



Pupil premium strategy statement: Boldon School

1. Summary information					
School	Boldon School				
Academic Year	2018/19	Total PP budget	£266330	Date of most recent PP Review	June 2018
Total number of pupils	626	Number of pupils eligible for PP	317 (50.6%)	Date for next internal review of this strategy	Sept 2019

2. Previous attainment (2017/18)						
	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)		PP student progress from 2017-18 (Boldon School)	Target for PP students 2019 (Boldon School)
% achieving Level 4+ and Level 5+ in EM (2017/18)	55.6%	28.9%	71.1%	48.8%	53.5% 27.9%	64% 28%
% achieving expected progress in English / Maths (2017/18)	37.2%	45.5%	37.2%	45.5%	39% 46.3%	
Progress 8 score average (2017/18)	-0.198		0.146		-0.12	0.00
Attainment 8 score average (2017/18)	43.4		49.8		43.2	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Low literacy and numeracy levels
B.	Skills for learning (independence, collaboration, etc.)
C.	Low self-esteem and aspiration particularly in middle and high ability boys
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	Limited opportunity to access EBACC related further education and employment	
E.	School home support	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved literacy and numeracy levels at the end of KS3 and 4.	Improvement in student performance in GCSE and in AP data across the year in both English and Mathematics across all year groups. Student performance also tracked in accelerated reading, numeracy ninjas, lexia, toe by toe, reading challenge and SENCO as a specialist teacher to work with students with dyslexia.
B.	Improve the climate for learning across the school through high expectation of students and staff. Improve teaching and learning standards across the school.	Further reduction in referrals for poor behaviour. Further reduction in school exclusions. Improved teaching and learning evidenced through head teacher learning walks, performance management, slt lesson observations, book scrutiny, exam/AP data analysis, student voice.
C.	To improve self- esteem, aspiration and opportunity. Use “the hive”, learning mentors, inclusion, year 11 programme, private tutoring, trips and visits, work experience, Activities week, preparation for the next step.	GCSE progress Post 16 progression rates Integrating “new” students in to Boldon school School average demographic involved in majority of activities and opportunities
D.	To improve student opportunity to experience a range of EBACC related activities, trips, experiences which shall foster a joy of learning in EBACC related subjects, improve uptake in KS4 and build strong progression for students next steps.	Improvement in uptake of EBACC subjects in yr. 9 Improvement in performance in EBACC subjects at GCSE Improvement in students choosing EBACC related subjects/ careers in next step data. Improvement in all monitoring data across EBACC subjects.
E.	To improve school attendance and reduce lateness further and to foster excellent relationships between school, home and the local community and as a result of these links improve student outcomes.	Improved attendance at parent school events Improved participation in revision/ intervention Participation from DoL’s in AP meetings and targeted support put in place for students. Tutoring and mentoring programme focussing on yr. 11 students Attendance rates to be on or above National Average. Punctuality to improve yr. on yr.

