

Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium 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	1047
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2
Date this statement was published	November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Governing body
Pupil premium lead	Ian Noble
Governor / Trustee lead	Peter Hunter

Disadvantaged pupil performance overview for last academic year (2022)

Progress 8	-0.31
Ebacc entry	4.0 %
Attainment 8	41.53
Percentage of Grade 5+ in English and maths	30.1 %
Percentage of Grade 4+ in English and maths	53.3 %

Funding overview - 2022/23

Detail	Amount
Total Pupil premium funding allocation this academic year	£464,428
Amount of Pupil Premium Funding	471 students
Amount of looked after children Pupil premium funding	£65,600 - 9 students
Amount of Service children pupil premium funding	£4,340 - 8 students
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,685,822

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 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.

Academic barriers to attainment
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. This has been further exposed since the pandemic and attendance has not returned to pre pandemic levels.
7 Lack of parental engagement and support from some parents

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. Snacks offered to students during after school intervention.
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 needs and alternative placement provision. An On / 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: £ 119,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the number of good and outstanding lessons within school	Increased teaching resources and ICT resources within the school. New interactive boxlight boards installed in all classrooms and 4 ICT trolleys introduced with Google Chromebooks to support teaching and learning for all faculties. School has also switched to Google for education programmes to support collaboration within faculties.	2,5 Continue to improve resources including another 4 boxlight screens in remaining classes/ inclusion centre to support students. Real smart support continued and Class Charts introduced to the whole school to support outstanding behaviour and aid speedy interventions. Continued support from School Improvement Advisor including 3 faculty reviews to support outstanding provision in faculty areas. 92% lesson observations good/ outstanding from fac monitoring and SIA reviews
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 it 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 National College membership shared with staff. All staff access to high quality CPD programme NPQH (1)/ NPQSL (4) staff identified and support provided (cover, time, resources etc) to support SLT, ML and staff, increase knowledge base and succession plan to support

		students development and progress.
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 Two nurture teachers and two learning support assistants employed permanently to support lowest attainers.
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 School appraisal policy is very robust and supports the improvement of PP students. Targets include outcomes for all teaching staff to improve all students' performance at KS4.
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 company to work with all year 11 students to develop Literature skills.	1 and 2 Super learning days in place for Science, EBacc, Technology. Trips for all students across EBacc, Science, PE. External speakers to promote ambition and aspiration primarily focussed on Yr 11 from College, apprentices, external business, University inc (OxBridge), employers.
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 86% of students have sole access to IT at home (91% PP). Resources include; GCSEpod, SMHW, Languagenut, Hegarty maths/ Sparx maths. Google classroom
Numeracy Ninjas introduced to all students in year 7 - 10 within pastoral time	Increase of numeracy skills for all students within pastoral time	1 and 2 Numeracy ninjas introduced into all pastoral classes at KS3? One member of staff has enrolled with National Maths Mastery programme (Year 1) Improvements in Boldon, local authority schools and

		primary teaching of Mathematics.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 160,300

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"> 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. 2) School led tutoring programme, 1:1 and small group tuition in Maths and English faculty for year 10 and 11 students. 	<p>2,3</p> <p>1 academic mentor in place - Ebacc mentor Sept 22.</p> <p>62 students involved in small group tuition across maths, English, Science and EBacc subjects.</p> <p>All yr 11 students are involved in the intervention programme throughout the year. Boldon 25 established to support low attaining PP students and non PP students.</p>
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.	<p>1,2 and 3</p> <p>All students targeted to achieve target grades in all faculty areas at KS3. Termly assessment meeting with HOF to identify students needing to improve and ensuring strategies are in place to support improvement in each faculty.</p>
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.	<p>1,2,3,4 and 5</p> <p>Our most vulnerable learners are always supported by the Hub, either on short term placement, full time support or lesson by lesson support. LSA can support at all times and students can work in a</p>

		very quiet and supportive environment. Close monitoring of work and attainment. All faculty teachers set work for students within the hub.
Retention of Accelerated reading coordinator to support literacy and reading skills for all year 7-9 students.	<p>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.</p> <p>Full time Accelerated reading coordinator plans additional small group and individual reading for students in need of further support with reading skills.</p>	<p>1</p> <p>New librarian appointed to manage the full ARP. All students in year 7,8 and 9 are involved in the reading programme. Reading eggs and lexia introduced to our weakest readers. Weekly intervention to improve reading ages and ability to read texts. New books purchased to improve the quality of books in the library. Reading books introduced into our Behaviour Support Centre to increase reading opportunities.</p> <p>75% of students have increased their reading age in 2021/22. Identified support for those who have not improved their reading age.</p> <p>Reading for pleasure and in all curriculum areas developing throughout 2022.</p>
Revision skills / resources for all year 11 students	<p>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.</p>	<p>1,4 and 7</p> <p>Revision guides/ resources purchased and given to all students in year 11.</p> <p>Science (combined and separates), History (all modules), Geography, MFL, English (Lan and Lit), maths (flash cards)</p> <p>External revision event organised and delivered.</p> <p>SLD's in; performing arts, Engineering, art, photography, music (*2) D&T, Science (*2), Child</p>

