

Pupil premium strategy statement

This statement details our school'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	Hollis Academy
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	79.17% (57 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	10/10/21
Date on which it will be reviewed	18/12/21
Statement authorised by	Rebecca Whelan- DCEO
Pupil premium lead	Karl Fenton - Principal
Governor / Trustee lead	Rosemary Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 53,003
Recovery premium funding allocation this academic year	£ 16,095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 69,098

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils

At Hollis Academy we aspire to have all pupils:

- Ensure that all students have the opportunity to access the National Curriculum and support in giving a positive impact enabling them to achieve goals and preparing them for their next stage of their education.
- Provide opportunities for the Academy to narrow the outcome gaps.
- Provide opportunities for students and families to develop coping strategies and support for issues that they may have. This will in turn support students in accessing the curriculum and achieving qualifications in line with their expected targets.

How does your current pupil premium strategy plan work towards achieving those objectives?

- The funding will provide the school the opportunity to purchase further staff time to deliver the interventions in class. Also supporting children to increase engagement and achievement in learning.
- Provide highly vulnerable and difficult to reach students with opportunities in vocational studies and core foundation qualifications delivered by HSAT staff on site or at alternative venues
- Specific bespoke packages for students at high risk
- Specific aim to re-integrate students when they are ready to access the curriculum.
- Provide funding to seek professional occupational therapist support to support children with their emotional regulation
- Improve engagement by students and families.

What are the key principles of your strategy plan?

- Provide all pupils with personalised interventions to ensure all pupils are able to catch up towards national expectations to prepare them for the next stage of their lives.
- Support students who struggle with the curriculum and need a more bespoke package in order to enable them to access qualifications in order to move to their next stage of education.

- Give students the opportunity to understand Life in modern Britain support them in improving social skills through visits, Duke of Edinburgh and Vocational studies.
- Provide all children with OT support to help support their regulation throughout the day.

Challenges

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

Challenge number	Detail of challenge
1	Support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning
2	To support identified students who are struggling with the curriculum and need 1:1 support
3	Students making good progress in all subjects studied throughout the AP programme
4	To enhance students learning outside the classroom
5	To provide clear support for families to engage students and provide enhanced support to our most vulnerable students

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
To support students and family who have SEMH issues	<ul style="list-style-type: none"> • Pupils targeted with regulation interventions have made progress with their self- esteem and engagement with learning. (Alliance outcome report) • Pupils with SEMH difficulties are able to manage their behaviour better and reduce their barriers to learning. • To provide a counselling service to support students and their families.
To support identified students who are struggling with the curriculum and need 1:1 support	<ul style="list-style-type: none"> • Students in Key Stage 3 to re-engage in the curriculum after a long absence from school.

	<ul style="list-style-type: none"> All Key Stage 4 students to complete Entry Level qualifications and in some instances Functional Skills.
Students making good progress in all subjects studied throughout the AP programme	<ul style="list-style-type: none"> All PP students making good progress in all subjects studied throughout their Alternative Provision programme To ensure they get accreditation in English and Maths.
To enhance students learning outside the classroom	<ul style="list-style-type: none"> Open Awards introduced enabling students to go on more visits throughout Key Stage 4 Key Stage 3 completing Vocational Education opportunities outside of the classroom. Educational visits are able to continue for all students.
To provide clear support for families to engage students and provide enhanced support to our most vulnerable students	<ul style="list-style-type: none"> Improve attendance within the school with end of term rewards for higher attending/improving students. Opportunities to support students who are struggling with behaviour by providing interventions.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48,098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint a teacher to support identified students who are struggling with English and Maths and need 1:1 support.	EEF- Individualised Instruction EEF- One to One Tuition EEF- Teaching Assistant Interventions <ul style="list-style-type: none"> • Staff to deliver and support with interventions. • GL assessments to outline specific intervention work to highlight any gaps in learning. • Rising Stars assessments to outline specific intervention work to highlight any gaps in learning and to enabling staff to understand progress made. 	2
Targeted intervention to close the gaps in learning over the last 2 years. To be delivered by our Intervention HLTA and from the appointment of a teacher from the NTP funding.	EEF- Teaching Assistant Interventions <ul style="list-style-type: none"> • Staff to deliver and support with interventions. • GL assessments to outline specific intervention work to highlight any gaps in learning. • Rising Stars assessments to outline specific intervention work to highlight any gaps in learning and to enabling staff to understand progress made. 	2