<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>SISRA use by staff</p> <table border="1" data-bbox="1261 236 1700 296"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> <tr> <td>84%</td> <td></td> <td></td> </tr> </table> <p>SMH use by staff, students and parents</p> <table border="1" data-bbox="1261 379 1700 440"> <tr> <th>Term 1</th> <th>Term 2</th> <th>Term 3</th> </tr> <tr> <td>96/89/33</td> <td></td> <td></td> </tr> </table> <p>HOF reports for all AP data and teaching staff reports on AP data for Yr. 11.</p>	Term 1	Term 2	Term 3	84%			Term 1	Term 2	Term 3	96/89/33			<p>AAy/LFa</p> <p>DFa</p> <p>LFa</p>	<p>July 2019</p> <p>July 2019</p> <p>Sept 2019</p>																
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<p>Improve quality of T&L and student progress across the school</p>	<p>School wide accelerated learning cycle. Staff CPD Resourcing students to ensure support for revision in Yr. 11 GCSE pod Renaissance Every lesson outstanding program Subject specific targeted support</p>	<p>High quality teaching and learning by skilled practitioners is the most effective driver in supporting student progress.</p> <p>To support students independent learning and ensure high quality learning resources are available.</p> <p>To support faculties/ departments/individual staff where progress has been identified as an area of concern (EBACC see last section)</p>	<p>Faculty reviews, Yr. 11 Progress 8/ Attainment 8. Student progress across all year groups from all data drops.</p> <p>Student voice to ascertain support and effectiveness of resources issued. HYPERLINK TO DATA</p> <p>Improvement in student progress across targeted curriculum areas (pp APS)</p> <table border="1" data-bbox="1261 1046 1700 1279"> <thead> <tr> <th>Yr</th> <th>AP1</th> <th>AP2</th> <th>AP3</th> </tr> </thead> <tbody> <tr> <td>.</td> <td>H RE MFL</td> <td>H RE MFL</td> <td>H RE MFL</td> </tr> <tr> <td>7</td> <td>0.58 0.79 1.09</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>1.62 2.10 1.28</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>2.64 4.35 2.00</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>2.89 4.71 7.00</td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>4.16 4.67 4.33</td> <td>5.02 5.23 5.63</td> <td>5.13 5.41 5.58</td> </tr> </tbody> </table>	Yr	AP1	AP2	AP3	.	H RE MFL	H RE MFL	H RE MFL	7	0.58 0.79 1.09			8	1.62 2.10 1.28			9	2.64 4.35 2.00			10	2.89 4.71 7.00			11	4.16 4.67 4.33	5.02 5.23 5.63	5.13 5.41 5.58	<p>LFa</p> <p>LPI</p> <p>SWe</p>	<p>Sept 2019</p> <p>Sept 2019</p> <p>Feb, July, Sept 2019</p>
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<p>Total budgeted cost</p>					<p>£122482.00</p>																												

