

# Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Boldon School
Number of pupils in school	1003
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 2
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Governing body
Pupil premium lead	Ian Noble
Governor / Trustee lead	Peter Hunter

### Disadvantaged pupil performance overview for last academic year (2019)

Progress 8	+0.12
Ebacc entry	2.2 %
Attainment 8	43.26
Percentage of Grade 5+ in English and maths	28.3 %
Percentage of Grade 4+ in English and maths	45.7 %

## Funding overview

Detail	Amount
Total Pupil premium funding allocation this academic year	£414,685
Recovery premium funding allocation this academic year	£56,295
Amount of Pupil Premium Funding	£415,425 (435 students)
Amount of looked after children Pupil premium funding	£65,600 (28 students)
Amount of Service children pupil premium funding	£4,340 (14 students)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,361,961

## Part A: Pupil premium strategy plan

### Statement of intent

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring a Good or 'Outstanding' teacher is in every class in all faculty areas.
- Closing the attainment gap between disadvantaged pupils and their peers - this is a whole school priority and embedded into our SIP / SEF
- Providing targeted academic support for pupils who are not making the expected progress in all subject areas.
- Additional recovery PP - To support priority areas of Ebacc and Science with academic mentors (full time 2021/22) for all PP students in year 7,8, 9,10 and 11.
- Addressing non-academic barriers to attainment such as attendance, behaviour, attitudes to learning and rewards.
- Ensuring that the PPG reaches the pupils who need it most.
- Allowing all students the opportunity to engage in out of school hours learning and residential education opportunities.
- Increasing ICT access for all students at both KS3 and KS4.

### Challenges

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

<b>Academic barriers to attainment</b>
1 Low levels of literacy - KS1 and 2 low literacy, lack of opportunity to read, including poor language and communication skills.
2 Students need good to excellent teaching in every classroom within the school.
3 Lack of targeted support - intervention, 1-1, mentor to raise achievement.
4 Lack of school readiness - uniform, equipment including ICT, behaviour skills, engagement and general organisation skills.
5 Professional development of teachers with regard to PP students - Lack of CPD / awareness to support our PP students.
6 Poor attendance - Historic poor attenders who struggle to attend school.
7 Lack of parental engagement and support

### **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.

### **Quality of teaching**

1. Develop our schools Continued Professional Development (CPD) to support disadvantaged students making good progress.
2. Improve quality of provision with ICT. Interactivity, engagement and support for all students within classrooms and at home.
3. Support for early career teachers: A fortnightly teaching development programme delivered by internal / external experts to develop awareness of whole school teaching and learning strategies including PP strategy.
4. Weekly staff CPD to develop key strategies for aspects such as PP students, behaviour management, MAT students and stretch and challenge using a variety of speakers including outside experts.

### **Targeted academic support**

1. PP achievement will always be a main action point within the SIP, which will be reviewed at SLT and governor level. A member of SLT (headteacher) and link governor will have overall responsibility for our Pupil Premium strategy.
2. Structured interventions: Introducing vocabulary interventions for pupils with poor oral language and communication skills from year 7 onwards
3. Small group tuition: Introducing targeted English and maths teaching for pupils who are below age-related expectations.
4. One-to-one support for disadvantaged pupils: Creating additional teaching and learning opportunities using teaching staff / Learning support assistants.
5. Continued use of our nurture teachers in year 7, to support learning and develop students with academic and SEMH progress.
6. PP students involved in intervention support and mentoring in year 10 and 11. Targeted support and guidance from staff to improve academic achievement. SLT to identify students underachieving and offer additional support to parents and students over a sustained period of time.

### **Wider strategies**

1. Parental engagement: Providing transport for parents to attend annual reviews / parents evening
2. Readiness to learn: Introduction of a breakfast club to provide pupils with a nutritious breakfast before school.
3. Attendance: Increase of two attendance officers to Target attendance and PA. Identify key group attendance (PP student) to improve attendance and foster links with parents.
4. Behaviour – Inclusion centre and Aspire programme to support PP students with vocational and alternative placement provision. An Off Site provision.