<p>VP to work closely with providers to enable students to gain qualifications on their course.</p> <p>Home tutor and the PT teacher to deliver English and Maths to the students.</p>	<ul style="list-style-type: none"> • Provide opportunities for students to access a more appropriate curriculum and gain qualifications in these courses • For all students who are on Alternative Provision to gain qualifications in English and Maths that reflect their targets 	<p>3</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support students and family who have SEMH issues</p>	<p>EEF- Behaviour Interventions EEF- Parental Engagement</p> <ul style="list-style-type: none"> • Sensory home programme for regulation of emotions • Occupational therapy session to support children that have suffered trauma or other issues 	<p>1, 5</p>
<p>To provide support for the school in supporting our most vulnerable students</p>	<p>EEF- Behaviour Interventions EEF- Parental Engagement</p> <ul style="list-style-type: none"> • To continue to reduce the PA figures. • Hollis DSL's to continue to track Safeguarding cases and review them monthly with the Trust Lead and or Deputy Lead for Safeguarding. • To ensure the Academy has a clearer understanding of the support needed for our most vulnerable and that actions can be in place. 	<p>5</p>
<p>To enhance students learning outside the classroom</p>	<p>EEF- Aspirations Interventions EEF- Arts participation</p> <ul style="list-style-type: none"> • Increase the number of Open Award qualifications for our students • Improve the quality of provision to support learners to understand Life in Britain and information about the local area. 	<p>4</p>

	<ul style="list-style-type: none">• To introduce an increased number of offsite activities for enrichment that will encourage better behaviour around school.	
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Total budgeted cost: £ 69,098

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, pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments were used.

Improve outcomes on the AP Programme and Vocational Provision

- The role of the Home tutor has supported the students on AP to make good progress in all subjects studied throughout the AP programme and to attempt to get them accreditation in English and Maths. This is a great improvement on previous years.

- English 8/9 - 89%
- Maths 8/9 - 89%
- 100% of students achieved an accredited qualification

1:1 Weekly Literacy and Numeracy Intervention for all Looked After Children and all Pupil Premium Children identified as being significantly behind target in English or Maths.

- The initial view was to deliver support to identified students who struggled with the curriculum and needed 1:1 support. (More important due to the issues of missed learning during the first lockdown). Unfortunately, due to the Covid disruptions this academic year we have needed to open the support to all students. This is conjunction with the NTP programme and also support we have accessed from the catch-up fund.

- We delivered a programme to support students in Key Stage 3 to re-engage in the curriculum after a long absence from school and have focused on reading with them.
- Key Stage 4 students have completed Entry Level qualifications. Due to the complications in accessing Functional Skill's some students have been entered for GCSE instead.

Educational Trips

- The introduction of Open Awards has required students to go on more visits throughout Key Stage 4. All Key Stage 4 students had opportunities to attend local post -16 provision which enabled a large number of students to acquire a place once they left the Academy.
- Key Stage 3 are completed Vocational Education opportunities outside of the classroom once all restrictions were lifted.

Enrichment

- We have provided a better range of activities to support all learners.

- The introduction of an increased number of offsite activities for enrichment encourages better behaviour around school. This was the case for the Autumn term where we added ice skating and walking trips to different locations around Teesside. Unfortunately due to lockdown a lot of these facilities were closed and only recently started to reopen.
- During this period we have introduced music club on a Friday afternoon.
- Since May we brought ice skating back to our enrichment programme.

Incentives for improvement in attendance and behaviour

- Improved attendance within the school with end of term rewards for higher attending/improving students.
- Opportunities to support students who are struggling with behaviour by providing interventions.
- Before the last lockdown attendance was in line with our target of 72%. Targeted students had improved their attendance.

Alliance

- At present we have 18 students accessing Alliance in some form, as well as a number who have continued to work with them from the previous year.

PSA / Safeguarding Lead support

- To continue to reduce the PA figures. (March 20 – 65% and March 21 – 55.4%) After lockdown the number slightly reduced further to 54.7%.
- All identified staff completed DSL training. Staff all using CPOMs and Behaviour Watch. (Due to Covid the recording of welfare calls on CPOMs has been vital for the school to support parents)
- We continued to track Safeguarding cases and reviewed them monthly throughout the year.
- 100% of multi agency have been attended and Information added to the files. We have liaised with parents/carers and agencies and this has been communicated effectively.
- All LAC files are up to date.

Breakfast Club

- The Academy has also accessed the NSBP where we get free bagels and cereals. This has supported our students and families during lockdown.
- We also purchased a freezer and toasters from the fund.
- Throughout the year more student's accessed breakfast and evidence from the number of lost learning hours reducing indicated that this was having an impact as more students were more comfortable and ready to learn.(lost learning hours at September 2020 – 16.78 Hours per week to 11.08 hours on average for the year)

Externally provided programmes

Detailed below are the names of any non-DfE programmes that were purchased in the previous academic year. This information has been included to help the Department for Education identify which ones are popular in England

Programme	Provider
Occupational Therapy	Alliance

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

