

Pupil Premium Strategy Statement - Holderness Academy

This statement details our academy's use of pupil premium funding for the 2025 to 2026 academic year to help improve the attainment of our disadvantaged students.

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
Academy name	Holderness Academy
Number of pupils in school	899
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	N Holder, Headteacher
Pupil premium lead	K Ashbridge, Assistant Headteacher
Governor / Trustee lead	M Kitching, Chair of Governors.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,881
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£256,881

Part A: Pupil premium strategy plan

Statement of intent

This statement outlines how our academy will use Pupil Premium funding during the 2025–2026 academic year to raise the attainment of disadvantaged pupils. It sets out our overarching strategy, the planned allocation of funding, and reflects on the impact of last year's expenditure.

Our core aim is that all pupils, regardless of background or barriers they may face make strong progress and achieve high outcomes across the curriculum. This strategy prioritises support for disadvantaged pupils, while also recognising and addressing the needs of other vulnerable learners who may require additional help to thrive.

We base our approach on a combination of evidence-based research and insight from our own school context, directing funding towards actions with the greatest potential to improve outcomes. We are clear that disadvantage does not equate to low ability and remain ambitious for all our students, aiming to ensure that every learner reaches their full potential.

Our Pupil Premium strategy is structured around three key pillars:

- Quality First Teaching
- Targeted Academic Support
- Wider Strategies

High-quality teaching is the foundation of our approach. We are committed to delivering a well-sequenced, knowledge-rich curriculum in every subject area, ensuring that all students, especially those from disadvantaged backgrounds—develop the skills they need to access and succeed in their learning. We place equal importance on developing basic literacy and numeracy skills alongside social, emotional, and behavioural competencies that underpin effective learning.

Our approach is inclusive and designed to raise attainment for all. The outcomes we seek for disadvantaged pupils will also benefit their peers, with an overall aim to sustain and improve progress and attainment across the school. This strategy is closely aligned with our wider school improvement and education recovery plans.

We recognise that poor attendance and barriers to engagement with learning continue to affect a significant number of our disadvantaged students. Addressing these challenges is a key priority. We know that when pupils attend regularly and engage fully, they achieve well because our teaching is strong, and our curriculum is ambitious. As such, improving attendance and promoting positive learning behaviours are integral to our strategy.

All staff share collective responsibility for ensuring the success of disadvantaged learners. Through a joined-up and consistent approach, we are determined to remove barriers, raise aspirations, and ensure that every pupil, regardless of starting point, is equipped to succeed

Challenges

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenge number	Detail of challenge
1	Students who are disadvantaged do not make the expected attainment and progress during their time at the Academy.
2	A disproportionate number of disadvantaged pupils are affected by issues of low self-esteem and mental health concerns.
3	Limited aspirational educational goals.
4	A greater proportion of disadvantaged pupils come from outside of catchment with inherent attendance and parental engagement barriers.
5	Limited life experiences outside of the immediate community.

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 outcomes among disadvantaged pupils across the curriculum at the end of KS4, particularly in Maths and English.	KS4 performance measures in 2025/26 demonstrate that disadvantaged pupils achieve an average point score of at least 4 in Maths and English.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>Disadvantaged pupils feel better prepared for further education, employment or training, engage more with the wider community and fully prepare them for adulthood.</p>	<p>All disadvantaged pupils have an appointment with a careers advisor and have an appropriate destination for post 16. All disadvantaged pupils have the opportunity to visit a number of college provisions.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils has decreased and the attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced. • the percentage of all pupils who are persistently absent is reduced, and the figure among disadvantaged pupils has narrowed.
<p>To provide additional life experiences outside of the immediate community.</p>	<p>All disadvantaged pupils can access high quality work experience and careers mentoring. Disadvantaged pupils have the opportunity to engage in additional life opportunities outside of our immediate community.</p>

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.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £143,853.36

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups. Diagnostic assessment EEF</p>	<p>1, 3</p>
<p>Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Teaching and Learning Toolkit EEF</p>	
<p>Ensure that teaching and curriculum remains fully inclusive and accessible for all learners. Adapt the curriculum as appropriate to address knowledge gaps.</p>	<p>An inclusive curriculum and all pupils making progress within subjects.</p>	<p>1, 3</p>

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy

Budgeted cost: £51,376.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic learning platforms for independent learning for example Tassomai, Educake, SPARX, Accelerated Reader & No more marking.</p>	<p>Pupils completing additional work supporting their current learning topic allows staff to provide feedback and areas for development.</p>	<p>1, 3</p>
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 3</p>
<p>Delivering well-evidenced literacy and numeracy teaching assistant interventions for pupils that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching:</p>	

	Teaching Assistant Interventions Teaching and Learning Toolkit EEF	
Transition Summer school intervention	Additional transition for vulnerable pupils enables pupils to settle into academy life quicker.	1, 2
Breakfast club	Improved Attendance and Punctuality, Better Concentration and Learning Readiness, Social and Emotional Benefits, Support for Families.	