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 The Hive Inclusion Centre Learning Mentors Examination Scribes	<p>Targeted to support specific students (in line with EHCP and SEN needs) in lessons Support for vulnerable students who are unable to access either the full or partial curriculum and new starters to school</p> <p>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.</p>	<p>Internal monitoring through AP data and external performance (SEN PP P8)</p> <table border="1" data-bbox="1263 323 1700 555"> <thead> <tr> <th>Yr</th> <th>AP1</th> <th>AP2</th> <th>AP3</th> </tr> <tr> <td>.</td> <td>K E</td> <td>K E</td> <td>K E</td> </tr> </thead> <tbody> <tr> <td>7</td> <td>0.71 n/a</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>1.52 1.52</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>2.26 1.09</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>2.78 1.45</td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>3.02 n/a</td> <td>3.12 n/a</td> <td></td> </tr> </tbody> </table> <p>100% of students who have EHCP's and are PP have 1:1 learning support.</p> <p>As a result of better identification, Increased number of referrals. Improvement in emotional resilience. Data drops and staff reports (PP BSC AND FIXED TERM EXCLUSIONS)</p> <table border="1" data-bbox="1263 834 1700 1066"> <thead> <tr> <th>Yr</th> <th>TERM 1</th> <th>TERM 2</th> <th>TERM 3</th> </tr> <tr> <td>.</td> <td>REF EXC</td> <td>REF EXC</td> <td>REF EXC</td> </tr> </thead> <tbody> <tr> <td>7</td> <td>153</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>389</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>94</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>152</td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>45</td> <td></td> <td></td> </tr> </tbody> </table>	Yr	AP1	AP2	AP3	.	K E	K E	K E	7	0.71 n/a			8	1.52 1.52			9	2.26 1.09			10	2.78 1.45			11	3.02 n/a	3.12 n/a		Yr	TERM 1	TERM 2	TERM 3	.	REF EXC	REF EXC	REF EXC	7	153			8	389			9	94			10	152			11	45			<p>RWa</p> <p>LPI</p>	<p>Feb, July, Sept 2019</p> <p>Feb, July, Sept 2019</p>
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Improve student attendance, engagement and attitude to learning to support progress and ensure appropriate next step destination is supported	Attendance Officer Assistant Pastoral Leaders Curriculum model CEIAG Co-ordinator	To increase attendance and work in a focussed manner with students whose attendance is at or below national average.	<p>Attendance (PP students)</p> <table border="1" data-bbox="1263 1118 1700 1289"> <thead> <tr> <th>yr.</th> <th>Term1</th> <th>Term2</th> <th>Term3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>95.2%</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>94.9%</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>93.3%</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>92.5%</td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>92.9%</td> <td></td> <td></td> </tr> </tbody> </table>	yr.	Term1	Term2	Term3	7	95.2%			8	94.9%			9	93.3%			10	92.5%			11	92.9%			BW <i>i</i>	Feb, July, Sept 2019																																
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		<p>To support the most vulnerable students to access a curriculum appropriate to their needs and abilities in order to provide clear progression routes</p> <p>To offer a broad curriculum to ensure all learners have appropriate progression routes available to them (Wheels etc)</p> <p>To empower students to make good choices for option subjects, post Year 12 and 13</p>	<p>B4L leading to better attitude to learning both in and out of school (code 8's)</p> <table border="1"> <thead> <tr> <th>yr.</th> <th>Term1</th> <th>Term2</th> <th>Term3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>220</td> <td></td> <td></td> </tr> <tr> <td>8</td> <td>503</td> <td></td> <td></td> </tr> <tr> <td>9</td> <td>140</td> <td></td> <td></td> </tr> <tr> <td>10</td> <td>225</td> <td></td> <td></td> </tr> <tr> <td>11</td> <td>62</td> <td></td> <td></td> </tr> </tbody> </table> <p>Improvement in student progress across targeted curriculum areas.</p> <p>Student progress.</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Term1</th> <th>Term2</th> <th>Term3</th> </tr> </thead> <tbody> <tr> <td>RC</td> <td>-0.49</td> <td>-0.69</td> <td></td> </tr> <tr> <td>JW</td> <td>-0.38</td> <td>-0.08</td> <td></td> </tr> <tr> <td>SG</td> <td>-0.03</td> <td>0.43</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>See report hyperlink</p>	yr.	Term1	Term2	Term3	7	220			8	503			9	140			10	225			11	62			Name	Term1	Term2	Term3	RC	-0.49	-0.69		JW	-0.38	-0.08		SG	-0.03	0.43						<p>BWi/LPI</p> <p>DFa</p> <p>MBo/MMv</p> <p>INo/MBo</p>	<p>Feb, July, Sept 2019</p> <p>July</p> <p>Feb, July, Sept 2019</p> <p>Sept 2019</p>
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<p>Support year 11 students in particular to achieve in GCSE assessments through targeted intervention and support</p>	<p>Extra English/mathematics and science teaching</p> <p>Every Lesson Outstanding programme (linked with Harton Academy)</p> <p>Year 11 Intervention programme</p>	<p>The best driver of student progress is consistently outstanding teaching</p> <p>To support student progress during this stressful period as youngsters prepare for and take Year 11 assessments</p> <p>To enhance Year 11 programme as students prepare for final examinations. Supply learning packs, resources, revision guides and personalised support.</p>	<p>See Eng,Mat,Sci data above</p> <p>Lesson observation data by Hyperlink</p> <table border="1"> <thead> <tr> <th>Activity</th> <th>%PP attending</th> </tr> </thead> <tbody> <tr> <td>Hive placement</td> <td>75%</td> </tr> <tr> <td>Intervention</td> <td>100%</td> </tr> <tr> <td>Classroom support</td> <td>33%.</td> </tr> </tbody> </table>	Activity	%PP attending	Hive placement	75%	Intervention	100%	Classroom support	33%.	<p>AAy</p> <p>JHo/HT</p> <p>MBo/MMv</p>	<p>Feb, July, Sept 2019</p> <p>Feb, July 2019</p> <p>Feb, July, Sept 2019</p>																																				
