# **Pupil Premium Report and Impact Statement**

The pupil premium report is a statutory document that outlines how much pupil premium grant (PPG) Hollis Academy received and how the grant was spent and used during 2019-2020.

This report is intended to help staff members, governors, external organisations and parents understand how the PPG was spent, and whether the money was used in a way to help eligible pupils make sufficient educational progress and close the attainment gap between themselves and non-disadvantaged pupils.

The Pupil Premium is designed to ensure that funding to tackle disadvantaged students reaches those who need it most and has a positive impact upon narrowing the outcome gaps. The funding is allocated to Local Authorities and schools with students from Early Years to Year 11 who are looked after or have parents currently in the Armed Forces or are eligible for free school meals (FSM), including those eligible for FSM at any point in their childhood.

The attainment gap between students from deprived backgrounds and their more affluent peers is well documented through all stages of education. After prior attainment, poverty is the single most important factor in predicting a child’s future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of the Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of non-FSM student. The gap continues to widen through secondary education and persists into higher education. The Government therefore believes that making additional funds available to schools will give the poorest children who achieve less well a better start in life.

The Government does not prescribe how pupil premium should be spent, believing that school are in the best position to decide- on the basis of available evidence of what works well elsewhere- the appropriate strategies in their particular circumstances. This report highlights how the funding has been used and the impact that this as has had, as well as highlighting what plans are in place for future spending.

In 2019-­2020 Hollis Academy received £59,211 Pupil Premium funding (including LAC Pupil Premium from a number of Local Authorities) compared to £64,977 2018-2019.

**Pupil premium report**

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| **School name:** | **Hollis Academy** | | |
| **Academic year:** | **2019 -20** | **Total pupil premium budget:** | **£ 59,211** |
| **Total number of pupils on roll:** | **84** | **Number of pupils eligible for pupil premium:** | **75 (10 of which are LAC)** |
| **Date of review:** | **08/09/20** | **Date of next scheduled review:** | **10/09/21** |

**PP Expenditure 2018 – 2019**

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| --- | --- |
| **Project** | **Cost** |
| **TA – Part time** | **£13,900** |
| **PSA/Safeguarding Officer** | **£7,000** |
| **Alliance** | **£12,810** |
| **General (in PP cost centre)** | **£3,000** |
| **Trips** | **£3,000** |
| **Vocational Education** | **£19,500** |
| **Total Spend** | **£59,211** |

**Total Paid from Pupil Premium Spending = £59,211**

**Quality of teaching for all**

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| **Action** | **Intended outcome** | **Estimated impact** | **Lessons learned, e.g. any successes or criticisms (and whether you will continue this approach)** | **Cost** | **Staff lead** |
| PSA/Safeguarding lead support | To provide clear support for families to engage students  To provide support the school in supporting our most vulnerable students | - School closely monitoring PSA and JN visits all parents who may be under PSA.  - PSA is much improved and reduced by 5% and falling.  - All identified staff completed DSL training. Staff all using CPOMs.  - JA tracking Safeguarding cases and they are reviewed monthly  - The Academy has a clearer understanding of the support needed for our most vulnerable and actions are now in place. All LAC files are up to date. | Families have a reliable and more accessible school contact whom they are able to build up strong relationships with  Provides further capacity to enable school to work closely with external agencies  Provides focused support and advice, especially around LAC  Ensures that PEP’s are internally quality assured  Provides extra capacity for safeguarding advice and actions | **£7,000** | JA/JN  AW/KF/MS/JA/JN |
| TA support | To support identified students who are struggling with the curriculum and need 1:1 support | - Students to re-engage in the curriculum  - KS4 students to complete Entry Level qualifications and in some instances Functional Skills  - Outcomes show that this has made a huge impact for the school. | Impact was very positive with a lot of students accessing the curriculum and gaining identified qualifications.  We need to move students back into the main part of school earlier if needed. | **£13,900** | KF/AW/MS |
| Vocational Education | All PP students making good progress in all subjects studied throughout the AP programme | - Students completing Entry Level qualifications.  - More able students have moved onto Functional Skills or GCSE.  - Outcomes show that this has made a huge impact for the school. | Enables students who are unable to attend the main school due to their SEMH issues to access education and receive qualifications. Results have shown excellent progress. | **£19,500** | KH/AW |
| Trips | To enhance students learning outside the classroom | - Open Awards introduced enabling students to go on more visits.  - Year 9 completing qualifications outside of the classroom. (John Muir). Educational visits continue for all students.  -More students gained access to educational visits (93% accessed a visit within the year) | Impact is generally positive and is the highlight of the week for many students  Enables all students to participate regardless of ability to pay as activities are free to students  Provides students with opportunities such as theatre visits that they would not usually get | **£3,000** | AW/ all Voc Ed teachers |
| **Total spend:** | | | | **£ 43,400** | |