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £61,651.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Performing Arts outreach programme delivered by NAPA (Northern Academy of Performing Arts.)	The arts support pupil's mental health and wellbeing as well as develop their confidence, teamwork and aspirations for the future. Arts participation Teaching and Learning Toolkit EEF	1, 2, 4
Public transport training. Include release time for staff.	Independent Travel Training is likely to enhance pupil's social and employment opportunities.	2, 3, 4, 5
Cultural trips and in school activities and securing a greater engagement in music education	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance.	2, 3, 4, 5
Contingency fund for acute issues. (Uniform, equipment, resources,)	Based on experience we have identified a need to set a small amount of funding to respond quickly to needs that have not yet been identified.	All
Ingredients for technology lessons.		

Total budgeted cost: £256,881

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Executive Summary

Outcomes for pupils eligible for the Pupil Premium (FSM6) have continued to improve across all key measures between 2022 and 2025, with Progress 8 rising to -0.52 and Attainment 8 increasing to 3.6. The progress gap with non-disadvantaged peers has narrowed for the third consecutive year, reflecting the sustained impact of targeted interventions and improved curriculum access. Strengths are evident in Mathematics, Science, and creative subjects, while modern foreign languages and Computing remain areas requiring further focus. FSM6 male and middle prior attaining pupils made the greatest gains in 2025, confirming that recent strategies to boost engagement and academic confidence are delivering measurable success. Continued attention to stretching high prior attainers and consolidating core literacy and numeracy will be key priorities for the next improvement cycle. All relevant data tables can be found in Appendix 2.

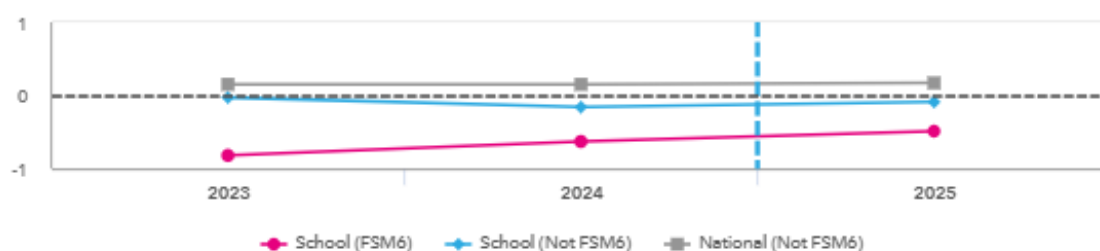
Overall Progress and Attainment

Across the past three years, outcomes for pupils eligible for the Pupil Premium (FSM6) have continued to improve both in progress and attainment.

- FFT Progress 8 for FSM6 pupils improved from -0.82 (2023) to -0.49 (2025), evidencing a steady upward trajectory. Non-FSM6 at HA was -0.09 and nationally Non-FSM6 P8 was $+0.17$.
- The gap between FSM6 and non-FSM6 student at HA has decreased from -0.79 in (2023) to -0.40 (2025).

KS4 progress for disadvantaged pupils 2025

Progress 8 (Overall)

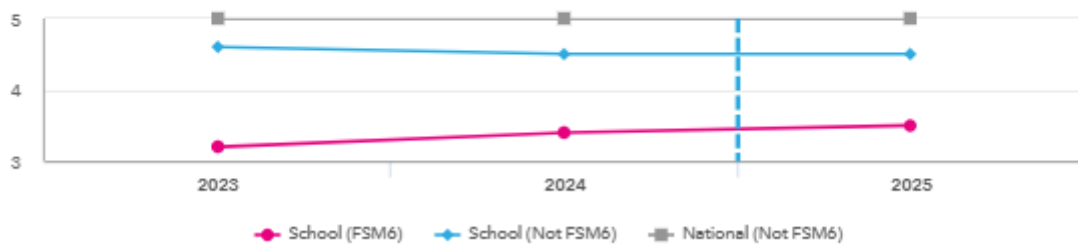


A8 Measure

- Attainment 8 rose to 3.5 in 2025, up from 3.2 in 2023, showing that overall FSM6 attainment has strengthened year on year.
- Although FSM6 pupils remain around one grade below non-FSM6 peers (A8 gap ≈ -1.0), this represents the third consecutive year of gap reduction, from 1.4 in 2023, demonstrating clear and sustained impact from targeted intervention.
- Non-FSM6 students A8 National average is 5.0, while National average A8 for FSM6 3.6.

KS4 attainment for disadvantaged pupils 2025

Attainment 8 (Overall) ∨



The 2024–2025 cycle saw notable acceleration in majority of subjects, indicating that recent curriculum and intervention refinements are yielding measurable outcomes for disadvantaged learners.

Gender Trends

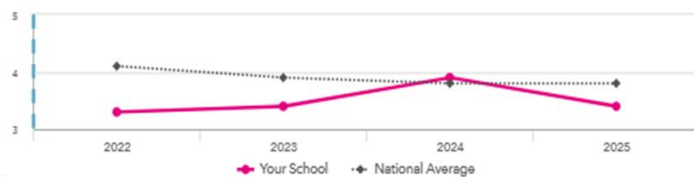
- FSM6 female students have a 3-year improvement in P8 from -0.83 to -0.35 , there was an improvement in female P8 from -0.44 (in 2024) to -0.35 (in 2025).
- FSM6 female students still had a 0.24 higher P8 compared with FSM6 Male students but this gap is significantly lower than in previous years.
- FSM6 female students A8 decreased from last year from 3.9 to 3.4 driven mostly by the change in English subject performance.