5. Increased extra-curricular programme available to all students including after school clubs, team fixtures, activities week and various residential opportunities such as, overseas visits, careers and adventurous activities.

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the number of good and outstanding lessons within school	Increased teaching and ICT resources within the school. New interactive boxlight boards installed in all classrooms and 4 ICT trolleys introduced with Google Chromebooks to support learning for all faculties. School has also switched to Google for education programme to support collaboration within faculties.	2,5
Introduction of the National College CPD programme to support all teachers and support staff	Increase skills, knowledge and understanding so our teachers and support staff can use within the classroom or 1 -1 support basis. Interactive programme where teachers can access the training in their own time or within designated CPD time	2,5
Retention of two Nurture teachers at year 7 and 8 age groups to support the transition process from primary school.	Increase attainment and achievement with constant support from the same teacher to build confidence and reassurance within learning time.	1,2 and 5
Schools appraisal policy updated to include all teaching staff to develop their own action research to develop strategies to support better teaching and understanding of learning.	Teachers develop strategies and awareness of key aspects such as PP students, MAT students, stretching and challenge and improving relationships and behaviour management skills.	1,2,4 and 5
Super learning days introduced for Key Stage 4 students 1 per faculty	External and internal staff to support super learning days to deepen and embed key knowledge, skills and understanding in faculty areas and prepare our students for external exams. e.g - Shakespeare	1 and 2

	company to work with all year 11 students to develop Literature skills.	
Introduction of new teaching and learning resources to develop teaching and learning skills and ensure good and outstanding teaching. Students now have access to these Apps at school and at home	Students increased achievement and opportunity to learn. School has purchased and developed the following packages to support students learning in school and at home (Google for education, Show my homework, Accelerated reading, Lexia and Toe by Toe reading, GCSE Pod, Hegerty and Corbett Maths, BBC bitesize) All Apps used to develop quality of education and learning.	1 and 2
Numeracy Ninja's introduced to all students in year 7 - 10 within pastoral time	Increase of numeracy skills for all students within pastoral time	1 and 2

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

Budgeted cost: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of National Tutoring Programme to support learning and achievement within school	<ol style="list-style-type: none"> <li>1) Appointment of two academic mentors in Jan 2022 to support achievement within Ebacc and Science faculties. Mentors to support teaching and learning and achievement in all year groups for the remainder of 2022 academic year.</li> <li>2) School led tutoring programme, 1:1 and small group tuition in Maths and English faculty for year 10 and 11 students.</li> </ol>	2,3
Teacher / LSA led interventions for Y7 - 9 students to support all students who are underachieving in lessons.	Students are achieving higher and improved grades from Assessment period data and this is having an effect on the raising of achievement in all curriculum areas of the school.	1,2 and 3
Additional support for students in the Hub (SEND base) for students requiring additional support with studies. LSA supervision	The Hub has been designed to give SEND students support with learning needs in small groups and 1:1 tuition. Work is set from the class teacher to ensure that all students do not miss out on essential coursework.	1,2,3,4 and 5

Retention of Accelerated reading coordinator to support literacy and reading skills for all year 7-9 students.	All students within the year group have dedicated reading time to support reading skills and a Love for reading at Boldon. Time is factored into the English and pastoral lessons to support all reading skills.  Full time Accelerated reading coordinator plans additional small group and individual reading for students in need of further support with reading skills.	1
Revision skills / resources for all year 11 students	Revision guides and other essential resources provided for all year 11 students in all subject areas to support achievement in Summer exam series. Revision evening planned for January 2022 for both parents and students to support understanding of revision techniques and allow parents to support their students.	1,4 and 7
Full curriculum review to develop and expand our current provision to increase capacity for Ebacc delivery and increase our Open basket offer to all students	Additional language and Humanities specialists employed to increase our students taking the Ebacc qualification. Increased number of students taking the Ebacc offer.  Increased opportunities for all student for new open basket subjects - law, Computer Science, Travel and Tourism qualifications	2,4 and 8

