



Pupil premium strategy statement: Boldon School

1. Summary information					
School	Boldon School				
Academic Year	2017/18	Total PP budget	£262,930	Date of most recent PP Review	n/a
Total number of pupils	600	Number of pupils eligible for PP	259	Date for next internal review of this strategy	03/05/18

2. Previous attainment (2016/17)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving Level 4+ and Level 5+ in EM (2016/17)	L4+ 54.7%; L5+ 24.5%	L4+ 66.0%; L5+ 43%
% achieving expected progress in English / Maths (2016/17)	En -0.51; Ma -0.49	En -0.2; Ma -0.3
Progress 8 score average (from 2016/17)	-0.278	-0.07
Attainment 8 score average (from 2016/17)	41.58	45

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low literacy levels
B.	Behaviour for learning
C.	Low self-esteem, aspiration and opportunity
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	School attendance and punctuality
E.	School home support

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved literacy levels. This will be measured by English written assessments; accelerated reading assessments; lexia; toe by toe; reading challenge and SENCO as specialist teacher to work with students with dyslexia.	Students make progress in line with national averages during the year. This applies to all year groups. Monitored in line with internal school assessment calendar (APs)
B.	Improve climate for learning across the school through high expectations of students and staff. Improve teaching and learning standards across the school.	Reduction in referrals for poor behaviour Reduction in school exclusions Improved teaching and learning evidenced through faculty review, work scrutiny, student voice and student outcomes
C.	To improve self-esteem; aspiration and opportunity. Use of Hive; learning mentors; inclusion; Year 11 programme (Sunderland Uni; 10 minute programme); private tutoring; trips and visits; work experience; Activities Week; NEET information	GCSE progress Post 16 progression rates Integrating 'new' students into Boldon School
D.	To improve school attendance to at least national average levels To reduce lateness to school	Attendance rates to be at or above national average Punctuality to school to improve year on year
E.	To foster improved links between school, home and the local community and as a result of these links, improved student outcomes	Improved attendance at parent/school events Improved participation in revision/intervention Participation from Directors of Learning in AP meetings and support put in place for identified students. Tutoring and mentoring programme focussing on Year 11 students.

5. Planned expenditure

Academic year

2017/08

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

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve students literacy levels to allow for better access to curriculum and assessment.	Accelerated reading	Reading age on entry is lower than National average. This creates barriers to students in terms of making rapid and sustained progress. Limited evidence of students accessing high quality reading materials outside of school. Students are more motivated to engage with reading materials which interest them, are age appropriate and accessible. Students placed in Hive for focussed support and intervention to enable seem less reintegration to mainstream learning.	Improvement in reading age working towards chronological age. Regular assessment to ensure progress. Recording student progress in Hive. Ensuring library has a wide variety of source material. AP data analysis focussing on key groups across all year groups.	JHO, LMC, JJO	April 2018 July 2018.
	Lexia				
	Toe by toe				
	Resourcing library				
	Written assessment and support (English).	High quality staff are the best drivers of achievement within a school. Focussed directed support for identified students by LSA's and smaller class sizes allows for early teacher intervention.		JHO	All data capture slots.
	LSA support				
	Additional staff in English				
	Key skills lessons for targeted students	Key skills learning targets students with lower reading ages across the school to improve access to remainder of curriculum and assessment.	Initial assessments, lesson observations and progress assessment	RWA	July 208

<p>Intervention and support to ensure PP MAT students make expected progress at KS4</p>	<p>Early identification of underperformance of PP MAT students at KS4. Students then placed on appropriate intervention strategies.</p>	<p>Small group, focussed, differentiated intervention led by high quality staff is the best driver for student progress.</p>	<p>Focus on this cohort of students' progress from current to next data drop. Progress and effect monitored after all data capture slots.</p>	<p>AAY</p>	<p>September 2018</p>
<p>Improve students' numeracy levels for better access to the curriculum and assessment.</p>	<p>Numeracy Ninja's initiative. LSA support Additional staffing in Maths</p>	<p>Students' levels of numeracy on entry is lower than National average. This creates barriers to students in terms of making rapid and sustained progress.</p>	<p>Student progress monitored and reported on through data drops. AP data analysis focussing on key groups across all year groups.</p>	<p>NKO JPA</p>	<p>April 2018, July 2018. All data capture slots</p>

<p>Enable staff to use student data effectively to inform T&L and intervention to ensure student progress</p>	<p>Sisra Show my Homework SIMS Internal school tracking systems Agora</p>	<p>High quality, focussed and directed teaching is the best driver for rapid and sustained student progress (EEF). Staff awareness and knowledge of high quality data allows for better understanding of class make up and barriers to success.</p>	<p>Staff CPD on use of SISRA, SMH and internal tracking systems. SIMS support for new staff.</p> <p>HOF reports for all AP data and teaching staff reports on AP data for Yr 11.</p>	<p>AAY/DFA</p>	<p>April 2018, September 2018.</p>
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Improve quality of T&L and student progress across the school	School wide accelerated learning cycle. Staff CPD	High quality teaching and learning by skilled practitioners is the most effective driver in supporting student progress.	Faculty reviews, Yr 11 Progress 8/ Attainment 8. Student progress across all year groups from all data drops.	EHY/ JHO	September 2018
	Resourcing students to ensure support for revision in Yr 11 GCSE pod Renaissance	To support students independent learning and ensure high quality learning resources are available.	Student voice to ascertain support and effectiveness of resources issued.	MBO	July 2018
	Every lesson outstanding program Subject specific targeted support	To support faculties/ departments where progress has been identified as an area of concern	Improvement in student progress across targeted curriculum areas.	SWE/JHO	July 2018