		<p>development, sport, MFL, RE (0.5), History</p> <p>Huge amounts of resources, past papers etc given to students.</p> <p>Bespoke lessons, online resources created to support progress all on google platform.</p>
<p>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</p>	<p>Additional language and Humanities specialists employed to increase our students taking the Ebacc qualification. Increased number of students taking the Ebacc offer.</p> <p>Increased opportunities for all students for new open basket subjects - Computer Science, Travel and Tourism qualifications, finance qualification.</p>	<p>2,4 and 8</p> <p>The % of students taking the Ebacc qualifications has risen from 1% in 2019, to 9% in 2022 and next year the numbers will rise to over 40% of students in 2023. New languages and Humanities teachers employed to support our ambitious curriculum. New qualifications introduced to improve the breath of KS4 courses. Computer Science, travel and tourism and Spanish</p>

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

Budgeted cost: £ 185,200

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 See above comments on library, ACR programme
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 School uniforms are very cost effective and no plans to change due to increased costs to parents. Uniform bank established to support families. Support for uniform for our most needy families
Attendance officer	Additional attendance officer employed to improve attendance and	4,6 and 7

	PA of all students including PP students.	2.4 attendance office in place to support improved attendance.
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 mentors also to visit primary schools and work with parents, students and staff to promote positive mental health and wellbeing.	2, 7 and 8 Two full time learning mentors in place to support mental health in the school, providing 1:1 support, small group and year group intervention.
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 Continued support for the school community through free breakfast, food bank and donations to learning mentors from charities, providing food hampers for our most vulnerable families.
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 Rewards in place in all areas to support attitudes and excellence with learning and attendance.
Introduction of new Apps to support behaviour and attendance and safeguarding	Class charts and C-Poms introduced to support the pastoral team / safeguarding team to promote excellent behaviour and safeguarding in and outside of school. Parents receive live updates of progress and behaviour. CPOMs supports child protection for our more vulnerable students and families and is an excellent addition to our child protection service.	1,7 and 8 Introduced and very effective systems to improve the quality of our provision.
Behaviour Support	<ul style="list-style-type: none"> • 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. • Inclusion centre staff employed to support vulnerable students within a specialised centre to cater for students with challenging behaviour. • Fully staffed Behaviour Support Centre for students who are 	1, 4, 7 and 8 Aspire staffing increased to support ten Aspire students in danger of PEX. All students performed well and are supported with academic study, work placement and mentoring. Two inclusion centre staff supporting students with behaviour issues in lessons. Intensive 2 day and 5 week placements

	<p>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</p>	<p>offered to improve relationships, develop self awareness with behaviour and provide mentor access for support.</p> <p>The BSC is fully staffed to support learning and behaviour in school. Whole school following a disruption free learning plan to improve the quality of our education provision.</p>
Events and visits	<p>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</p>	<p>1,4, 7 and 8</p> <p>All students offered an end of year Hoodie and invitation to the prom. Support with reduced prom attire introduced in 2022.</p>
Breakfast / Break time	<p>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.</p>	<p>4,7 and 8</p> <p>Free breakfast for all students if required. Pastoral staff also give support to families with FSM applications and support for FSM.</p>
After school activities	<p>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.</p>	<p>4,6,7 and 8</p> <p>30 extra curricular clubs on offer per term to increase provision and improve our relationships with students. Events and trips are also increasing since Covid and students are given every opportunity to access arts, sports, academic study and careers activities.</p>
Careers Opportunities	<ul style="list-style-type: none"> ● All students from years 7-11 are given a range of career opportunities with at least 3 interventions per year to support achievement and aspiration. ● All year 11 students given a Connexions advisor meeting per year to support careers choice for Post 16 (Current Non Neet figure of 100%) ● Transport costs and accommodation paid for with 	<p>4,6 and 8</p> <p>Boldon careers programme exceeds the Gatesby benchmarks and we offer as many careers interventions as possible to all students. External visits to placements, employers, universities and post 16 education is vital to improve aspiration. 98% of students left in 2022 with an</p>