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

Budgeted cost: £ 185,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fully resourced library including staffing and enrolment of the accelerated reading programme	Improved literacy and reading skills for all students and develop their love for reading and improve mental wellbeing and relaxation	1,2 and 8
Uniform and equipment	Free uniform and equipment for any student who needs support from school with any aspect of our uniform or equipment from school.	1,4 and 8
Attendance officer	Additional attendance officer employed to improve attendance and PA of all students including PP students.	4,6 and 7
Learning mentors	The school has employed two learning mentors (1.6) to work with all students to support mental health and development at school. Learning	2, 7 and 8

	mentors also to visit primary schools and work with parents, students and staff to promote positive mental health and wellbeing.	
Boldon Food Bank	Boldon school and the Community Association are developing a food bank (Nov 21) The food will go to support our families and our local community. Students will support this venture through our charities programme	4 and 8
School rewards	School rewards introduced for academic and improved performance, behaviour and attendance including fully funded trips outside of school, 12 days of Christmas prizes, individual prizes and awards evenings and events.	4,6 and 8
Introduction of new Apps to support behaviour and attendance and safeguarding	Class charts and C-Poms introduced to support pastoral team to promote excellent behaviour. Parents receive live updates of progress and also support child protection for our more vulnerable students and families.	1,7 and 8
Behaviour Support	<ul style="list-style-type: none"> <li>• Introduction of school Aspire programme - staffing (education mentor) and resources to provide vocational placements and individualised learning plans including ICT access for our most vulnerable students.</li> <li>• Inclusion centre staff employed to support vulnerable students within a specialised centre to cater for students with challenging behaviour.</li> <li>• Fully staffed Behaviour Support Centre for students who are removed from learning. Small group intervention for all these students, including ICT resources for our KS4 students to ensure they do not fall behind with studies</li> </ul>	1, 4, 7 and 8
Events and visits	Funding is available for school visits and trips and other events such as the school prom and hoodies. No student should be denied access to these events. Heads of year to work with parents and students to ensure everyone has the same opportunities to attend	1,4, 7 and 8

Breakfast / Break time	Free breakfast available for all students within the main Bistro. Breakfast provided for Inclusion and Aspire students. Range of snacks and food to cater for all students at reasonable prices.	4,7 and 8
After school activities	A huge range of free extra curricular activities for all students to attend. Developing excellent relationships with students and developing mental wellbeing skills and positive outlook. Additional coaches employed to increase After school offer such as Cheerleading, trampolining, clubbercise and MMA.	4,6,7 and 8
Careers Opportunities	<ul style="list-style-type: none"> <li>● All students from years 7-11 are given a range of careers opportunities with at least 3 interventions per year to support achievement and aspiration.</li> <li>● All year 11 students given a Connexions advisor meeting per year to support careers choice for Post 16 (Current Non Neet figure of 100%)</li> <li>● Transport costs and accommodation paid for with PP students accessing taster days, weeks at various university events (Oxford, Cambridge, Durham and Sunderland)</li> <li>● Continued links with school enterprise advisor and other leading industry links to promote Work experience, visits to training and apprentice providers and other work related opportunities.</li> <li>● Working with Post 16 providers to take part and full year groups to experience college and sixth form life and develop aspiration.</li> </ul> <p>(Tyne Coast College, Sunderland college, Harton and Whitburn sixth form centres)</p>	4,6 and 8

**Total PP budgeted cost: £ 415,425**

## Part B: Review of outcomes in the previous academic year: 2020/21

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Despite 2020 / 21 being a Covid hit year within our school, many measures and new initiatives were developed to support our PP students at Boldon. Public examinations were cancelled in March 2021 after an initial 8 week lockdown from January to March 2021. This was caused by further disruption from the Covid pandemic. Teacher assessed grades were used instead of examinations and our results were in line with our 2019 public examination measures.