KS4 Attainment 2025

28 pupils

Attainment 8 (Overall) ∨

3.4



KS4 Progress 2025

28 matched pupils

Progress 8 (Overall) ∨

-0.35

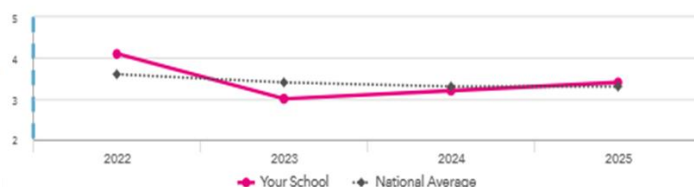
- FSM6 Male students made the most significant gains in 2025, with P8 improving from -1.23 (in 2024) to -0.59 (in 2025), narrowing the gender gap within the FSM6 cohort considerably.
- FSM6 male students matched FSM6 female attainment with an A8 of 3.4.
- FSM6 male students A8 was above National for that cohort (National A8 3.3).
- P8 Gap between girls and boys was significantly reduced from -0.79 (in 2024) to -0.24 (in 2025).

KS4 Attainment 2025

15 pupils

Attainment 8 (Overall) ∨

3.4



KS4 Progress 2025

15 matched pupils

Progress 8 (Overall) ∨

-0.59

Prior Attainment

Progress for FSM6 students remains differentiated by prior attainment band:

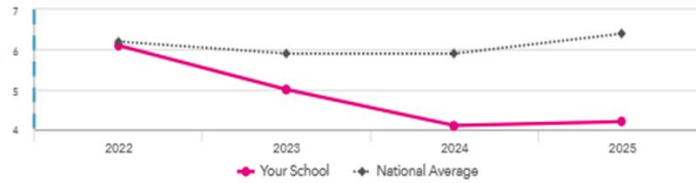
- High prior attainers (HAP) represent a very small number of students (2 students in 2025).
- Nationally attainment for this cohort is 6.4 our students were at 4.2.
- P8 improved from last year from -2.40 (in 2024) to -1.51 (in 2025).

KS4 Attainment 2025

2 pupils

Attainment 8 (Overall) ∨

4.2



KS4 Progress 2025

2 matched pupils

Progress 8 (Overall) ∨

-1.51

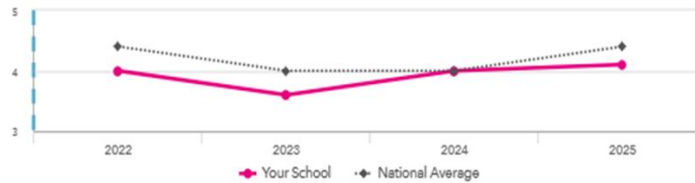
- MAP cohort is much larger (22 students), so less affected by individual student performance.
- Middle prior attainers (MAP) achieved the most consistent progress with A8 continuing to improve from 3.6 (in 2023) to 4.1 (in 2025).
- Nationally the A8 improved to 4.4, so more work is required with this cohort
- P8 also should a large improvement from -1.08 (in 2023) to -0.49 (in 2025).

KS4 Attainment 2025

22 pupils

Attainment 8 (Overall) ∨

4.1



KS4 Progress 2025

22 matched pupils

Progress 8 (Overall) ∨

-0.49

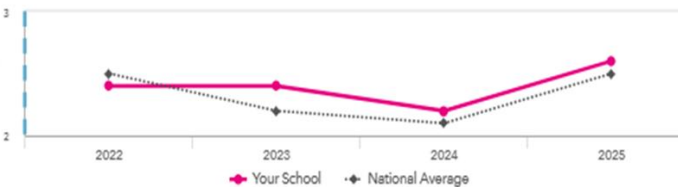
- Slightly smaller cohort than MAPs (19 students)
- A8 improved from 2.2 (in 2024) to 2.6 (in 2025) reversing the trend of the previous 2 years.
- P8 improved from -0.45 (in 2024) to -0.26 (in 2025).

KS4 Attainment 2025

19 pupils

Attainment 8 (Overall) ∨

2.6



KS4 Progress 2025

19 matched pupils

Progress 8 (Overall) ∨


-0.26

Subject Performance

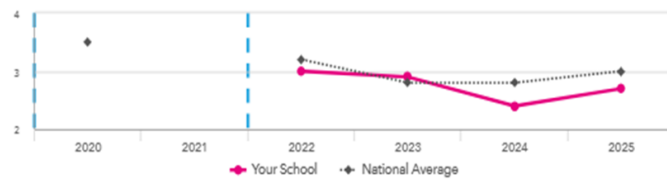
English and Maths

English Language: A8 improved from 2.4 (in 2024), to 2.7 (in 2025) and FSM6 pupils improved slightly from P8 -0.66 (2024) to -0.56 (2025), reducing the gap with peers. The number of 4+ grades improved from 9% (in 2024) to 26% (in 2025).


KS4 Attainment 2025
English Language GCSE · 19 pupils

Avg Point Score 

2.7 pts



KS4 Progress 2025
English Language GCSE · 19 matched pupil

Avg Point Score 

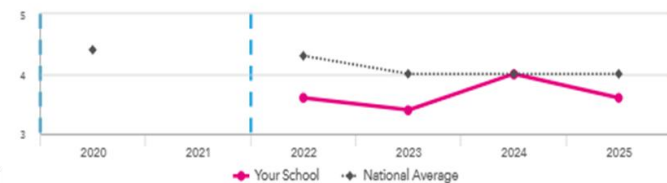
-0.56 pts

English Literature: A8 remained constant at 2.7 but Progress dipped significantly (-0.35 → -0.59), though attainment remained stable.