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	<p>Student support packs</p> <p>Boldon 23 PP tutor group</p>	<p>Students perform better when barriers to learning are removed. Students supplied with range of equipment to allow for progress and assessment for learning in lessons</p> <p>Key groups of students perform best when given close mentoring, challenge and support both to students and parents. Close, personalised care and attention matched with a detailed and well-resourced intervention program should allow students to make good progress and work towards target grades.</p> <p>Meet regularly with students and parents of the Boldon 23 group to discuss and monitor progress and encourage home school links with hard to reach parents</p>	<table border="1"> <tr><td>JW</td><td>-0.38</td><td>-0.08</td><td></td></tr> <tr><td>SG</td><td>-0.03</td><td>0.43</td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table> <p>AP data analysis focussing on key groups across all year groups. PP aps score</p> <table border="1"> <tr><th>Year</th><th>AP1</th><th>AP2</th><th>AP3</th></tr> <tr><td>7</td><td>0.71</td><td></td><td></td></tr> <tr><td>8</td><td>1.74</td><td></td><td></td></tr> <tr><td>9</td><td>2.57</td><td></td><td></td></tr> <tr><td>10</td><td>4.27</td><td></td><td></td></tr> <tr><td>11</td><td>4.62</td><td></td><td></td></tr> </table> <p>AP data analysis focussing on key groups across all year groups. PP P8 score</p> <table border="1"> <tr><th></th><th>Yr 10 AP3</th><th>Yr 11 AP1</th><th>Yr 11 AP2</th><th>Yr 11 AP3</th></tr> <tr><td>B23/25</td><td>36.44</td><td>34.81</td><td>37.56</td><td></td></tr> </table> <table border="1"> <tr><th>Cohort</th><th>Parents engaged</th><th>Parent attendance</th></tr> <tr><td>B23 Term1</td><td>100%</td><td>57%</td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </table>	JW	-0.38	-0.08		SG	-0.03	0.43						Year	AP1	AP2	AP3	7	0.71			8	1.74			9	2.57			10	4.27			11	4.62				Yr 10 AP3	Yr 11 AP1	Yr 11 AP2	Yr 11 AP3	B23/25	36.44	34.81	37.56		Cohort	Parents engaged	Parent attendance	B23 Term1	100%	57%							<p>SWe/SGr</p> <p>AAy</p>	<p>Nov, Feb, July 2019</p> <p>Feb, July, Sept 2019</p> <p>Feb, July, Sept 2019</p>
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<p>To raise aspiration through opportunities to participate in performing arts activities</p>	<p>Support for music tuition Encourage students to become involved in school performances both front and back stage</p> <p>Year 7 Arts Award</p>	<p>To enable young people to work together with a range of adults, build confidence and make music</p> <p>To enable Year 7 students to work together; improve independent learning skills and celebrate success</p>	<p>Number of students involved mirrors whole school demography (PP% involved)</p> <table border="1"> <tr><th>Activity</th><th>%PP</th><th>Non PP %</th></tr> <tr><td>Tutoring</td><td>35</td><td>65</td></tr> </table> <p>No gap in overall pass rate for this award for PP/non PP</p> <table border="1"> <tr><th></th><th>PP %</th><th>Non PP %</th></tr> <tr><td>Arts award</td><td></td><td></td></tr> </table>	Activity	%PP	Non PP %	Tutoring	35	65		PP %	Non PP %	Arts award			<p>MHa/Cle</p> <p>MHa</p>	<p>Feb, July, Sept 2019</p> <p>Nov 2018 folders not assessed as yet, due to be finalised in Jan 2018</p>																																														
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	<p>Year 7 W Explore Arts Award</p> <p>Year 8 W Bronze Arts Award</p> <p>Boldon's Got Talent OAP Party show School Show</p>	<p>To enable our lower ability students to access creative activities and achieve a formal recognition. To improve report writing and readiness for upper school.</p> <p>Through creative performance and stage management student develop self-confidence, team work and independence.</p>	<p>Year 7 No gap in overall pass rate for this award for PP/non PP</p> <table border="1" data-bbox="1263 181 1700 240"> <tr> <td></td> <td>PP %</td> <td>Non PP %</td> </tr> <tr> <td>Arts award</td> <td></td> <td></td> </tr> </table> <p>Year 8 No gap in overall pass rate for this award for PP/non PP</p> <table border="1" data-bbox="1263 325 1700 384"> <tr> <td></td> <td>PP %</td> <td>Non PP %</td> </tr> <tr> <td>Arts award</td> <td></td> <td></td> </tr> </table> <p>Number of students involved mirrors whole school demography (PP% involved)</p> <table border="1" data-bbox="1263 496 1711 639"> <tr> <td>Activity</td> <td>%PP</td> <td>Non PP %</td> </tr> <tr> <td>BGT</td> <td>33</td> <td>67</td> </tr> <tr> <td>School Show</td> <td>No data till January</td> <td>No data till January</td> </tr> <tr> <td>OAP Party</td> <td>47</td> <td>53</td> </tr> </table>		PP %	Non PP %	Arts award				PP %	Non PP %	Arts award			Activity	%PP	Non PP %	BGT	33	67	School Show	No data till January	No data till January	OAP Party	47	53	<p>LBA / MHA</p> <p>CLE</p>	<p>July 2019</p> <p>Nov 2018 Dec 2018 March 2019</p>												