#### **Impact of Teaching:**

Our teacher CPD programme was re-introduced in September 2021. However, due to the Covid pandemic, we quickly reverted to a virtual CPD programme, to reduce the mixing of staff. The programme continued to focus on aspects such as retention and retrieval of learning, home learning needs and ICT support and our focus was also to engage with strategies to support our PP, Boys and MAT students. We also invested in the National College CPD programme to support staff with their CPD needs on a virtual platform, due the issues with face to face meetings. This allowed all teachers to continue with a high quality CPD programme to promote good and outstanding teaching and learning..

DRLAC and BAR were strategies that our CPD programme establishes with all teachers in an effort to improve consistency for both staff and students. These strategies have had a clear impact on the raising of achievement within the school.

Our Teaching and Learning co-ordinator was also heavily involved with the computers to schools initiative and our participation rates for online learning increased from 52% in the first lockdown to 92% in the second lockdown. The school invested heavily with a variety of resources to support virtual learning including Show my homework, GCSE Pod, Loom, Zoom, Heggery Maths and many others. We also bought 20 professional Zoom licenses to support live learning and focused heavily on key stage 4 initially before rolling the programme out to KS3 students. From initial uncertainty and trepidation, staff confidence grew and all faculties facilitated live and recorded learning towards the end of the lockdown. These lessons have also been used as part of the 2021/22 curriculum and staff are now well prepared if another lockdown occurs at a future point.

Major development occurred in the classrooms with new ICT equipment being rolled out in all faculty areas. New boxlight smart boards were installed in all classrooms and new

desktop computers were installed as well to increase speed and connectivity in all classrooms and learning bases. 4 laptop trolleys were purchased and these are essential for all faculties in improving our ICT and curriculum capacity. Further developments are planned for 2021/22.

All year 11 students were supplied with a device to support their learning at home and this quickly transferred to all students within the school, where either a device or Dongle was issued to support virtual learning.

We established a new Early career teaching programme at school with fortnightly meetings organised to support our newly qualified teachers. All members of SLT were used to deliver sessions with the teachers in the programme to develop a greater understanding of the key roles and responsibilities within our school. All newly qualified teachers had a mentor from their own faculty to support the teachers.

Teaching and learning was again rated as good in our SIP / SEF and a full monitoring programme was established again in the Summer term. All teaching vacancies were completed by March 2021 and new additions were added to the English, Ebacc, Science and Technology faculties. Full time specialist staff are employed in all faculties which has an excellent impact on the quality of teaching for all students. We also have cover supervisors who have individual strengths in each faculty and can support learning effectively when any absence occurs. We have a full curriculum of permanent teachers in our school and early recruitment has added to our quality.

Our teaching staff are also encouraged to attend various national programmes of CPD to increase the quality of teaching and learning in the school. Our aim is also to retain our best teachers moving forwards and staff had the opportunity to complete the following qualifications in middle (NPQML) Senior (NPQSL) and Head teacher (NPQH) Last year Teachers completed training in these 3 areas of school leadership. Over the last three years our retention figures have been excellent with only 1 member of staff leaving to take a new position in school.

### **Targeted academic support**

The school continued to function with academic support in 2020/21 despite the pressures from Covid. Intervention sessions were organised for year 11 and 10 students throughout term 1 and 3 (Year 10) Super learning days and other activities were organised for year 11 students but on a much smaller scale than normal due to our restrictions. Our PP and SEND students were supported in lessons with LSA's and smaller group teaching by an additional maths and english specialist. Despite the challenges of Covid, our students continued to attend additional intervention to support their achievement and learning. This continued all the way up to the deadline for teacher assessed grades in June 21. All students were issued with revision guides from all subject areas and a virtual revision

evening and parents evening took place to ensure that everyone had knowledge and understanding of the coursework requirements and that no student was disadvantaged.