KS4 Attainment 2025
English Literature GCSE · 40 pupils

Avg Point Score 

3.6 pts



KS4 Progress 2025
English Literature GCSE · 40 matched pupils

Avg Point Score 

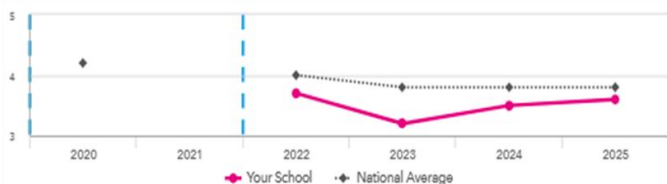
-0.49 pts

Mathematics: FSM6 A8 increased from 3.5 (in 2024) to 3.6 (in 2025). Across the last 3 years P8 has improved from -0.73 (in 2023) to -0.14 (in 2025).

KS4 Attainment 2025
Mathematics GCSE · 42 pupils

Avg Point Score 

3.6 pts



KS4 Progress 2025
Mathematics GCSE · 42 matched pupils

Avg Point Score 


-0.14 pts

Science

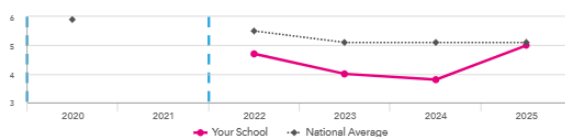
Science subjects show the largest improvement for FSM6 students.

Biology had only 2 students and was affected by students in Alternate provision but still A8 increased from 3.8 (in 2024) to 5.0 (in 2025), just below the national value of 5.1. The 2024 P8 value was -1.63, this improved to -0.11 in 2025.

KS4 Attainment 2025
Biology GCSE · 2 pupils

Avg Point Score 

5.0 pts



KS4 Progress 2025
Biology GCSE · 2 matched pupils

Avg Point Score 

-0.11 pts



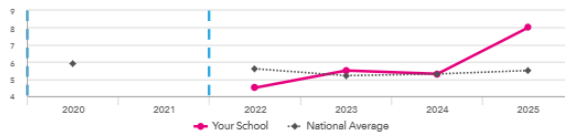
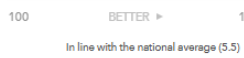
Chemistry only had 1 student, and none attending in alternate provision and had exception progress and attainment. A8 increased from 5.3 (in 2024) to 8.0 (in 2025) and P8 increased from -0.06 to +2.11 due to the wobbaka effect.

KS4 Attainment 2025 Chemistry GCSE · 1 pupil

Avg Point Score

8.0 pts

FFT Rank

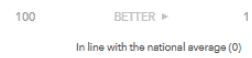


KS4 Progress 2025 Chemistry GCSE · 1 matched pupil

Avg Point Score

+2.11 pts

FFT Rank



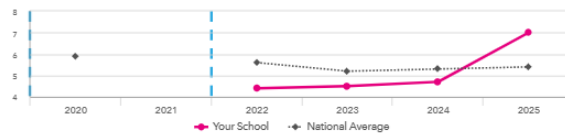
GCSE Physics was also only 1 student and again the results were exceptional.

KS4 Attainment 2025 Physics GCSE · 1 pupil

Avg Point Score

7.0 pts

FFT Rank



KS4 Progress 2025 Physics GCSE · 1 matched pupil

Avg Point Score

+1.31 pts

FFT Rank



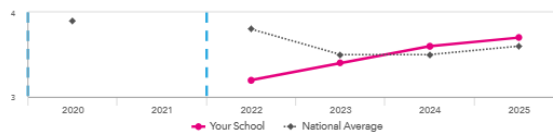
Combined Science P8 improved from -0.35 (2024) to +0.02 (2025) while A8 saw a small increase from 3.6 (in 2024) to 3.7 (in 2025). These results mark a significant turnaround, reflecting strengthened curriculum delivery and teaching to the top.

KS4 Attainment 2025 Science Double Awd GCSE · 39 pupils

Avg Point Score

3.7 pts

FFT Rank



KS4 Progress 2025 Science Double Awd GCSE · 39 matched pupils

Avg Point Score

+0.02 pts

FFT Rank



Humanities and Languages

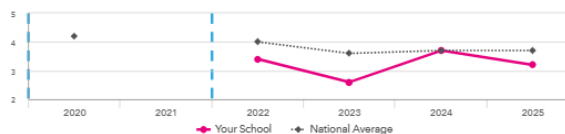
FSM6 students in History had there was a large drop in A8 outcomes 3.7 (in 2024) to 3.2 (in 2025) and similar in P8 where it dropped from -0.30 (in 2024) to -0.55 (in 2025). It is still much higher than 2023 where it was -1.27.

