Pupil Premium Strategy Statement – Holbrook Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	587
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	1st December 2025
Date on which it will be reviewed	1st December 2026
Statement authorised by	Claire Elliott, Headteacher
Pupil premium lead	Kathryn Darby, Assistant Headteacher
Governor / Trustee lead	Helen Butler, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144050
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*	£144050

Part A: Pupil premium strategy plan

Statement of intent

The Education Endowment Fund states that the “Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial therefore that schools focus their resources (not just Pupil Premium) on proven ways of improving teaching such as tried and tested continuing professional development and effective feedback methods.”

“By being clear about the issues about the issues facing disadvantaged pupils, using evidence to identify the solutions most likely to work, and thinking hard about how these are implemented, schools will be in the best position to employ limited resources effectively.” This approach underpins Holbrook Academy’s intentions and values in the supporting of out pupil premium learners. Our ultimate objective is to ensure that disadvantaged pupils, like all our students, can Aspire, Engage and Achieve.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. In line with the Academy Improvement Plan we are further developing approaches to the whole school literacy strategy, with a specific focus on reading. This is to be supported by high quality professional development for all teachers to support this via quality first teaching.

We are aware however that no one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe a multifaceted approach offers the best opportunity for our students to improve. The Ofsted report, entitled ‘The pupil premium: What Ofsted looks at, states that, ‘successful schools do not treat pupils eligible for the pupil premium as one homogeneous group.’ Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefiting from:

- Individualised pastoral support, which takes a graduated approach.
- Interventions to close the gap in achievement and address barriers to learning and progress.
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance –** Disadvantaged students have the lowest level of attendance as an identified group across the school. This is currently at 89.87% compared to the whole school attendance of 92.94%
2	**Literacy –** Whole school NGRT data shows that the gap is now narrowing between disadvantaged and non-disadvantaged pupils in regards to their Standardised Age Score and we want this to continue to lessen.
3	**Progress –** In 2024, Holbrook had 20 PP pupils in Year 11 and they achieved an attainment 8 score of 33.35 in comparison to all pupils who achieved 38.43, in 2025 the number of PP pupils increased by 50% to 30 and although the overall attainment 8 score shows an improvement to 39.77, PP attainment 8 score fell to 30.54.
4	**Access to materials -** Disadvantaged students are more likely to require financial support than their peers if they are to have complete access to resources, and wider opportunities

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
Improved academic progress for PP students.	Pupil progress will be monitored using attainment 8.
To reduce the number of students across the school are below their national standardised age score for literacy and narrow the gap between PP and non-PP students.	Students will be reassessed using NGRT to monitor improvements across the school following the development and implementation of the whole school literacy programmed.
To achieve and sustain improved attendance for all students, particularly pupils who are PP.	Overall attendance will be at least comparative to the national picture and for PP students.
Disadvantaged students have access to the same resources as their non disadvantaged peers.	PP students have the same resources as their peers for example, revision guides, art materials, food studies ingredients, reading books and access to school trips. PP students have access to all open events run by post 16 providers and are supported by the Academy's careers advisor.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training two Thrive Licensed Practitioners and having every staff member trained in the Thrive Approach.	Social and Emotional Learning strategies focus on a positive school ethos and creating greater engagement in learning. This can be a mix of universal programmes for whole school or class strategies and specialised programmed which are targeted at students with particular social and emotional needs. Social and emotional learning | EEF	1, 3
Development of staff training to interpret screening data to enable barriers to learning to be identified and then appropriately and effectively addressed.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1, 2, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools | EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: Oxford Language Report | 2023/24	1, 2, 3
Develop an Oracy strategy across the school and train staff to implement this strategy with confidence.	Oral language approaches have a high impact on pupil outcomes and are noted to be strongest when integrated with the existing curriculum. Oral language Interventions | EEF 2025	1, 2, 3

Employment of a whole school literacy coordinator and development of their role, including the development of the library.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools | EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: Oxford Language Report | 2023/24	1, 2, 3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revision and meta-cognition strategies taught in KS4 Assemblies and development of form time programme.	Learning how to learn is key so that students know how to plan, monitor and evaluate their own learning. Metacognition and self-regulation | EEF Cognitive Science Approaches in the Classroom | EEF	1, 2, 3
Development of an Enhanced learning curriculum.	Small group tuition has an average impact of four months' additional progress over the course of a year and is most likely to be effective if it is targeted at pupils' specific needs. Targeting pupils from disadvantaged backgrounds for small group support should be considered as part of a school's pupil premium strategy. Small group tuition | EEF Mentoring | EEF Feedback | EEF Homework | EEF Individualised instruction | EEF	1, 3