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<p>To improve student confidence and support transition to secondary school</p>	<p>Year 5/6 transition programme</p> <p>Ensure "targeted children" have opportunity to visit school and work in small groups.</p>	<p>To break down barriers between primary and secondary education and ensure students are confident in the new environment</p> <p>Vulnerable students require extra support when getting ready to take the next step to ensure they are confident, happy and ready to make good progress on arrival</p>	<p>Wide variety of high quality activities with high participation and increase in numbers year on year.</p> <table border="1" data-bbox="1263 836 1700 1070"> <thead> <tr> <th>Feeder school</th> <th>%PP attending</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table> <table border="1" data-bbox="1263 1182 1700 1442"> <thead> <tr> <th>Feeder school</th> <th>%PP attending</th> </tr> </thead> <tbody> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table>	Feeder school	%PP attending																	Feeder school	%PP attending																	<p>LBa</p> <p>Learning mentors</p>	<p>July, Sept 2019</p> <p>July, Sept 2019</p>
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<p>Develop student confidence by offering supported experiences to broaden aspiration</p>	<p>To support Activities Week Residential activities for targeted students Wrap around school clubs and provision Work experience programme Cadets</p>	<p>Inclusivity for all students and ensuring equal access to the experiences Confidence building, team building and social skills</p> <p>Students learn best in school through high quality extracurricular programmes</p> <p>To offer students an opportunity to experience the workplace and raise aspirations– this may well be outside their current life experience Inclusivity, team building new experiences and raising aspirations</p>	<p>All students have access to all activities Number of students involved in residential experiences mirrors whole school demography Variety of experiences offered; attendance and engagement Offer of high quality placements which are monitored through staff visits Number of students involved mirrors whole school demography.</p> <table border="1" data-bbox="1263 507 1715 708"> <thead> <tr> <th>Activity</th> <th>%PP</th> <th>%Non PP</th> </tr> </thead> <tbody> <tr> <td>HT1</td> <td>52</td> <td>48</td> </tr> <tr> <td>HT2</td> <td>56</td> <td>44</td> </tr> <tr> <td>HT3</td> <td>58</td> <td>42</td> </tr> <tr> <td>HT4</td> <td></td> <td></td> </tr> <tr> <td>HT5</td> <td></td> <td></td> </tr> <tr> <td>HT6</td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1263 820 1715 1050"> <thead> <tr> <th>Club/activity</th> <th>%PP</th> <th>%Non PP</th> </tr> </thead> <tbody> <tr> <td>The Hub</td> <td>65%</td> <td>35%</td> </tr> <tr> <td>Faculty clubs</td> <td>58%</td> <td>42%</td> </tr> <tr> <td>Sea Cadets</td> <td>41%</td> <td>59%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Work experience report Hyperlink</p>	Activity	%PP	%Non PP	HT1	52	48	HT2	56	44	HT3	58	42	HT4			HT5			HT6			Club/activity	%PP	%Non PP	The Hub	65%	35%	Faculty clubs	58%	42%	Sea Cadets	41%	59%							<p>LM's</p> <p>LM's</p> <p>NBu</p> <p>LDA/MMC</p>	<p>Feb, July, Sept 2019</p> <p>Feb, July, Sept 2019</p> <p>Feb, July, Sept 2019</p> <p>Feb, July, Sept 2019</p>
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Develop students appreciation of and enjoyment of EBACC subjects and support students to achieve targets at GCSE in EBACC subjects and encourage EBACC related next steps	Improve student provision with regard to external speakers, trips, experiences and opportunities to develop students enjoyment of EBACC subjects and promote uptake	Students perform best in subject in which they have a genuine interest and love of learning. These can be developed by providing a varied and wide ranging curriculum which develops students curiosity, stimulates debate and questioning and provides a real life angle to subjects	Hyperlink "Trips and attendance breakdown"	SWe	Feb, July, Sept 2019																							
	Resource students with high quality revision materials in EBACC subjects.	Students respond better to a range of revision materials. Not all students have full internet access to enable them to use web based revision materials at home. Clear and focussed home learning can be set if all staff know that all PP students have similar resources. This allows for high expectations of all.	<table border="1"> <tr> <th>Revision guide</th> <th>% PP uptake</th> </tr> <tr> <td>Geography</td> <td>100</td> </tr> <tr> <td>History</td> <td>100</td> </tr> <tr> <td>RE</td> <td>100</td> </tr> </table>	Revision guide	% PP uptake	Geography	100	History	100	RE	100	SWe	Nov, Feb, June 2019															
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Improve T&L across EBACC faculty through high quality CPD (both in school and external providers) to promote student outcomes.	High quality teaching and learning by skilled practitioners is the most effective driver in supporting student progress. To support students independent learning and ensure high quality learning resources are available.	Faculty reviews, Yr. 11 Progress 8/ Attainment 8. Student progress across all year groups from all data drops. HYPERLINK TO AP DATA REPORTS INTERNAL USE ONLY DUE TO GDPR REGS	SWe/JHo/HT	Feb, July, Sept 2019																								
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	Develop links with outstanding providers of EBACC subjects and develop and share good practice	Sharing good practice is the most effective form of CPD. Developing links with local outstanding schools who share a similar demographic with regard to how EBACC subjects are viewed by both students and the local community shall increase the capacity of staff at Boldon and ensure that the highest expectations of student performance are encouraged.	11 4.16 4.67 4.33			AAy	Feb, July, Sept 2019
Total budgeted cost							£24163.00