**Summary of spending**

**Desired outcomes**

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| **Desired outcome** | **Success criteria** |
| **Access to education**  -School attendance improved  -Improved engagement by students and families  -Students receive an excellent education that meets their SEMH and Learning needs | Students who have a history of non-attendance, exclusion and low engagement with education are provided with an additional, self-esteem building curriculum leading to   * Improved attendance * Improved engagement * Improved results * Provide Sensory support for students with those needs   Provision of one to one support in literacy and numeracy for students who are underachieving and/or require intensive support |
| **Access to a broader curriculum**  -Students receive the opportunity to enrich their education via a varied curriculum in and outside of the classroom | All students have access to the Duke of Edinburgh award as well as the OAA provision.  Academy to provide students the opportunity to understand the local community and Heritage of the area  A range of students have been offered access to sporting and theatrical events  All students are enable to take part in enrichment activities |
| **Alternative support and intervention**  -All students at Hollis to have the opportunity to gain appropriate qualifications that will support them once they leave Hollis. | 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 |
| **Mental Health issues**  -To provide opportunities for students and parents to develop strategies to cope with issues in their lives | 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 |

**Targeted support**

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| **Action** | **Intended outcome** | **Estimated impact** | **Lessons learned (and whether you will continue this approach)** | **Cost** | **Staff lead** |
| Alliance | To support students and family who have SEMH issues | - Trust gave school go ahead for Alliance programme to continue.  - 7 families/students started and completed the programme.  - 2 Students continued the programme from the previous year  - Excellent response from students and parents. Evidence sheets support the positive work Alliance has done. Student engagement has improved. | Has been important to support our students. Know we have students and parents asking to access the provision which shows the value put on it. | **£ 12,810** | KF/JA/AW |
| Sensory room | To support students who have identified sensory issues on their EHCP | - To give students the opportunity to settle quicker by giving them time out, if needed, due to their sensory needs.  - The staff gain more of an understanding of sensory needs of students and be able to give specific and targeted support when required | Due to the Pandemic we were unable to use it but it gave us an opportunity to purchase resources for the up and coming year | **£1,600**  **(out of general budget)** | KF/MS/LS |
| Covid - 19 |  | Support students with education while they are at home in order to reduce the lost learning.  Following guidelines to support students and staff while in school. | Due to school closure in March, except for Key workers and vulnerable students, the remaining money was spent on providing remote learning for students as well as PPE equipment in school. | **£1,400** | Finance department |
| **Total spend:** | | | | **£59,210** | |

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# **Impact statement**

The impact statement explains the meaning of the data which follows and how the data relates to the preceding information.

**End of KS3**

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| **Area** | **Pupils eligible for pupil premium** | **Pupils not eligible for pupil premium** |
| **Percentage making expected progress in English** | **29%** | **19%** |
| **Percentage making expected progress in mathematics** | **10%** | **10%** |
| **Percentage making better than expected progress in English** | **15%** | **4%** |
| **Percentage making better than expected progress in mathematics** | **10%** | **4%** |

**End of KS4**

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| **Area** | **Pupils eligible for pupil premium** | **Pupils not eligible for pupil premium** |
| **Percentage making expected progress in English** | **29%** | **19%** |
| **Percentage making expected progress in mathematics** | **10%** | **10%** |
| **Percentage making better than expected progress in English** | **15%** | **4%** |
| **Percentage making better than expected progress in mathematics** | **10%** | **4%** |