Core 5 phonics intervention being used for pupils identified using NGRT data.	Phonics is a literacy skills program intended to provide scalable personalised learning to students of all abilities without impacting on teaching time in the classroom. Reading comprehension strategies | EEF	1, 3
TA support for students, including identifying risk of Dyslexia and Dyscalculia with screening tools and working with students to improve their outcomes.	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils and the support received from the Teaching Assistant must supplement the teaching and not reduce the amount of high-quality interactions students have with the teacher. Teaching Assistant Interventions | EEF	1, 3
Year 11 Group: Targeted revision, mentoring and motivation support for exams.	Mentoring needs to be maintained across the year as once it stops the positive effects on attainment tend not to be sustained. Learning how to learn is key so that students know how to plan, monitor and evaluate their own learning. Mentoring | EEF Parental engagement | EEF Small group tuition | EEF	1, 3
Creation of the new Inclusion department and development of the Thrive Approach within the academy.	Social and Emotional Learning strategies focus on a positive school ethos and creating greater engagement in learning. This can be a mix of universal programmes for whole school or class strategies and specialised programmed which are targeted at students with particular social and emotional needs. Teaching Assistant Interventions | EEF Social and emotional learning | EEF Small group tuition | EEF One to one tuition | EEF	1, 2, 3, 4
Development of the Thrive curriculum, creating links to the local community including	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These	1, 2, 3

Suffolk Mind and the University of Suffolk, raising aspirations, engagement and achievement.	skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning | EEF	

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

Budgeted cost: £44,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the library space and attached garden, back into a functioning library and therapeutic garden alongside the development of Thrive. This also includes integrating a school dog into our provision to provide therapeutic support for students.	Early intervention is a key part of supporting adolescent mental health, reducing symptoms of anxiety and depression. Adolescent mental health: A systematic review on the effectiveness of school-based interventions | EIF	1, 2, 3, 4
Restructuring the Pastoral department in order to created a graduated approach to pastoral care provided in school.	PPG students are disproportionately involved in negative behavioural events. Behaviour interventions seek to improve attainment by reducing challenging behaviours in school. Approaches focus on developing a positive school ethos and improving discipline across the whole school which also aims to support greater engagement in learning. Behaviour interventions | EEF	1, 2, 3, 4
Homework club offered after school to all year groups.	Homework has a positive impact on average, particular with pupils in secondary schools. Some pupils do not	1, 2, 3, 4

	have a quiet place at home and schools should support this by the provision of homework clubs. Homework | EEF	
Attendance monitoring and Interventions, including the development of the attendance officer role.	Students eligible for the PPG have historically had lower attendance figures than other groups. You cannot help a student effectively if they do not attend – this further affects attainment and wellbeing. The attendance officer monitors attendance and has a clear plan of action to follow when attendance starts to become a cause for concern. Why is school attendance so important and what are the risks of missing a day? | DfE	1, 3
Development and expansion of ELSA (Emotional Literacy Support Assistant) within the school, with more training and a wider offer, linking to Thrive.	Our 3 ELSAs provide support for students struggling with their mental health. Metacognition and self-regulation | EEF Social and emotional learning | EEF	1, 2, 3
Working with the NHS to become a Mental Health Support Team School as part of the NHS 10 year plan.	New Mental Health Support Teams (MHSTs) that provide support and extra capacity for early intervention and help for mild to moderate mental health issues and support the promotion of good mental health and wellbeing. Transforming children and young people's mental health provision | NHS	1, 3
Further develop the club offering in school and promote further community links.	An unequal playing field is a report highlights disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. An unequal playing field: extra-curricular activities, soft skills and social mobility | Gov.UK	1, 2, 3 ,4
Personalised Careers Consultancy	Each student will receive a one to one interview and follow up support to enable them to explore pathways that suit their ambitions. ● *Gatsby Foundation Personal Guidance in Careers – Summary of Research* 2019-20 - whole point is raise aspirations and broaden whole life horizons	1, 3

	Comparison of the years pre-COVID19 it has facilitated more meaningful work experience placements, more suitable college applications	
Contingency fund for acute issues.	Engaging with parents so that we can support to provide equipment that makes school accessible when families are in times of hardship. Parental Engagement | EEF	1, 2, 3, 4

Total budgeted cost: £144050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In terms of measuring whole school performance, Attainment 8 remains a viable measure. There is incremental improvement in the school: the changes that have been made recently have already had an impact, and it is reasonable to expect future results to follow this positive trend based on similar indicators from behaviour and attendance reports.

Attainment 8 is a measure of a pupil's average achievement in their best eight GCSE-level qualifications, calculated by adding their points for these subjects and dividing by 10 to get an average grade. The score includes English (double weighted), maths (double weighted), three English Baccalaureate (EBacc) subjects, and three additional subjects from a government-approved list. This measure provides an overall academic performance score for pupils at the end of key stage 4 in England.

Attainment 8 2023/24 vs 2024/25 by demographic

	2023/24		*2024/25*		*2025/26 Current*		*2025/26 Predicted*	
	Count	*Value*	*Count*	*Value*	*Count*	*Value*	*Count*	*Value*
All	*115*	*38.43*	*121*	*39.77*	*116*	*35.44*	*116*	*44*
PP	*20*	*33.35*	*30*	*30.54*	*27*	*31.54*	*27*	*39.28*

In 2025 we saw an overall performance improved, and a minor decrease in PP performance - note the increase in PP numbers for this cohort. Predicted grades for 2026 are in a similar vein, with improvements for PP students and overall a better picture.

Attendance continues to improve and was above the national figures for 2024/25. PP students still have lower attendance than those who are not in this demographic with a whole school attendance of 92.58% and a Disadvantaged attendance of 89.58%.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
None.	