



**Pupil Premium  
Strategy Statement  
2021-2024**

Updated Nov 2022

## Pupil Premium Strategy Statement

September 2021 – August 2024.

Updated 14/11/2022 – Academic Year 22/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

School name	Hollinwood Academy
Pupils in school	284
Proportion of disadvantaged pupils	145
Proportion (%) of pupil premium eligible pupils	51%
Pupil premium allocation this academic year	£169,625
Academic year or years covered by statement	2021-2024
Publish date	December 2022
Review date	August 2023
Statement authorised by	Laura Millard Head Teacher
Pupil premium lead	Louise Needham
Governor lead	Robert Cockcroft

Hollinwood Academy provides an educational provision for children and young people who have a diagnosis of Autism Spectrum Condition (ASC) and who experience difficulty in:

- Speech, language and communication
- Communication and interaction
- Cognition and learning
- Social emotional and mental health development
- Sensory and/or physical difficulties

We provide an inclusive learning environment offering a unique, creative curriculum that is carefully tailored to meet the needs of all our children and young people. Our intention is to promote holistic development alongside academic achievement for all young people. We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need. We focus on breaking down barriers to learning and through outstanding teaching we equip our children and young people with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

## Funding Overview

Details	Amount
Pupil premium funding allocation this academic year	£169,625
Recovery premium funding allocation this academic year	£107,122
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£276,747

## Statement of Intent

Our aim at Hollinwood Academy is to provide all students with the opportunity to achieve their full potential in a welcoming, caring, inclusive yet challenging environment. We employ strategies and interventions to remove barriers. We promote all children having full access to a diverse and bespoke curricular designed especially for our pupils. This ensures we are supporting the development of the 'whole' child to achieve their ambitions and flourish in life becoming independent and thoughtful individuals, building on strong foundations for their future part in society.

There may also be complex family situations that prevent children from flourishing. The challenges can be varied. Quality First Teaching is the most important lever that we have as a school to improve outcomes for disadvantaged pupils. Ensuring that every teacher is supported and receives targeted professional development in order to keep improving is one priority for our Pupil Premium spending.

Targeted academic and holistic support - Evidence shows the positive impact that targeted support can have. Our intent is to provide this through classroom teachers and teaching assistants linking with small group tuition and/or one-to-one support. Trained support staff are deployed to work with small groups and one to one to provide intervention that will develop and meet the needs of our young people and support emotional wellbeing.

Schools wider strategies will continue to address the non-academic barriers to success in school and relate to behaviour and social and emotional support. In order that economically disadvantaged pupils have access to our wider opportunities, all activities and lessons incurring a cost are subsidised for parents/carers of children with Pupil Premium funding. This includes educational trips and visits, music lessons with peripatetic teachers, after school activity clubs and our curriculum enrichment time in school. The schools intervention and pastoral teams provides nurture and social skills groups which support our most vulnerable and disadvantaged children; one to one (or small group) supervision for pupils requiring or requesting time out of the classroom for emotional and/or behavioural needs. The pupil wellbeing lead fosters good communication between school and vulnerable families around attendance, behaviour, physical and emotional health.

Our key objectives are:

- To ensure that all disadvantaged children at Hollinwood Academy should reach their potential
- To raise the aspirations of all disadvantaged children
- To ensure that all children reach their highest individual attainment levels and destination potential.
- To develop the life chances of all disadvantaged children
- To enrich the lives of disadvantaged children by developing their cultural capital and wider curriculum experiences.

## Challenges

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

Number	Details of challenge
1	Impact of school closures due to COVID-19. Addressing the gaps in learning and emotional needs for each of our children's individual need.
2	Poor language and communication skills on entry to school. Lack of life experiences and aspirations for the future.
3	To address attendance fluctuations (including COVID-19 related absence) and punctuality rates
4	Lack parental support and engagement in their child's education and a lack of aspirations in children.

## 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
<u>Whole-school ethos of attainment for all</u> Pupils have a breadth of experiences that enable them to contextualise their learning as a result of enrichment activities, hence improving and enhancing disadvantaged pupils' motivation and thus progress in learning.	Support independence in communication/developing relationships by shared life experiences. Support for extra-curricular activities including the annual residential trip
<u>Development of the whole child</u> Improving self-regulation and mental health and wellbeing for pupils. A range of approaches to support developing self-confidence, social skills and careers are effective in addressing low aspirations of disadvantaged pupils.	Reduction in behaviour incidents relating to low social skills. Pupils are able to self-regulate in lessons and free playtimes improving learning behaviours and outcomes and social skills.
<u>Addressing behaviour and attendance</u> To ensure all children access a high-quality education regardless of background and academic ability.	Attendance will be at least 81%. The gap between disadvantaged and non-disadvantaged children is narrowed. Fewer behaviour incidents recorded across the academy. Increased social skills and social awareness in developing communication and developing relationships. from targeted interventions.
<u>Meeting individual learning needs</u> There is a strong understanding of the barriers to learning and how these barriers present in school.	Personalised profiles are used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects. Learning gaps and misconceptions are identified and addressed so that pupils reach their full potential. Transition processes for disadvantaged pupils are carefully planned and implemented.

