

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2024 to 2025, 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	89
Proportion (%) of pupil premium eligible pupils	75.28%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	11/10/24
Date on which it will be reviewed	07/06/25
Review and recommendations for approval	Academy Council
Statement authorised by	Standard Committee
Pupil premium lead	Karl Fenton
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,200
Recovery premium funding allocation this academic year	£0
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	£67,200

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, 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.

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
7	Sustained low literacy levels in a high proportion of children through poor engagement/access to Primary education and cognition challenges.

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
Enhanced support for pupils with SEMH difficulties to help pupils manage their behaviour and overcome any barriers to learning	Support pathways are in place and used (sensory, therapeutic, 1-2-1, social norms etc.) Relationships are in place with agencies and their support is used Reduction in PA figures

To support identified students who are struggling with the curriculum and need 1:1 support	<p>Year on year the percentage of children achieving L1+ qualifications in English and Maths increases (34% achieved L1+ in E and M in 2024)</p> <p>Packages e.g. Lexia are used well and progress is evident</p>
Students making good progress in all subjects studied throughout the AP programme	<p>Alternative provision is tracked to ensure progress towards useful qualifications through reporting, student/parent voice and visits</p> <p>Pupils at AP achieve E+M qualifications</p> <p>As well as the AP qualifications.</p> <p>Each AP attendee is connected to preparation for post 16.</p>
To integrate students who are on a bespoke offsite package into school to support with learning	<p>Regular review meetings for pupils accessing bespoke packages to ensure working towards attending on site (using micro steps map)</p> <p>Pen portraits for pupils who manage to increase onsite attendance to analyse what has worked.</p> <p>Deeply personalised reintegration planning.</p>
To enhance students learning outside the classroom	<p>Social development mapped and progress points are recorded for each child to use in EHCP as PFA, for example safe use of transport, social norms in public spaces etc.</p> <p>Pupils attend a variety of different places to develop social capital</p> <p>Student voice demonstrates an understanding of the North East and a pride for our area.</p>
To provide clear support for families to engage students and provide enhanced support to our most vulnerable students	<p>Community building events and parents' evenings/mornings have taken place and are well attended.</p> <p>Impact assessment of PSA</p> <p>Increased parental engagement through attendance measures.</p> <p>Increased number of parents attend EHCP reviews.</p>
Sustained low literacy levels in a high proportion of children through poor	The percentage of children reading at Y3 or below reduces year on year (reading

engagement/access to Primary education and cognition challenges.	at Y3 means that children can access more of the curriculum independently.) Literacy intervention data demonstrates the impact of the intervention program.
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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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant support to ensure group sizes are small for targeted support	Each group has at least 1x TA support Each child has an allocated attachment lead (often TA or tutor) £24,000 Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 7
Staff participation in restorative practice	Staff CPD has taken place on: <ul style="list-style-type: none">3x restorative approach Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 4, 6
Teacher development through maths and English hubs	Staff CPD has taken place for maths and English staff Individualised instruction EEF (educationendowmentfoundation.org.uk)	1, 7
Rewards program through Hollis dollars and trips	<ul style="list-style-type: none">Friday rewards trips to highest achieversHollis dollars given as rewards £800 - Hollis dollars £2000 - weekly rewards trips	

	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-2-1 intervention for literacy and numeracy with HLTA	1-2-1 register Progress in literacy and numeracy rising stars assessments / lexia level Lexia (Trust license) Literacy materials Twinkl £400 One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,7
To integrate students who are on a bespoke offsite package into school to support with learning	Back to school plan delivered by home tutor Most children are making steps back to school (using micro steps measure) Home tutor £24,000 Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Students making good progress in all subjects studied throughout the AP programme	QEd visit and qualifications check in place for AP Careers visits to APs as bolt on to school support £400 Aspiration interventions EEF (educationendowmentfoundation.org.uk)	3

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Structured individual and/or group sessions with external professionals or teaching staff focussing on overcoming specific SEMH barriers	<p>Register of SEMH interventions</p> <p>4I plans for individuals and support plan</p> <p>Reduction in concerning behaviours in targeted students</p> <p>£12,000 therapeutic partners</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1
Targeted attendance support for severely absent	<p>Watch tower (Barnardo's) is utilised to support attendance</p> <p>Regular attendance meetings mins</p> <p>Severely absenteeism falls</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	2,4,6
Outdoor Education social capital trips take place	<p>Weekly outdoor education trips take place for all students</p> <p>Social development tracker in place and up to date</p> <p>Costs include museum entrance, Beamish etc. £1000</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	5
Parental engagement sessions 6x per year	<p>Parent community building sessions take place and are well attended to ensure parents are aware of how to support their child in education and SEMH development</p> <p>£200</p> <p>Translation services for £2,400</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	6

Total budgeted cost: £67,200

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 2022 to 2023 academic year.

To support students and family who have SEMH issues

All staff completed 3x twilights and a full PD day on restorative practice.

All staff completed 2x online courses on ATTIP

Attachment and trauma provision audit review ARC and LA

All staff offered supervision sessions.

17 pupils accessed a sensory diet

19 children accessed Alliance counselling services throughout the year

1-2-1 sessions with KH(Tutor) on social norms around friendship

Hollis DSOs effectively track safeguarding cases and work well with social care (CPOMs/ Safeguarding review). All LAC files up to date.

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

1-2-1 literacy and numeracy sessions with TA's took place with identified pupils. This support particularly assisted completion of entry level papers. Students were identified as those who did not meet targets (from their Rising Stars assessments) and did That Reading Things 1x a day with HLTA. 7 students accessed the intervention program.

100% achieved English qualification, 90% achieved maths.

Pen portraits of WW and DWK developing from non-readers/Y1 in year 7 to achieving L2 and I1 functional English.

Students making good progress in all subjects studied throughout the AP programme

QEd visits have taken place

All Yr11 AP places have resulted in useful qualifications

100% of AP cohort achieved English and maths qualification

To Integrate students who are on a bespoke offsite package into school to support with learning

Home tutors have worked towards reintegration with all HT students – some real successes including BS Y9 into Stanley – first time in education ever.

Regular review meetings for all HT students on cpoms

To enhance students learning outside the classroom

Through PP funding children accessed many different experiences, far beyond their daily lives. Outdoor education continues to prepare young people for life in modern Britain and appreciate their own area. Experiences range from building a dam in a river, canoeing, climbing Durham cathedral and going to Beamish. Student voice states this is the pupil's favourite time of the week.

1 Yr11 achieving silver.

An increased number of offsite activities for enrichment were introduced to encourage better behaviour around school.
<p><u>To provide clear support for families to engage students and provide enhanced support to our most vulnerable students</u></p> <p>Well attended parental engagement events throughout the year increasing from 22 families at super learning festival to 33 families.</p> <p>Timely and impactful PSA family support</p> <p>LPPA award in place.</p>

Detail	Amount
Pupil premium funding allocation this academic year	£62,100
Recovery premium funding allocation this academic year	£27,876
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£89,976

Externally provided programmes

Programme	Provider
Counselling Service	Alliance
Occupational therapy	NHS Commissioned Service via South Tees Health

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

Additional activity

Planning, implementation and evaluation