KS4 Attainment 2025 History GCSE · 31 pupils

Avg Point Score

3.2 pts

FFT Rank



KS4 Progress 2025 History GCSE · 31 matched pupils

Avg Point Score

-0.55 pts

FFT Rank

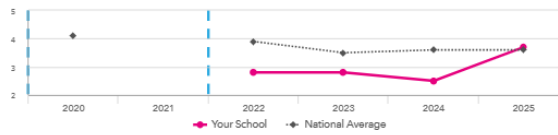
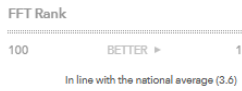


Geography's cohort was small, only 6 students but they showed impressive A8 improvements from 2.5 (2024) to 3.7 (in 2025) while the P8 went from -1.69 (in 2024) to -0.06). Geography A8 outcomes exceed those of the national cohort at 3.6.

KS4 Attainment 2025

Geography GCSE · 6 pupils

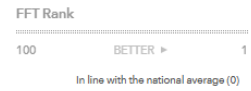
Avg Point Score
3.7 pts



KS4 Progress 2025

Geography GCSE · 6 matched pupils

Avg Point Score
-0.06 pts

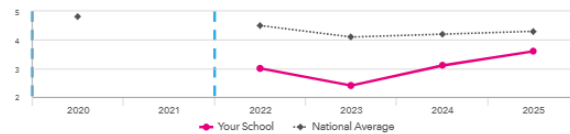


Spanish, while still significantly under the national average, improved from A8 of 3.1 (in 2024) to 3.6 (in 2025) with a P8 change from -1.44 to -1.05 .

KS4 Attainment 2025

Spanish GCSE · 5 pupils

Avg Point Score
3.6 pts



KS4 Progress 2025

Spanish GCSE · 5 matched pupils

Avg Point Score
-1.05 pts

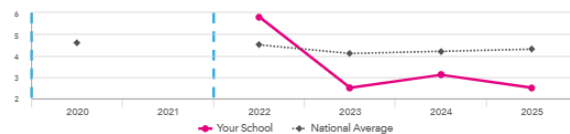


French had only 2 students, but A8 went from 3.1 (in 2024) to 2.5 (in 2025) with a P8 falling from -0.97 (in 2024) to -2.05 (in 2025).

KS4 Attainment 2025

French GCSE · 2 pupils

Avg Point Score
2.5 pts



KS4 Progress 2025

French GCSE · 2 matched pupils

Avg Point Score
-2.05 pts



Creative, Vocational, and Technical Subjects

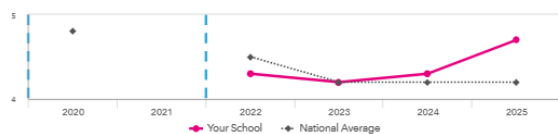
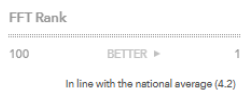
FSM6 students demonstrated strong progress in several practical and creative disciplines:

- Art GCSE improved from an A8 of 4.3 to 4.7 with a P8 change from -0.22 (2024) to $+0.27$ (2025);

KS4 Attainment 2025

Art & Design GCSE · 23 pupils

Avg Point Score
4.7 pts



KS4 Progress 2025

Art & Design GCSE · 23 matched pupils

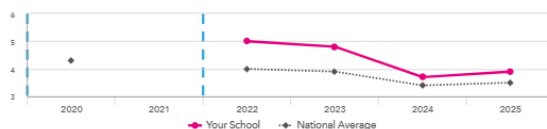
Avg Point Score
+0.27 pts



- Engineering improved A8 went from 3.4 (in 2024) to 3.9 (in 2025) and the P8 also improved from -0.51 (in 2024) to -0.09 (in 2025). It continues to track above the national average.

KS4 Attainment 2025
Engineering Studies Non-GCSE · 5 pupils

Avg Point Score
3.9 pts



KS4 Progress 2025
Engineering Studies Non-GCSE · 5 matched pupils

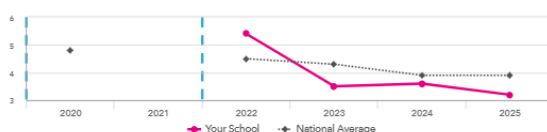
Avg Point Score
-0.09 pts



- Health & Social Care A8 decreased from 3.6 (in 2024) to 3.2 (in 2025) but the P8 increased from -1.12 (in 2024) to -0.60 (in 2025), showing clear improvement but is still an area of concern.

KS4 Attainment 2025
Health & Social Care Non-GCSE · 10 pupils

Avg Point Score
3.2 pts



KS4 Progress 2025
Health & Social Care Non-GCSE · 10 matched pupils

Avg Point Score
-0.60 pts

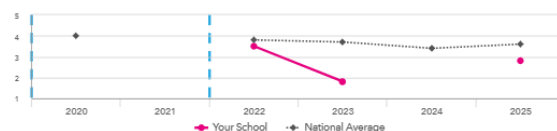


These gains illustrate how accessible, practical curricula can enhance engagement and performance among FSM6 learners.

- However, ICT with an A8 of 2.8 which is below the national figure of 3.6 and remain concerns. However, ICT P8 was -0.23 which was a solid result.