5. Review of expenditure				
Previous Academic Year 2017.18		Low literacy levels Behaviour for learning Low self-esteem, aspiration and opportunity School attendance and punctuality School home support		
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 £120672.00

Improved literacy/numeracy levels	<p>High level of LSA staffing to assist with literacy and numeracy support</p> <p>Maintain teaching Levels in classes in English and mathematics to keep smaller class sizes.</p> <p>Year 11 Intervention programme</p> <p>Subscription to data trackers</p> <p>KS4 intervention</p>	<p>Improvement in overall pass rate for PP students from AP1</p> <p>Maths AP1 4+ 28.9 7+ 4.4 GCSE 4+ 68.2 7+ 6.8</p> <p>Eng AP1 4+ 57.8 7+ 8.9 GCSE 4+ 60.5 7+ 11.6</p> <p>Reading age at KS3 73% progress, 7.7% no change Average improvement 0.41 years over 2017-18</p> <p>MAT PP students' performance School -1.42 National -0.38</p> <p>Significant impact of 1 student on small overall cohort.</p> <p>All PP students' progress School -0.18 National -0.38</p> <p>GAP School 0.35 National 0.52</p>	<p>More sharing of seating plan and personalisation of intervention for students with LSA's. Use LSA's more effectively to support PP students.</p> <p>Students wanted more revision materials in both English and mathematics.</p> <p>Better focus and CPD for staff delivering accelerated reading to students in KS3.</p> <p>Better focus to the MAT/MAD student's intervention to ensure stretch and challenge.</p> <p>More focus on disadvantaged middle ability boys and better tracking of performance. Staff CPD to target this group in particular.</p> <p>More detailed focus on yr. 10 students for better, more focussed, earlier intervention to support achievement.</p> <p>Further staff CPD on use of data tracking systems (SISRA and SMH) to develop skills and track/ intervene more effectively in underperformance.</p> <p>Increased focus on EBACC subjects for intervention to support progress.</p>	
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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 £117917.00
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Support student progress in and out of the learning environment	LSA The Hive, inclusion centre, Learning mentors.APL's Attendance officer Curriculum model Extra staffing in yr. 11 Core subjects	LSA support specific students 75% above target Maths 50% above target English 100% above target science 24 fewer PP referrals to Hive in 2017-18. Accelerated reading 92.7% pass rate and reading age increased on average by 17 months 89% of students using reading pens made more progress than those who did not. Decrease in subject referrals and increase in PP student overall performance All PP students' progress School -0.18 National -0.38 GAP School 0.35 National 0.52 See data for E&M above. Science improved from 16% achieving 2 good passes (C+) in 2017 to 60% (4+) in 2018	More focussed data driven approach and recording progress in Hive and inclusion centres. Accelerated reading training to be given to all staff delivering. Early identification of students who require reading pens across KS4 and implementation of this in all Aps Continue to develop curriculum model. Early entry for GCSE RE cohort in yr. 10. Computer science/ alternative pathway for students in yr. 11.Better cross faculty monitoring especially between tiered entry subjects. Better access to revision materials to support student progress in yr. 11. Impact measured for launch in yr. 9, 10. Better focus on underachieving PP students and more targeted intervention driven by better data recording systems.	
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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 £24341.00

