encouragement and support for PP students, particularly those struggling with attendance or motivation.

Offer extracurricular activities and leadership opportunities aimed at building confidence and fostering a sense of school belonging, particularly for LAP and HAP 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
Think for the Future Interventions	TFTF
Various wellbeing and motivational	Tigers Trust

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
We use SPP to fund emotional support to address the emotional needs of our service children.
The impact of that spending on service pupil premium eligible pupils
Parents have been able to communicate with school and discuss the times that their child may need emotional support.

Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

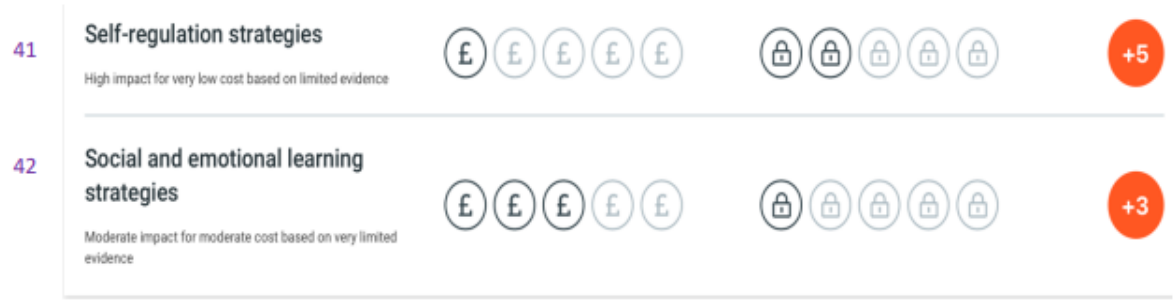
The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students. The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

[Teaching and Learning Toolkit | EEF]

1	**Arts participation** Moderate impact for very low cost based on moderate evidence	£	+3
2	**Aspiration interventions** Unclear impact for very low cost based on insufficient evidence	£	
3	**Behaviour interventions** Moderate impact for low cost based on limited evidence	£ £	+4
4	**Collaborative learning approaches** High impact for very low cost based on limited evidence	£	+5
5	**Extending school time** Moderate impact for moderate cost based on limited evidence	£ £ £	+3
6	**Feedback** Very high impact for very low cost based on extensive evidence	£	+6
7	**Homework** High impact for very low cost based on very limited evidence	£	+5
8	**Individualised instruction** Moderate impact for very low cost based on limited evidence	£	+4
9	**Learning styles** Unclear impact for very low cost based on insufficient evidence	£	
10	**Mastery learning** High impact for very low cost based on limited evidence	£	+5
11	**Mentoring** Low impact for moderate cost based on moderate evidence	£ £ £	+2

12	**Metacognition and self-regulation** Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
13	**One to one tuition** High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
14	**Oral language interventions** Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
15	**Outdoor adventure learning** Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
16	**Parental engagement** Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
17	**Peer tutoring** High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
18	**Performance pay** Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
19	**Phonics** High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
20	**Physical activity** Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
21	**Reading comprehension strategies** Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
22	**Reducing class size** Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
23	**Repeating a year** Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
24	**School uniform** Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
25	**Setting and streaming** No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
26	**Small group tuition** Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

27	**Social and emotional learning** Moderate impact for very low cost based on very limited evidence	£	🔒	+4
28	**Summer schools** Moderate impact for moderate cost based on limited evidence	£ £ £	🔒 🔒	+3
29	**Teaching Assistant Interventions** Moderate impact for moderate cost based on moderate evidence	£ £ £	🔒 🔒 🔒	+4
30	**Within class attainment grouping** Low impact for very low cost based on very limited evidence	£	🔒	+2
	EYFS			
31	**Built environment** No impact for low cost based on very limited evidence	£ £	🔒	0
32	**Communication and language approaches** Very high impact for very low cost based on extensive evidence	£	🔒 🔒 🔒 🔒	+6
33	**Digital technology** Moderate impact for moderate cost based on limited evidence	£ £ £	🔒 🔒	+4
34	**Earlier starting age** Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒	+6
35	**Early literacy approaches** Moderate impact for very low cost based on moderate evidence	£	🔒 🔒 🔒	+4
36	**Early numeracy approaches** Very high impact for very low cost based on extensive evidence	£	🔒 🔒 🔒 🔒	+6
37	**Extra hours** Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒	+3
38	**Parental engagement** Moderate impact for moderate cost based on moderate evidence	£ £ £	🔒 🔒 🔒	+4
39	**Physical development approaches** Moderate impact for very low cost based on limited evidence	£	🔒 🔒	+3
40	**Play-based learning** High impact for very low cost based on very limited evidence	£	🔒	+5


41
Self-regulation strategies
High impact for very low cost based on limited evidence
+5
42
Social and emotional learning strategies
Moderate impact for moderate cost based on very limited evidence
+3