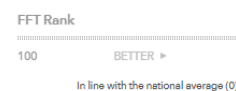
KS4 Attainment 2025
Applied Info Tech Non-GCSE · 3 pupils

Avg Point Score
2.8 pts



KS4 Progress 2025
Applied Info Tech Non-GCSE · 3 matched pupils

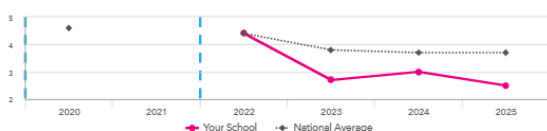
Avg Point Score
-0.23 pts



- Similarly, with, PE an A8 dropping from 3.0 to 2.5 and P8 remaining fairly static at -0.86 remain weaker areas, indicating that curriculum accessibility and consistent feedback require review.

KS4 Attainment 2025
Physical Education/Sport Studies GCSE · 4 pupils

Avg Point Score
2.5 pts



KS4 Progress 2025
Physical Education/Sport Studies GCSE · 4 matched pupils



Avg Point Score
-0.86 pts




Business made a A8 large improvement 1.7 (in 2024) to 3.0 (in 2025) but remains well below national averages (3.6). The P8 also increased from -2.50 (in 2024) to -0.63 (in 2025).

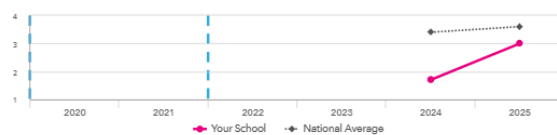
KS4 Attainment 2025

Business Studies:Single Non-GCSE · 5 pupils

Avg Point Score 
3.0 pts 


FFT Rank

100 BETTER  1
In line with the national average (3.0)



KS4 Progress 2025

Business Studies:Single Non-GCSE · 5 matched pupils

Avg Point Score 
-0.63 pts

FFT Rank

100 BETTER  1
In line with the national average (0)

SEN and Ethnicity within FSM6

- FSM6 students with no SEN continue to improve (P8 -0.30 vs -0.49 in 2024), showing that universal teaching and feedback strategies are increasingly effective.
- FSM6 students with SEN Support remain significantly below expectations (P8 -2.34), though small-cohort variation is relevant.
- FSM6 pupils from non-white backgrounds achieved positive progress ($+0.85$) in 2025, reversing the decline seen in 2024. This reflects effective inclusive practice and culturally responsive teaching.

Key Improvements 2024 → 2025

- Overall FSM6 P8 improved for the third successive year of positive movement.
- Art, Mathematics, Geography and Science show the most substantial gains, with several FSM6 pupils exceeding peer outcomes.
- Middle attainers and male FSM6 students made the clearest progress improvements.
- Creative and vocational subjects (Art, Engineering, Health & Social Care) demonstrated sustained success, indicating the value of diverse curriculum pathways for disadvantaged learners.

Focus for 2025–26

- Challenge high prior attainers (HAP) in English and Maths to close the remaining gap at the top end.
- Focus on specific underperforming subjects.
- Consolidate literacy and numeracy foundations for LAP learners to sustain progress.
- Maintain targeted middle-attainer support that has proven effective in narrowing gaps.
- Align SEN and PP intervention more closely to raise outcomes for FSM6 students with additional needs.
- Continue to prioritise data-driven monitoring and rapid response, ensuring consistent improvement across all FSM6 subgroups.

Externally provided programmes

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

Programme	Provider
Various wellbeing and motivational	Tigers Trust

Service Pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:
How our service pupil premium allocation was spent last academic year

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
At Holderness Academy, we are committed to supporting the unique needs of children from service families. The Service Pupil Premium is provided by the government to help schools offer pastoral support and mitigate the negative impact that mobility, parental deployment, and separation may have on these pupils. Holderness Academy took part in the East Riding Festival of Friends Service Children project to ensure that all service children have a voice.
The impact of that spending on service pupil premium eligible pupils
Children took part in the dandelion project to raise awareness and invited their friends to learn about deployment and the impact it has.

Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students. The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

[Teaching and Learning Toolkit | EEF](#)

1	Arts participation Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
3	Behaviour interventions Moderate impact for low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
4	Collaborative learning approaches High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
5	Extending school time Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
6	Feedback Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
7	Homework High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
8	Individualised instruction Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
9	Learning styles Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	
10	Mastery learning High impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
11	Mentoring Low impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2

12	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
13	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
14	Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
15	Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
16	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
17	Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
18	Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
19	Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
20	Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
21	Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
22	Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
23	Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
24	School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
25	Setting and streaming No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
26	Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

27	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
28	Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
29	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
30	Within class attainment grouping Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
EYFS				
31	Built environment No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
32	Communication and language approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
33	Digital technology Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
34	Earlier starting age Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
35	Early literacy approaches Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
36	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
37	Extra hours Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
38	Parental engagement Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
39	Physical development approaches Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
40	Play-based learning High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