Following the Assessment period data, the Deputy Head responsible for achievement ensures that all students who are underachieving are given a mentor from the staff or support staff. Students and parents attend a parents event, meet with a mentor to support the students needs and liaise with their classroom teachers to ensure that they are equipped to make progress within their lessons. Our aim is that all teachers teaching the students on the intervention list will improve their target by at least one grade. Support by classroom teachers focuses on questioning, marking, feedback and basing the lesson around our intervention students. Fortnightly phone calls to parents and a student weekly meeting with staff occur to support the child for an initial 8 week period. Our data suggests that most students make good progress over this time and we have continued this intervention strategy into 2021/22.

Our year 7-9 students were also supported with LSA and HLTA support in lessons and in bespoke areas such as the inclusion centre and Hub. Following the data capture of our assessment periods, key students were targeted for various methods of intervention with reading, literacy and numeracy. Intervention has had a clear impact on achievement and our achievement gaps are narrowing with all key groups.

Our two nurture groups in year 7 are also having an excellent impact on the recruitment of students, achievement and developing essential skills such as confidence and independence. Parents are very complimentary of the two groups and teachers who are making the transition from primary to secondary school much easier. Students will begin to follow a wider teacher timetable in year 8, but very few issues have occurred with the current students who have moved up a year.

### **Wider Strategies**

The school has employed two full time attendance officers to continue our improvement with regard to attendance. Our overall attendance and persistent absence figures continue to be below national expectations. We also introduced a free breakfast club and students had the opportunity to have a free breakfast before the school day began. Students in the inclusion centre were provided with a free breakfast and any other students who notified staff of hunger were given the opportunity of having a breakfast. The school also contributed to a local food bank to support families and our local community.

Our intention of developing closer links with parents was difficult during the Covid year, but all parents were contacted by tutors on a weekly basis in lockdown to ensure that students were learning and engaging with virtual lessons. Staff also support any mental health issues that were identified by parents. Questionnaires from parents identified that parents really appreciated the support of the teachers and support staff. 3 virtual parents evenings were

also organised for staff and parents to check on progress, attitude to learning and general behaviour. All 3 events were well attended.

The Covid pandemic had a major effect on activities week and other trips and exclusions throughout the year. The school will resume our normal arrangements when the pandemic is completely under control. Our rewards programme continued in the Autumn and Summer term for all students and our careers programme also continued in a virtual context. Students had a variety of online work experience, meetings with connexions advisors and talks from a variety of speakers from training, employment and education. Our transition programme was also cancelled due to the pandemic but will resume in 2021-22.

Our Behaviour support centre, inclusion centre and Hub were all open during the year to support our most vulnerable learners at school. Students accessed bespoke support with support assistants helping to support their learning of their studies. Students also carried on the alternative curriculum provision at Park View Vocational centre and our Hair and Beauty centre. Our permanent and fixed term exclusion figures for 2020/21 were greatly reduced and this is a major improvement from 2019. Our Aspire programme began in September 2021 and the school recruited an education mentor to support the six students with all aspects of learning. These students are on an alternative vocational placement for 5 days per week.

Our extra curriculum provision was re-established in the Summer term of 2021. Students were allowed to attend the extra curricular provisions in their individual year groups. Our attendance rates for the clubs were very promising and a full return to extra activities will return in 2021-22. All faculties are offering a range of activities for the students.

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	On additional pastoral support for Service children. Additional meetings, learning mentors, visits and resources.
What was the impact of that spending on service pupil premium eligible pupils?	Excellent behaviour, attendance and Punctuality for all service PP students.