**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: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training and CPD to support quality teaching and learning through a range of strategies/ feedback and reflection including National College and development of subject leadership role.	Supporting the attainment of disadvantaged pupils (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching. EEF Toolkit – the impact of teacher feedback is 5+ additional months progress over the course of the academic year in secondary schools. Metacognitive and self-regulatory strategies provide high impact. Our focus is to build opportunities for pupils to reflect on and monitor their own strengths and weaknesses.	1,2,3,4,5
Revision of current teaching practices to ensure systematic catch up teaching and consistency across the school. Training and up-skilling of subject leaders to monitor and develop curriculum coverage and standards. Develop the role of subject leaders to support new curriculum approach. Training and development of subject leaders. Rigorous and robust pupil progress systems embedded in school.	EEF Toolkit – various strands such as Mastery learning, Collaborative learning. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction - One-to-one tuition - Metacognition & self-regulation - Small group tuition - Teaching assistant supervision	1,2,3,4,5
Staff training and CPD with the aim of providing professional development resources and opportunities that support education services and staff in providing positive experiences and outcomes for children and young people with autism	Supporting the attainment of disadvantaged pupils (2015) identified that one of the key strategies for successful schools was a focus on high quality teaching. EEF Toolkit – the impact of teacher feedback is 5+ additional months progress over the course of the academic year in secondary schools. Metacognitive and self-regulatory strategies provide high impact. Our focus is to build opportunities for pupils to reflect on and monitor their own strengths and weaknesses.	1,2,3,4,5

Targeted academic support

Budgeted cost: £176,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed the read, write inc programme to accelerate progress in reading and outcomes for children. Distribution of staff in supporting targeted reading and phonics catch-up sessions	Evidence suggested that delivering high quality reading programmes can have a significant impact on children's progress. EEF Toolkit – Reading comprehension	1,2,4,5
Teaching Assistant support in Reception Class to support 1:1 and small groups for targeted intervention.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress.	1,2,4,5
Specific and targeted interventions to support those children that have been identified and who require additional support academically and/or holistically.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. EEF Toolkit – One to One tuition EEF Toolkit – Small group tuition	1,2,3,4,5
Provide quality TAs to support identified groups of pupils and/or 1-1 sessions . To provide pupils with high quality individualised and/ or targeted small group sessions to provide recovery learning. New curriculum facilitates and identifies gaps in learning from Covid closure.	EEF research shows targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact on progress. EEF Toolkit – One to One tuition EEF Toolkit – Small group tuition	1,2,3,4,5
Extra –curricular clubs and activities. The facility to offer a broad range of extra-curricular	EEF Report: Life Skills and Enrichment. In line with limited research guidance these activities will either include a learning focus or be in addition to (not instead of)	1,2,3,4,5
Internal tiered intervention programmes: Social skills, Anxiety workshops ,Anger management Behaviour programme.	EEF Report; Improving Behaviour in Schools. 'For pupils with more challenging behaviour the approach should be tailored to individual needs.'EEF Toolkit: Alongside academic outcomes, interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Interventions which focus on improving social interaction tend to be more successful.	2,3,4,5

## Wider Strategies - Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School counsellor support. Providing pupils with access to an experienced counsellor forms part of our strategy to support the development of coping skills and resilience.	EEF Toolkit – Social and Emotional learning.	2,3,4,5
To subsidise pupils access to residential visits, day trips and visitors from external bodies These visits broaden and enrich the curriculum across the school. They improve the children’s knowledge of the world and provide them with real-life experiences to provide context for their schoolwork, which in previous years has shown to deepen learning and increase enjoyment of the curriculum. To provide a range of holiday Club Activities.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. EF Toolkit – extending school time and Aspirations. Studies that do exist shows positive impacts and there is a wider evidence base indicating that outdoor adventure learning has positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning plays an important part of the wider school experience.	1,2,3,4,5
To subsidise pupils access to holiday clubs including visits, day trips and visitors from external bodies These visits broaden and enrich the curriculum across the school. They improve the children’s knowledge of the world and provide them with real-life experiences to provide context for their schoolwork, which in previous years has shown to deepen learning and increase enjoyment of the curriculum. To provide a range of holiday Club Activities.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. EF Toolkit – extending school time and Aspirations. Studies that do exist shows positive impacts and there is a wider evidence base indicating that outdoor adventure learning has positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning plays an important part of the wider school experience.	1,2,3,4,5
Development of the schools pastoral support with targeted tuition and Interventions. Pupils with identified social, emotional or health needs are supported by school staff so that the needs are removed or alleviated.	EEF Toolkit – Social and Emotional learning. Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention.	1,2,3,4,5
Behaviour Training /CPD for all staff delivering targeted support in whole school restorative practice approach.	EEF Toolkit –average impact of behaviour interventions is 2-6 additional months progress over the course of the year.	1,2,3,4,5
Breakfast club for children -promoting good attendance and ready to learn.	National data on attendance and achievement. Evaluation of Breakfast clubs in school - DfE March 2017.	1,2,4,5
Development of Sensory areas and redesign of calm areas for children.	EEF Toolkit – Social and Emotional learning. Children lack resilience and self-esteem. Behaviour tracking, behaviour reviews and other records demonstrated key children who require specific intervention. Metacognition and self regulated learning	1,2,3,4,5