41

Self-regulation strategies

High impact for very low cost based on limited evidence



+5

42

Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

Appendix 2 – Outcome Data

4-year trend data

2025			Attainment			Progress			Subject area Progress												
Pupils			Attainment 8 (Overall) Change			Progress 8 (Overall) Change			English			Maths			Ebacc			Open			
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	36	138	3.6	4.5	-0.9	-0.52	-0.11	-0.41	-0.72	-0.17	-0.55	-0.29	0.13	-0.42	-0.39	-0.10	-0.29	-0.68	-0.25	-0.43
Gender	Male	13	58	3.7	4.0	-0.3	-0.88	-0.45	-0.38	-1.23	-0.86	-0.37	-0.83	0.09	-0.92	-0.57	-0.26	-0.31	-1.14	-0.72	-0.42
	Female	23	80	3.5	4.9	-1.4	-0.35	0.13	-0.48	-0.44	0.33	-0.77	-0.28	0.16	-0.44	-0.28	0.02	-0.30	-0.42	0.08	-0.50
DFE Prior Attainment	Higher attainers	2	13	4.2	6.6	-2.4	-2.12	-0.04	-2.08	-2.38	-0.55	-1.83	-2.00	0.79	-2.79	-1.56	0.10	-1.66	-2.60	-0.41	-2.19
	Middle attainers	18	97	4.4	4.7	-0.3	-0.40	-0.13	-0.27	-0.47	-0.09	-0.38	-0.47	0.07	-0.54	-0.24	-0.12	-0.12	-0.70	-0.32	-0.38
	Lower attainers	16	28	2.6	3.0	-0.4	-0.46	-0.08	-0.38	-0.80	-0.26	-0.54	-0.26	0.02	-0.28	-0.40	-0.14	-0.26	-0.42	0.04	-0.46
SEN Group	SEN Support	2	2	1.9	3.2	-1.3	-2.23	0.11	-2.34	-2.91	-0.11	-2.80	-1.53	0.20	-1.73	-1.70	-0.44	-1.26	-2.76	0.76	-3.52
	EHC Plan	2	11	1.6	4.1	-2.5	-0.88	-0.30	-0.58	-2.53	-0.82	-1.71	-0.15	-0.04	-0.11	-0.86	0.05	-0.91	-0.27	-0.49	0.22
	No SEN	32	125	3.8	4.6	-1.2	-0.40	-0.10	-0.30	-0.47	-0.11	-0.36	-0.23	0.14	-0.37	-0.27	-0.11	-0.16	-0.58	-0.25	-0.33
Ethnic Group	White	35	129	3.6	4.5	-0.9	-0.56	-0.11	-0.45	-0.74	-0.18	-0.56	-0.32	0.17	-0.49	-0.44	-0.10	-0.34	-0.72	-0.25	-0.47
	Not White	1	9	4.3	4.5	-0.2	0.85	-0.23	1.08	0.02	0.04	-0.02	0.77	-0.41	1.18	1.49	-0.12	1.61	0.81	-0.39	1.20

2024			Attainment			Progress			Subject area Progress												
Pupils			Attainment 8 (Overall) Change			Progress 8 (Overall) Change			English			Maths			Ebacc			Open			
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	34	120	3.4	4.5	-1.1	-0.63	-0.16	-0.47	-0.09	0.01	-0.10	-0.78	-0.11	-0.67	-0.69	-0.19	-0.50	-0.83	0.29	-1.12
Gender	Male	13	58	3.1	4.3	-1.2	-1.23	-0.24	-0.99	-1.02	-0.35	-0.67	-1.07	0.00	-1.07	-1.16	-0.15	-1.01	-1.55	-0.41	-1.14
	Female	21	62	3.6	4.7	-1.1	-0.26	-0.09	-0.17	0.49	0.33	0.16	-0.61	-0.21	-0.40	-0.40	-0.23	-0.17	-0.38	-0.17	-0.21
DFE Prior Attainment	Higher attainers	2	21	4.0	5.7	-1.7	-2.15	-0.91	-1.24	-0.86	-0.97	0.11	-2.19	-0.44	-1.75	-2.16	-0.83	-1.33	-2.98	-1.29	-1.69
	Middle attainers	23	74	3.7	4.7	-1.0	-0.73	0.01	-0.74	-0.08	0.34	-0.42	-0.98	-0.06	-0.92	-0.80	-0.05	-0.75	-0.92	-0.10	-0.82
	Lower attainers	9	24	2.6	2.7	-0.1	-0.04	-0.05	0.01	0.06	-0.19	0.25	0.03	0.01	0.02	-0.08	-0.06	-0.02	-0.12	0.02	-0.14
SEN Group	SEN Support	7	8	2.4	3.0	-0.6	-1.39	0.06	-1.45	-1.37	-0.04	-1.33	-1.39	-0.10	-1.29	-1.63	0.00	-1.63	-1.15	0.27	-1.42
	EHC Plan	3	5	1.7	2.6	-0.9	-0.65	-1.59	0.94	0.04	-1.13	1.17	-1.10	-1.66	0.56	-0.96	-1.60	0.64	-0.51	-1.84	1.33
	No SEN	24	107	4.0	4.7	-0.7	-0.41	-0.11	-0.30	0.27	0.06	0.21	-0.57	-0.04	-0.53	-0.38	-0.14	-0.24	-0.77	-0.26	-0.51
Ethnic Group	White	33	118	3.4	4.5	-1.1	-0.63	-0.14	-0.49	-0.14	0.02	-0.16	-0.75	-0.11	-0.64	-0.68	-0.17	-0.51	-0.81	-0.25	-0.56
	Not White	1	2	3.2	4.2	-1.0	-0.69	-1.32	0.63	1.64	-0.82	2.46	-1.84	-0.02	-1.82	-0.97	-1.44	0.47	-1.22	-2.39	1.17