	<p>PP students accessing taster days, weeks at various university events (Oxford, Cambridge, Durham and Sunderland)</p> <ul style="list-style-type: none"> 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. Working with Post 16 providers to take part and full year groups to experience college and sixth form life and develop aspiration. <p>(Tyne Coast College, Sunderland college, Harton and Whitburn sixth form centres)</p>	<p>identified placement for Sept 2022.</p> <p>The School's enterprise advisor works effectively with the school in our key area of engineering. We have been used as good practice for conferences with other schools and have introduced a business breakfast for new employers to meet our staff. Speed dating with over 30 employers is a popular event with over three year groups targeted. Year 11 students have regular assemblies with Colleges, sixth forms, training providers and employers to find out about next step options.</p>
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Total PP budgeted cost: £ 464,800

Part B: Review of outcomes in the previous academic year (2021- 2022)

Pupil premium strategy outcomes

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

Impact of Teaching:

Our teacher Continued Professional Development programme was re-introduced in September 2022, following the Covid pandemic. 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 High ability students. We have 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. The school has also employed a Ebacc academic tutor, who is improving the outcomes and learning opportunities for all students taking both

History and Geography. The school was unsuccessful in appointing a Science Academic tutor due to no applications for the position on two occasions.

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 and developing better consistency with retrieval and retention.

The school has continued to invest heavily with a variety of resources to support virtual learning including Show my homework, GCSE Pod, Loom, Zoom, Heggery Maths and many others. introduced new laptop trolleys into all faculties and the capacity to increase ICT within the school has occurred. The school has introduced new switches into the computer system and this has increased our speed efficiency to improve teaching and learning within the classrooms and main halls.

Major development occurred in the classrooms with new ICT equipment being rolled out in all faculty areas. all google for education has been rolled out to all parents, students and staff. CPD sessions have been increased to ensure all staff are familiar with the programmes and we have introduced training for parents and students to help deliver home based learning and increase our effectiveness.

We established a new Early career teaching programme at school last year 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. This has continued throughout 2021-22

Teaching and learning was again rated as good in our SIP / SEF and a full and revised monitoring programme took place throughout the year. A new assistant head teacher was appointed in June 2022 in a new role based around curriculum development. The position is crucial in developing all subject areas in school and improving the quality of the school website. All teaching vacancies were completed by March 2022 and new additions were added to the English, Ebacc, Science, PE 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 / staff training / visits 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 have 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. However more teachers are applying for new posts since the end of the pandemic.

Targeted academic support

Our intervention programme was organised for students throughout term 1 and 2 (Y11 and 3 (Year 10 and 11) Super learning days and other activities were organised throughout the year to support Key stage 4 students. Our PP and SEND students were supported in lessons with LSA's and smaller group teaching by an additional maths and english specialist. Our Hive area, manned by support assistants, was always available for our PP and EHC and K coded SEN support students to receive greater support in all faculty subjects. Our students continued to attend additional intervention to support their achievement and learning. This continued throughout the exam window. All students were issued with revision guides from all subject areas and a revision evening for parents 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 ensured that all students who are underachieving were given a mentor, either teaching or support staff. A new development with regard to targeted intervention was increasing parental awareness of our curriculum and teaching methods and we have held three parents sessions within parents evening to increase parental involvement.

Our aim from our Y11 intervention programme is that increased awareness of 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 and will continue in all subsequent years.

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. Two new classrooms are being built to ensure the nurture classrooms are close together and that new resources can be added, such as whiteboards, computers and other learning aids making them available for the students. Two permanent LSAs are also working with the group to support learning and teaching needs.

Increased emphasis has been placed on reading within the school. A new library assistant has been employed to manage the library and support students with our accelerated reading programme. We have also introduced a new reading programme - reading eggs and are continually using lexia for our EHC students. The students are also reading for pleasure during the school day. Our reading levels have improved with all of these new strategies and a new literacy coordinator has been appointed to improve our reading and literacy initiatives. We have ambitious plans to ensure reading is central to our development.

Wider Strategies

The school has increased its student roll significantly since last year's review and at the end of the year, we were close to capacity with 1000 students attending. As well as employing two full time attendance officers to improve attendance, we have also added an additional 0.4 officer to boost our attendance team after Covid. Our attendance was around 92% last year and we are keen to increase the overall percentage moving forward. Our full attendance rewards program was also re-introduced and students received prizes, 12 days of christmas rewards programme, Easter prizes and in house rewards such as pool parties, sport and film events and a trip to the local pantomime for good or improved attendance.

The school has also adopted two new systems to support pastoral care and safeguarding - we are using the CPOMs advanced safeguarding system where all referrals, meeting and information on our most vulnerable students is logged in chronological order. This is proving to be an excellent resource to support our most vulnerable learners and families. We have also introduced class charts, which is a computer based system logging positive and negative behaviour. All parents are notified constantly of good or poor behaviour incidents. This programme helps develop the constant communication with parents and give mainly positive messages to parents.

