

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2022 to 2023, 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	82
Proportion (%) of pupil premium eligible pupils	70.37%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 (Year 2 of 3)
Date this statement was published	10.10.22
Date on which it will be reviewed	26.05.22
Review and recommendation for approval	Academy Council
Statement authorised by	Standards Committee
Pupil premium lead	Karl Fenton
Governor / Trustee lead	Rosemary Nicholls

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£52,205
Recovery premium funding allocation this academic year	£40,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,850 £92,915

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils

At Hollis Academy we aspire to:

- 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 Integrate students who are on a bespoke offsite package into school to support with learning
5	To enhance students learning outside the classroom
6	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.

	<ul style="list-style-type: none"> 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. 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 all students gain accreditation in English and Maths.
To Integrate students who are on a bespoke offsite package into school to support with learning	<ul style="list-style-type: none"> All AP students to gain more qualifications through the AQA qualifications. All Home Educated students to access Open Award and AQA qualifications.
To enhance students learning outside the classroom	<ul style="list-style-type: none"> Continue to improve the Open Awards offer 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. Create a further link between KS3 Vocational Education and the opportunities to gain qualifications in Duke of Edinburgh
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.

	<ul style="list-style-type: none"> • Opportunities to support students who are struggling with behaviour by providing interventions.
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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: £26,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support to ensure group sizes are small for targeted support	EEF Small group tuition +4 impact	Teaching assistant support to ensure group sizes are small for targeted support
Parental involvement in learning	EEF Parental engagement +4 impact	Parental involvement in learning

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

Budgeted cost: £45,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance students learning outside the classroom	EEF Teaching assistant interventions +4 impact Making the best use of Teaching Assistants guidance report -To continue to increase the number of Open Award qualifications for our students and introduce AQA award qualifications - To continue to improve the quality of provision to support learners to understand Life in Britain	5

	<p>and information about the local area. The Academy to introduce activity days through Rights Respecting School award.</p> <ul style="list-style-type: none"> - To continue to increase the number of offsite activities for enrichment that will encourage better behaviour around school. 	
To Integrate students who are on a bespoke offsite package into school to support with learning	<p>EEF behaviour interventions +4</p> <ul style="list-style-type: none"> - The Academy to become more fluid in its movement of students through the AP programme. - More students to engage in the PT provision within school - AP students gaining more qualifications through the AQA award 	4
To support identified students who are struggling with the curriculum and need 1:1 support	<p>EEF Social and Emotional learning +4 months impact</p> <p>EEF behaviour interventions +4</p> <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
Students making good progress in all subjects studied throughout the AP programme	<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. 	3

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support students and family who have SEMH issues	<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 	1, 5

	- Introduction of the PROCLAIM project to support LAC students. This will include support from the Local Authority Education Psychologist	
To provide clear support for families to engage students and provide enhanced support to our most vulnerable students	<p>EEF Social and Emotional learning +4 months impact</p> <p>EEF Improving behaviours in schools guidance</p> <p>-Introduction of the PROCLAIM project to support LAC students. This will include support from the Local Authority Education Psychologist</p> <p>- Hollis DSL's to continue to track Safeguarding cases and review them monthly with the Trust Lead and or Deputy Lead for Safeguarding.</p> <p>- To ensure the Academy has a clearer understanding of the support needed for our most vulnerable and that actions can be in place.</p>	6
To enhance students learning outside the classroom	<p>- To continue to increase the number of Open Award qualifications for our students and introduce AQA award qualifications</p> <p>- To continue to improve the quality of provision to support learners to understand Life in Britain and information about the local area. The Academy to introduce activity days through Rights Respecting School award.</p> <p>- To continue to increase the number of offsite activities for enrichment that will encourage better behaviour around school.</p>	5

Total budgeted cost: £92,915

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 2021 to 2022 academic year.

To support identified students who are struggling with the curriculum and need 1:1 support

- A tutor was employed through Vision. She worked 2 days a week with students who require additional support. Spring Term 22 she worked on maths, reading and writing. Summer term 22 she is working solely on developing reading.
- Students are identified as those who did not meet targets (from their Rising Stars assessments)
- 62% of students received 5+ at GCSE, L1 and or L2 qualifications

To provide students with targeted intervention to close the gaps in learning over the last 2 years

- GL assessments and Rising Stars were used to outline specific intervention work needed and to highlight any gaps in learning.
- The intervention HLTA provided a programme to support students.
- We are delivering 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 Skills some students have been entered for GCSE instead
- 50% of students completed a GCSE in English and Maths
- 100% of students received a maths qualification
- 93% of students received a English qualification
- 62% of students received 5+ at GCSE, L1 and or L2 qualifications

All PP students making good progress in all subjects studied throughout the AP programme

- The Academy provided greater opportunities for students to access a more appropriate curriculum and gain qualifications in these courses. 4 Open Awards qualifications were introduced and these were accessible by all students.
- 62% of students received 5+ at GCSE, L1 and or L2 qualifications
- For all students who are on Alternative Provision to gain qualifications in English and Maths that reflect their targets
- 100% of students on AP gained a Maths qualification
- 83% (5 out of 6 students) on AP gained a English qualification

To support students and family who have SEMH issues

- We provide a counselling service to support students and their families.
- This year it has been important to support our students' return to school. We know that we have students and parents already accessing the service during this period.
- A larger number of students have struggled with Mental Health issues.
- At present we have 6 students accessing Alliance weekly, as well as a number who have continued to work with them from last year.

- We have initiated a therapeutic intervention strategy with Alliance for a therapist to deliver cognitive behavioural therapy (CBT) to our most challenging students. This to start towards the end of this term and into next academic year.

To provide support for the school in supporting our most vulnerable students

- Hollis DSL's to continue to track Safeguarding cases and review them monthly with the Trust Lead and or Deputy Lead for Safeguarding.
- The Academy has a clearer understanding of the support needed for our most vulnerable and that actions can be in place. Close links with the Local Authority has enabled us to engage students through bespoke education programmes to support their interaction into school.
- We have continued to reduce the PA figures (March 20 – 65%, March 21 – 55.4% and [July 22 – 54%](#))
- 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.

To enhance students learning outside the classroom

- All Key Stage 3 students followed a Vocational Education programme once a week in order for them to understand Life in Britain and information about the local area.
- An increased number of offsite activities for enrichment were introduced in order to encourage better behaviour around school.
- More Key Stage 4 students accessed the Duke of Edinburgh qualification with a number of students completing the Silver Award.

Externally provided programmes

Programme	Provider
Occupational Therapy	Tree Tops
Counselling Service	Alliance

Service pupil premium funding (optional)

Measure	Details

Further information (optional)

Additional activity

Planning, implementation and evaluation