2023			Attainment			Progress			
Pupils			Attainment 8 (Overall) Change			Progress 8 (Overall) Change			
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	49	153	3.2	4.6	-1.4	-0.82	-0.03	-0.79
Gender	Male	21	58	3.1	4.6	-1.5	-0.60	-0.02	-0.58
	Female	28	95	3.3	4.7	-1.4	-0.98	-0.04	-0.94
DFE Prior Attainment	Higher attainers	7	33	5.2	6.3	-1.1	-1.32	-0.31	-1.01
	Middle attainers	20	82	3.4	4.6	-1.2	-1.28	-0.05	-1.23
	Lower attainers	21	38	2.5	3.1	-0.6	-0.22	0.25	-0.47
SEN Group	SEN Support	9	14	2.2	2.9	-0.7	-0.13	0.09	-0.22
	EHC Plan	1	5	0.0	4.4	-4.4	-1.64	0.03	-1.67
	No SEN	39	134	3.6	4.8	-1.2	-0.94	-0.05	-0.89
Ethnic Group	White	46	152	3.1	4.6	-1.5	-0.86	-0.05	-0.81
	Not White	3	1	4.5	6.5	-2.0	-0.18	2.14	-2.32

2022			Attainment			Progress			
Pupils			Attainment 8 (Overall) Change			Progress 8 (Overall) Change			
	FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	
Summary	All Pupils	43	141	3.3	4.4	-1.1	-0.95	-0.36	-0.59
Gender	Male	13	69	3.9	4.2	-0.3	-0.75	-0.59	-0.16
	Female	30	72	3.1	4.6	-1.5	-1.05	-0.14	-0.91
DFE Prior Attainment	Higher attainers	3	19	5.3	6.4	-1.1	-1.44	-0.47	-0.97
	Middle attainers	22	85	3.9	4.6	-0.7	-1.05	-0.43	-0.62
	Lower attainers	17	36	2.3	3.0	-0.7	-0.75	-0.13	-0.62
SEN Group	SEN Support	8	10	3.0	2.1	0.9	-0.67	-0.45	-0.22
	EHC Plan	0	1	0.0	5.0	0.0	0.00	0.05	0.00
	No SEN	35	130	3.4	4.6	-1.2	-1.02	-0.35	-0.67
Ethnic Group	White	43	137	3.3	4.4	-1.1	-0.95	-0.37	-0.58
	Not White	0	4	0.0	5.4	0.0	0.00	0.10	0.00

Subject specific comparison data

2025	PP Students			Non PP Students		
Subject	No. of pupils	Average point score	P8	No. of pupils	Average point score	P8
Information Technology	3	2.8	-0.3	11	4.4	0.6
3D Design	2	4.0	-0.8	11	5.0	0.1
Art GCSE	17	4.9	0.3	45	5.2	0.5
Textiles	2	5.0	0.1	9	6.1	1.1
Biology GCSE	1	8.0	1.9	21	6.0	-0.3
Chemistry GCSE	1	8.0	2.1	20	6.8	0.5
Computing GCSE	2	2.5	-2.7	10	4.3	0.0
Engineering Studies	3	4.8	0.0	16	4.1	-0.2
English Language	36	3.6	-0.5	140	4.3	-0.4
English Literature	35	3.6	-0.6	139	4.6	-0.1
Food Technology	5	3.0	-0.8	12	5.1	0.1
French	2	2.5	-2.1	13	4.8	-0.7
Geography	5	4.0	-0.1	34	4.6	-0.2
Health & Social Care	8	3.4	-0.4	28	4.1	-0.5
History	26	3.4	-0.6	102	3.9	-0.5
Mathematics	36	3.7	-0.2	140	4.7	0.1
PE GCSE	4	2.5	-0.9	38	4.4	-0.2
Physics GCSE	1	7.0	1.3	20	6.0	-0.3
Religious Studies GCSE	12	3.6	-0.8	28	5.0	0.4
Combined Science	34	3.8	0.0	119	4.3	0.1
Business	3	3.0	-0.4	23	3.4	-0.8
Spanish	5	3.6	-1.0	28	4.0	-1.0
2024	PP Students			Non PP Students		
Subject	No. of pupils	Average point score	P8	No. of pupils	Average point score	P8
English Language	34	3.6	-0.53	119	4.5	-0.35
English Literature	33	4.1	-0.20	118	4.9	0.12
Mathematics	34	3.2	-0.61	119	4.6	-0.12
Biology GCSE	2	2.5	-2.74	15	6.1	-0.01
Chemistry GCSE	1	5.0	-0.26	15	6.0	-0.11
French	2	2.5	-2.00	24	3.9	-1.09
Geography	9	2.4	-1.56	35	4.0	-0.48
History	20	3.5	-0.21	81	4.1	-0.33
Physics GCSE	1	5.0	-0.41	15	6.0	-0.17
Combined Science	32	3.4	-0.30	104	4.3	-0.03
Spanish	9	3.0	-1.46	32	4.0	-0.99
Art GCSE	18	4.1	-0.16	55	5.3	0.47
Business	13	1.6	-2.19	40	1.9	-2.38
Food Technology	7	2.7	-1.04	6	3.7	-0.37
Engineering Studies	6	3.3	-0.67	33	4.1	-0.12
Health & Social Care	7	3.4	-0.75	24	4.0	-0.84
PE GCSE	4	3.3	-0.72	25	4.6	-0.23
Religious Studies GCSE	5	3.8	-1.16	20	5.3	0.26

