

# Pupil Premium strategy statement

1. Summary information					
School	Boldon School				
Academic Year	2016-17	Total PP budget	£252,285	Date of most recent PP Review	October 2016
Total number of pupils	600	Number of pupils eligible for PP	262	Date for next internal review of this strategy	Ongoing

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	47.6	64.7%
% achieving expected progress in English / Maths (2015-16 only)	54.8	75.8% / 73.4%
Progress 8 score average	-0.76	0.12
Attainment 8 score average	46.07	52

### 3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	The literacy skills of current KS3 PP students is hindering levels of progress compared to other students from a similar starting point. This inhibits progress across the whole curriculum.
B.	MAT students in KS4 eligible for PP are making less progress than other MAT students in the same key stage.
C.	Behavioural issues for a small percentage of students across both key stages that are eligible for PP is having a detrimental effect on their progress.
D.	The complex needs including confidence of some PP students is affecting their progress and attainment.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	High levels of progress in literacy for KS3 students eligible for PP	The majority of KS3 students eligible for PP improve their progress by the end of KS3 across the curriculum. This will be evidenced in English written assessments,

		LEXIA assessments and Accelerated Reading assessments and least 50% of students exceed progress expectations.
<b>B.</b>	Improved rates of progress across KS4 for MAT students eligible for PP	Students eligible for PP identifies as MAT improve their attainment and progress levels across KS4. The majority are on track for four levels of progress by the end of KS4. There are a number of intervention programmes including revision lessons in place to support students not expected to reach this four levels of progress. This is monitored by faculty leaders, pastoral staff and the school senior leadership.
<b>C.</b>	Behavioural issues for a small percentage of students across both key stages that are eligible for PP, has improved	Reduction in behaviour incidents/referrals for these students. The school is introducing a new Behaviour Policy in January 2017 which will target low level lesson disruption.
<b>D.</b>	PP students with more complex needs are being addressed	The needs of these students are being better catered for throughout the school. For example students will complex needs are taught in 'The Hive' – a purpose built facility; strong pastoral support from Assistant Pastoral Leaders and Learning Mentors.

#### 5. Planned expenditure

**Academic year**

**2016-2017**

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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A. The majority of KS3 students eligible for PP improve their progress by the end of that key stage across the curriculum.	This will be evidenced in English written assessments, LEXIA assessments and Accelerated Reading assessments.	To narrow the gap in progress between PP and other students	Tracking of literacy skills through school internal assessment and other relevant assessments as listed	Jason Holt Rebekka Wall	Half Termly  Costs: Lexia £500; other reading resources £5000; staff costs £8000; Accelerated reading resources £2000;
B. Improved rates of progress across KS4 for MAT students eligible for PP	There are a number of intervention programmes in place to support students not expected to reach this four levels of progress.	Students eligible for PP identified as MAT improve their attainment and progress levels across KS4. The majority are on track for four levels of progress by the end of KS4.	School internal assessments and any other relevant assessments e.g. speaking tests, coursework.	This is monitored by both faculty leaders and senior staff	Year 11 – four times per annum Year 10 & 9 – two times per annum  Costs: monitoring & analysis £1000
<b>Total budgeted cost</b>					£16,500
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
C. To address the complex needs of some PP students	Set up 'The Hive'	Current provision insufficient to meet the needs of some PP students.	Monitored by Deputy Head	Ian Noble and Clare Turnbull	February half term 2017  Costs: £50,000

D. Reduction in behaviour incidents/referrals for these students	Implementation of new behaviour policy in January 2017 – expansion of Behaviour Support and Inclusion Centres	To further reduce the number of low key behaviour incidents within the classroom	Monitored by Deputy Head	Ian Noble and Directors of Learning	Half Termly Costs: £65,000
<b>Total budgeted cost</b>					<b>£115,000</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
LSA employment	LSA support for students with complex learning needs	108 students have either an Education Learning Plan or require support for their learning.	Monitored by Keys Groups Co-ordinator	Rebekka Wall	Half termly  Costs: £18,000 per member of staff
<b>Total budgeted cost</b>					<b>£72,000</b>

## 6. Review of expenditure

Previous Academic Year

2015-2016 See below

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

During 2015/16 Boldon School received additional Pupil Premium funds for use with specific students. All schools and academies are required to produce a statement explaining how this money will be spent. Pupil premium is additional funding provided by the Government to “enhance the education of the most socio-economically deprived (namely those students entitled to free school meals (FSM) and looked after children).

Boldon School received £294,850 under this initiative for the financial year 2015/16. The School used this money to support systems and processes which:

1. Had a direct impact on progress in the classroom
2. Narrowed the gap between achievement of disadvantaged and other students
3. Equipped students with positive aspirations, attitudes and behaviour.
4. Helped to overcome cultural and socio-economic barriers to progress for those in vulnerable groups

At KS4 it was targeted to those with the greatest need, defined by progress against target, reading age and attendance. Funding was used to support additional tuition and generate additional help, materials and staff. Rather than providing initiatives that are only directly targeted at PP students, which may allow them to be identified in their peer group, the school adopted an inclusive stance that enabled initiatives to be available for all. However these initiatives are such that they are designed to benefit (taking into account statistical analysis) the most vulnerable students and those at risk of under achieving through their family background.

Uses of the funding include the following:

Football Academy – accessible to all students and helps to nurture team building, co-operation, communication and re-enforces British values including integrity and fair play.

Produce individualised learning plans to address student need – including Accelerated reading programme and Lexia group reading, extra literacy lessons targeted at students with low reading ages and other literacy intervention programmes.

Maintained level of LSAs to assist with literacy support.

Expansion of the Behaviour Support Centre including staffing to accommodate more vulnerable/at risk of exclusion students, to give additional tuition and support.

To support and enhance learning in all year groups, three Assistant Pastoral Leaders have been appointed by the school. They contribute to the pastoral team together with two full time Learning Mentors to meet the emotional, social and wellbeing of all students.

Maintained teaching staff in core subjects to keep class sizes smaller. One each in English, Mathematics and Science. Maintained employment of Attendance Officer –this position acts to be proactive in ensuring that students attend more regularly which should lead to improved academic performance. Use of external specialists in core subjects to enhance delivery of the subject especially to students who are considered to be underachieving.

Provision of school equipment and uniform (incl. PE uniform), ingredients and materials during practical lessons.

Year 11 intervention programme including coursework catch up days, after school revision programme where revision guides and refreshments are provided together with holiday revision classes for students prior to GCSE examinations.

Support for vulnerable Year 11 students to access vocational programmes at external providers.

School Theatre Production – opportunity for all students to participate – this includes back stage roles.

Educational Powburn visits – residential activity for targeted students.

Computer facilities accessible after school for students together with extra-curricular clubs for the students to develop their skills and opportunities. Work related experience – this is provided to give students a real life environment to prepare them for life after school.

Subscription to Sisra to track students' achievement better – tool for analysis of targets and achievement so that a greater level of information is available on specific groups of students including disadvantaged.

The School has in place rigorous monitoring and support systems. This will allow the school to generate attainment data that will demonstrate the impact of initiatives put in place through the use of pupil premium funding.