## Further information (optional)

The school is continually searching for additional funding to support all our students including pupil premium students. The school is involved in the Future Me programme to support PP students attending university and this supplements the work being done within our plan. We are also working with the Shine Project linked to Schools North East. The school is currently writing a three year planning application to develop our MAT PP programme for all students at Year 7-9 at Boldon.

**PP Spending 2021/22 (£373,560)**

<b>Quality of Teaching</b>		
<b>Strategic Use of Resources</b>	<b>Cost</b>	<b>Impact</b>
Written assessment and support (LSA), additional staffing in English.	£39,000	Increased A8 and P8 scores in 2017-18. Predicted A8 rise and positive P8 score in 2018-19. English attainment rise 2017-18 and predicted rise for 2018-19.
SISRA, show my homework, SIMS, internal tracking data, Hegarty maths, GCSE Pod.	£10,200	Improved performance from students in all of these ICT resources.
Staff CPD, revision guides, GCSE pod, renaissance learning programme, every lesson outstanding (ELO) programme, subject specific targeted support.	£16,000	Students have access to subject specific materials and can improve overall progress.
Additional English, mathematics, science teaching, ELO programme, and year 11 intervention programme.	£8,500	Increased staffing has led to smaller class sizes and improved attainment and attitudes to learning.
Revision materials and guides for all core subjects.	£3,500	
Equipment, materials and uniform. Nutrition and hydration support for revision, young carers programme, student support packs, Boldon 23 tutor group.	£8,000	Increased numbers of students have accessed revision sessions and study support programmes.
Year 7 arts award including explore arts, bronze arts award, school production.	£7,000	Increased curriculum opportunities for arts within year 7. Development of student leadership within school (bronze DofE). Opportunities for all students to be involved in performing arts.
<b>SUB TOTAL £92,200</b>		
<b>Targeted Academic Support</b>		
<b>Strategic Use of Resources</b>	<b>Cost</b>	<b>Impact</b>
Accelerated reading, lexia, toe by toe, resourcing library.	£7,000	Increased A8 and P8 scores in 2017-18. Predicted A8 rise and positive P8 score in 2018-19. English attainment rise 2017-18 and predicted rise for 2018-19.
Key skills lessons for targeted students.	£8,000	Improved literacy and numeracy for selected students.
PP MAT students – visits and opportunities, additional intervention programme, 1-1 support and strategies.	£8,000	Boldon 23, 25 and 20 intervention programmes to boost achievement.
Numeracy ninja's, LSA support, additional staffing in mathematics.	£47,500	Improved numeracy outcomes for selected students.
Targeted academic support for 2020/21 for year 11 PP students provided by DFE additional funding	£0	1 to 1, small group support for all year 11 students if required with all subject areas
LSA support, external scribes	£60,000	Support for exams and in lesson learning for students identified to receive support from our SENDCo
<b>SUB TOTAL £130,500</b>		
<b>Wider Strategies</b>		
<b>Strategic Use of Resources</b>	<b>Cost</b>	<b>Impact</b>
The hive, inclusion centre, learning mentors.	£53,000	Reduced fixed term and permanent exclusions ever since 2017. Full time reduction of Pex students.
Attendance officer, assistant pastoral leaders, curriculum model, CEIAG co-ordinator, connexions advisor.	£70,000	Attendance and persistent absence has significantly improved since 2017 and is predicted to improve even more over the next two years. Attendance and PP are above national average.
Year 5/6 transition programme – all feeder primary schools.	£2,000	Improved primary liaison opportunity. Students given the opportunity to access Boldon facilities and resources.
Activities week, residential activities, after school clubs, promotion work experience programme, cadets.	£20,000	Amount of students accessing all of these opportunities.
Overseas support, speakers, trips, experiences and parental meetings, resources, CPD, links with outstanding providers.	£6,000	Additional support to all students around careers, PSHE and improved Ebacc opportunities for all students.
<b>SUB TOTAL £151,000</b>		

**Total Cost £373,700**