## 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.

[Academic year. Review: 2021/2022 aims and outcomes](#)

Aim	Outcome
<p>Continuous curriculum and holistic offer for pupils regardless if they are on or off site and continuing to meet the needs of all the pupils. This will create a first-class digital learning experience for all our learners. Every child receives teaching which is good and often outstanding in every classroom every day. The enhancement of the 1:1 iPad initiative supports academic progress for all pupils. For all staff to further develop their curriculum offer through the use of the iPads and Showbie Pro Plus to engage and enhance all aspects of teaching and learning.</p>	<p>The use of the iPads, purchased apps and software to continue to be an integral part of curriculum offer at Hollinwood Academy. All students and staff an iPad. All staff to have a Showbie Pro Plus license. A clear plan of what remote learning will look like. A clear plan of what hybrid learning will look like. Staff have the appropriate training that will support them implementing the iPad to enhance the teaching and learning in the school.</p> <p>All students and staff an iPad. All staff to have a Showbie Pro Plus license. A clear plan for remote learning. A clear plan for hybrid learning. Staff have the appropriate training that will support them implementing the iPad to enhance the teaching and learning in the school.</p>
<p>Interventions to be further developed in order to meet the needs of all young people. Increase readiness to learning and break down barriers linked to the students ASC that impact on academic achievements.</p> <p>Ensure that the curriculum planned meets the needs of the learners</p> <p>ASD to be at the heart of the curriculum offered</p>	<p>Increase readiness to learning and break down barriers linked to the students ASC that impact on academic achievements.</p> <p>Curriculum plans meets the needs of the learners</p> <p>ASD to be at the heart of the curriculum offered</p> <p>All staff within communication classes are receiving ongoing attention autism training.</p> <p>All staff are receiving ASC training and strategies and from the training embed within their practice to break down barriers.</p> <p>All staff are receiving SP training and strategies and from the training embed within their practice to break down barriers.</p>
<p>All pupils achieving communication and reading targets regardless of the starting points in education. Increase the number of students achieving their communication and reading targets at primary and secondary static.</p>	<p>Communication/Reading:</p> <p>All staff to receive relevant phonics and VB Mapp training. Writing: Teaching based on the Talk for Writing. Staff to be trained in these bespoke areas. 1:1, small group and whole class interventions.</p> <p>EHCP outcomes and step targets scores and evidence. Dashboard data.</p> <p>Intervention programmes.</p>
<p>All students achieving their destination potential. Students in KS4 make expected levels in English and maths.</p>	<p>All children attending Hollinwood academy progressed to a suitable KS5 provision.</p>

Aim	Outcome
<p>Pupils have a breadth of experiences that enable them to contextualise their learning as a result of enrichment activities, hence improving and enhancing disadvantaged pupils' motivation and thus progress in learning.</p> <p>Engaging children in their education through enjoyment and positive affirmation both inside and outside the school day.</p>	<p>Their experiences and develop social skills that will stay with them for life.</p> <p>Residential Trips for year 6, 8 and 11. Year 6 and year 11 trips have been heavily subsidised this academic year. Impact has been supporting the year 11 students with an end of year trip and prom as an incentive to stay motivated to learn.</p> <p>Extended club provision provided: Breakfast Club, After School Club and Holiday Club. Full year staff have reminded onsite over holidays and supported by SLT. Impact has been supporting the school to produce resources and displays to motivate our students. 70% of students that attend Holiday club are Pupil Premium.</p> <p>Appointed a school extended lead to run the BC, ASC and HC offer (open 48 weeks of the year).</p>
<p>Interventions to be further developed in order to meet the needs of all young people. Increased social skills and social awareness in developing communication and developing relationships.</p>	<p>Dedicated Intervention team on site will continue to develop and include a range of skills. Additional SALT and EP time (SLA).</p> <p>Additional staff training to develop alternative methods of communication on the iPads: PECS, comms app</p>

### External Providers

Programme	Provider
<p>Maintain school counselling service</p>	<p>Successful in supporting the children of Hollinwood Academy and will continue to rise in the number of referrals and economic constraints of many of our families.</p>