<p>To use PP funding to ensure that these students have equal access and opportunity across school life.</p> <p>Transition</p>	<p>Support FSM and school materials. Activities week Residential Arts award, Productions, music tuition. School clubs, cadets</p> <p>Yr. 5/6 transition programme</p>	<p>All money allocated to this has been spent 96.4% of students attended sessions 55% of students attending Powburn PP 58.9% PP students participated with 91% achieving award, 42% PP students in production, 50% PP students receiving tuition 52%/63% students attending PP</p> <p>Increase in number of students choosing Boldon (PP figure not available as yet) Student leaders 62% PP Student servers/ cooks for arts council day 59% PP</p>	<p>Better recording systems need to be put in place to measure impact of this spend</p>	
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6. Additional detail

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

7. Key terms and abbreviations

PP- Pupil premium

EM- English and Maths

EBACC- English Baccalaureate

KS3/4- Key Stage $\frac{3}{4}$

AP- Assessment point

DoL's- Director of Learning

LSA- Learning Support Assistant

MAT- More Able and Talented

P8- Progress 8

EEF- Education Endowment Foundation

SMH- Show my Homework

CPD- Continued Professional Development

HoF- Head of Faculty

T&L- Teaching and Learning

SEN- Special Educational Needs

FSM- Free School Meals

MAD- More Able and Disadvantaged