Total budgeted cost £262331
46% = £120672

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To support student progress in and out of the learning environment	LSA	Targeted to support specific students (in line with EHIC and SEN needs) in lessons	Internal monitoring through AP data and external performance	RWA	April 2018 July 2018
	The Hive	Support for vulnerable students who are unable to access either the full or partial curriculum and new starters to school	As a result of better identification, Increased number of referrals. Improvement in emotional resilience. Data drops and staff reports	RWA	September 2018
	Inclusion Centre	To reduce fixed term exclusions; to ensure students have access to high quality curriculum, staff and strategies to modify inappropriate behaviours. Monitoring progress of students and providing strong links between students, home and other providers.	Student voice; data drops and staff reports Internal monitoring through attendance, AP and external performance	CTU	July 2018
	Learning Mentors	To support learners during examinations	Examination scribes – final assessments Use of scanning pens Anecdotal evidence from students is positive Data drops	INO	September 2018

		To support individuals and groups of students to make good progress across the whole school experience		NKO	September 2018
	Examination Scribes	To enhance Year 11 programme as students prepare for final examinations	Extra English/mathematics/science teaching	INO	April 2018 July 2018
	Assistant Pastoral Leaders	The best driver of student progress is consistently outstanding teaching	Improvement in student progress across targeted curriculum areas.	JHO/JPA/ SWE	July 2018 September 2018
	Extra English/mathematics and science teaching	To support student progress during this stressful period as youngsters prepare for and take Year 11 assessments	Students making progress against targets in final assessments	JHO/SWE	July 2018 September 2018
	Every Lesson Outstanding programme (linked with Harton Academy)	To support the most vulnerable students to access a curriculum appropriate to their needs and abilities in order to provide clear progression routes	Improvement in student attendance and behaviour leading to better attitude to learning both in and out of school	AAY/LFA	September 2018
	Year 11 Intervention programme	To increase attendance and work in a focussed manner with students whose attendance is at or below national average.	Monitoring of student attendance and rewards and intervention as appropriate	INO/MBR	July 2018 September 2018
	Access to out of school learning for vulnerable Year 11 students	To offer a broad curriculum to ensure all learners have appropriate progression routes available to them To empower students to make good choices for option subjects, post Year 12 and 13	Data analysis of all areas of curriculum including student voice, faculty reviews and assessment data	INO/BWI	April 2018 July 2018
	Attendance Officer		NEET figures; destination data; student voice; external assessments	DFA/EHY/ AY	April 2018 July 2018
				IMO/DFA/ AAY	September 2018

	Curriculum model				
	CEIAG Co-ordinator				
Total budgeted cost					£256343 46% = £117917

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To use PP funding effectively to ensure these students have equal access and opportunity across school life	Use of PP funding to support FSM programme	To enable students to access nutritional food and drink to support engagement and progress	Update data from School Bistro	EHY/LMI	Termly
	Provision of school equipment, materials and uniform	Students need to be fully equipped for learning and wearing the correct school attire to ensure inclusivity and to support progress	Students identified and resources issued as appropriate	EHY	Termly
	To support Activities Week	Inclusivity for all students and ensuring equal access to the experiences	All students have access to all activities	DFA	July 2018
	Opportunity to participate in school productions	Opportunity to engage in wider school life; improves inclusivity and social skills.	Number of students involved in productions mirrors whole school demography	MHA/CLE	April 2018
	Residential activities for targeted students	Confidence building, team building and social skills	Number of students involved in residential experiences mirrors whole school demography	VHA/MBR	November 2017 March 2018 June 2018
	Wrap around school clubs and provision	Students learn best in school through high quality extracurricular programmes	Variety of experiences offered; attendance and engagement	JDA	April 2018 July 2018
	Work experience programme	To offer students an opportunity to experience the workplace and raise aspirations– this may well be outside their current life experience	Offer of high quality placements which are monitored through staff visits	JDA/TMO	July 2018
	Cadets	Inclusivity, team building new experiences and raising aspirations	Final assessment data	IMO	April 2018 July 2018
Nutrition and hydration to support students in revision, learning and final assessments	With appropriate nutrition, students make better progress leading to higher outcomes	Data analysis and student voice specific to individual need	MBO	September 2018	

	Young Carers Programme	Young carers require specific support in order to raise aspiration and maximise attainment in school		MBR	July 2018
To raise aspiration through opportunities to participate in performing arts activities	Support for music tuition	To enable young people to work together with a range of adults, build confidence and make music	Number of students involved mirrors whole school demography No gap in overall pass rate for this award for PP/non PP	CLE	July 2018
	Year 7 Arts Award	To enable Year 7 students to work together; improve independent learning skills and celebrate success		MHA	January 2018
To improve student confidence and support transition to secondary school	Year 5/6 transition programme	To break down barriers between primary and secondary education and ensure students are confident in the new environment	Wide variety of high quality activities with high participation and increase in numbers year on year	LBA	July 2018
Total budgeted cost					£33392 46% = £15360

Expenditure on PP based on 46% of total = £253949.

6. Review of expenditure				
Previous Academic Year 2016/17		<p><i>Barriers to education identified for PP students</i></p> <ul style="list-style-type: none"> Poor attendance Low literacy levels Poor concentration span Social and emotional needs that lead to low self-esteem and behavioural problems Limited access to educational experience/physical experiences outside the school environment Limited/low aspiration Limited opportunities in the home environment to complete homework tasks 		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved literacy levels	Maintain level of LSA staffing to assist with literacy and numeracy support	English GCSE Outcomes 2016 PP Progress = -0.29 2017 PP Progress = -0.60	Using LSA more effectively as they are targeted to work not only with SEN students but also with PP students	£18,800
	Maintain teaching levels in classes in English and mathematics to keep smaller class sizes.	Change in GCSE English and mathematics courses has resulted in lower English performance	Impact has been masked by change in GCSE courses. Better student data; staff examination knowledge and more reliable student assessment using more focussed material allows for more effective intervention and setting.	£64,500
	Year 11 Intervention programme	GCSE/BTEC Outcomes for 2017 (% of PP students passing course with +/- to indicate improvement from 2016) Geography = 75 + RE = 78 + History = 52 - ECDL = 100 + Art = 60 - Music = 100 + Engineering = 88 - Dance = 33 - Photography = 100 + Hospitality = 100 + Sport = 100 + PE = 32 + Business = 100 + Media = 96 - Resistant Materials = 86 + MFL = 40 - Health & Social Care = 94 + ICT = 58 - Hairdressing = 100 +	More student assessments prior to public examinations to enable a greater number of students to have access arrangements for public examinations	£2,000
	Examination Scribes		Introduction of high lighter pens and 360o protractors for use in examinations	£4,000
	Subscription to data trackers		Directors of Learning attend Progress meetings to gain holistic view of student performance	£20,000
	Staff CPD		AHT led training in use of SISRA to allow for staff to use this programme to support their classroom interventions and to report effectively on groups of students	£6,950
	Purchase of IPad and other computer equipment	School attendance improved	Staff CPD programme tailored to suit staff strengths and areas of development. This was to target the specific learning needs of our students.	£2,000
	School Theatre production	Self-esteem of students involved in these initiatives improved	Targeted staff supplied with iPads in specific curriculum where student evidence is required. This will be reviewed annually to reflect staff turnover and new courses.	£3,000
	Powburn Visits	NEET and destination figures		£2,000
	KS4 intervention	In 2017, 100% of students passed GCSE Photography and Music	Robust monitoring system to assess impact of these provisions eg residential opportunities and school theatre productions	£500
Rock School	All Year 7 students gained their bronze art award		£1,000	
Whole School arts participation			£500	
Photography visits				
CEIAG				

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £252,050
Improved attendance	Directors of Learning and Assistant Pastoral Leaders Attendance Officer Attendance monitoring programmes	Student attendance improved to nearly national average value	Attendance still below satisfactory levels. A second attendance officer to be employed as of September 2017 and reward programme to be implemented.	£10,100
Improved concentration span	Staff CPD Support for vulnerable Year 11 students Lunchtime and after school clubs Computer facilities	See attainment data	Revised programme to more adequately address the strengths and weaknesses of current staff See above Better evaluation mechanisms to assess impact of clubs and facilities	£20,000 £1,000
Better access to educational experience/physical experiences outside the school environment	Football Academy Activities Week Powburn Visits Poland school visit Ski trip	External provider did not offer appropriate provision for all students Successful visits with good student uptake (Powburn was always oversubscribed) School newsletters used to celebrate these events See attainment data	Changed provider Better evidence of evaluation needed	£17,500 £3,000 £3,000 £500 £500
Enhanced opportunities outside the home environment to complete homework tasks	Homework club Year 11 revision classes Music tutors Support for vulnerable Year 11 students to access courses from external providers	100% of student passed GCSE music 100% of students achieved qualification from external provider	Changed provider to address needs of learners (From Wellfield Construction to Wheels car mechanic)	£1,500 £13,700
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Social and emotional needs that lead to improved self-esteem and fewer behavioural problems	Free school meals subsidy BSC and Hive facilities Learning Mentors Provision of school equipment and materials	All money spent.	Chef regularly liaises with Year Leaders about any students who do not take their FSM allocation	£500
		See data		£34,000
		See data	Re-organisation of staff to provide better focus on teaching and learning within Hive and Inclusion and BSC to focus on behaviour for learning.	£18,000
			Refining the offer to students to meet ongoing and ever changing needs of students eg mental health, emotional health, dealing with bereavement	£3,000
			Better monitoring system needed next year	

7. Additional detail

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