We also increased our learning mentor team to two mentors to support students with mental health issues, anxiety and general support. Our learning mentor trip to Thurston was again reintroduced and over 60 year 7,8 and 9 students were invited to the outdoor education centre for three weekends over the course of the year.

The school has resumed our normal arrangements with regard to trips and excursions. Students engaged in a variety of trips such as careers and rewards such as the cinema, theatre, History and Geography field trips including the full year 8 cohort visiting Beamish Museum for a year 8 history project. Students engaged in a full extra curricular programme with over 30 after school clubs on offer to students per week. The school has also introduced a Royal Navy cadet unit with over 40 students engaging as Royal Navy cadets. Five current members of staff have trained as Royal Navy officers and the students are engaged in a wide variety of water based activities. The school has also held its first theatrical production with over 40 students involved in the event. Students were engaged in rehearsing for over a full term to be involved in the school production who performed in front of a full audience.

Students had a variety of online work experience, meetings with local Connexions advisors and talks from a variety of speakers from training, employment and education. With restrictions with work placements still occurring in Summer 2022, Year 10 students engaged in a week long careers carnival, where they visited employers, sixth forms, universities, training providers and engaged with in house activities with speed dating with over 30 employers. The week ensured all 180 students were fully engaged with careers activities. All other year groups had a designated careers day throughout the year.

Our Behaviour support centre, inclusion centre and Hive were all fully operational in 2021-22 to continually support our most vulnerable learners at school. Students accessed bespoke support with LSA's in classrooms. Students also carried on the alternative curriculum provision at Park View Vocational centre, our Hair and Beauty centre and we have embarked with a partnership with L and M training who assist with work placements for our Aspire project students. Our permanent and fixed term exclusion figures for 2021/22 have significantly 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 certain days throughout the week and have a bespoke education plan to support their learning. An additional learning mentor has also been employed to support the students and increase engagement with themselves and the families and students.

Service pupil premium funding (optional)

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

Measure	Details
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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. The school has been successful with a free breakfast funding application and all students have access to free breakfast. From our fundraising programme, we also provide snacks for all students engaging in after school activities.

PP Spending 2022/23 (£464,428)

Quality of Teaching		
Strategic Use of Resources	Cost	Impact
Written assessment and support (LSA), additional staffing in English.	£53,000	To maintain A8 and P8 scores - 2021-22 -0.24 Figures slightly below the national average. Predicted A8 rise and positive P8 score in 2023 above average. English attainment and Progress above National average. Huge improvement with History.
SISRA, show my homework, SIMS, internal tracking data, Hegarty maths, GCSE Pod.	£12,600	Improved performance from students through all of these ICT resources which are renewed every year.
Staff CPD, revision guides, GCSE pod, renaissance learning programme, every lesson outstanding (ELO) programme, subject specific targeted support.	£21,000	Students have access to subject specific materials and can improve overall progress. Huge increase in ICT apps and resources over the last three years.
Additional English, mathematics, science teaching, ELO programme, and year 11 intervention programme.	£10,300	Increased staffing has led to smaller class sizes and is developing good relationships to improve attainment and progress.
Revision materials and guides for all core subjects.	£4,600	Support for all GCSE students in year 11
Equipment, materials and uniform. Nutrition and hydration support for revision, young carers programme, student support packs, Boldon 23 tutor group.	£9,800	Increased numbers of students have accessed revision sessions and study support programmes. Targeted support for all students in year 11.
Year 7 arts award including explore arts, bronze arts award, school production.	£8,000	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.
SUB TOTAL £119,300		
Targeted Academic Support		
Strategic Use of Resources	Cost	Impact
Accelerated reading, lexia, toe by toe, reading eggs resourcing library.	£10,700	To increase reading ages and levels of all students. New whole school reading strategy introduced to support reading in all areas of the school.
Key skills / intervention lessons for targeted students.	£11,200	Improved literacy and numeracy for selected students who need support.
PP MAT students – visits and opportunities, additional intervention programme, 1-1 support and strategies, faculty support and lesson opportunities	£12,700	Boldon 23, 25 and 20 intervention programmes to boost achievement. Dedicated MAT time for students to increase attainment and provision.
Numeracy ninjas, LSA support, additional staffing in mathematics.	£52,700	Improved numeracy outcomes for all students and further support for selected students.
Targeted academic support for 2022/23 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	£73,000	Support for all students identified by Senco with exams and in lesson learning. LSA / HLTA also supporting key areas such as inclusion, Hub and Aspire placements
SUB TOTAL £160,300		
Wider Strategies		
Strategic Use of Resources	Cost	Impact
The hive, inclusion centre, learning mentors.	£67,000	Reduced fixed term and permanent exclusions ever since 2017. Full time reduction of Pex students to improve life chances.
Attendance officer, assistant pastoral leaders, curriculum model, CEIAG coordinator, Connexions advisor. New non teaching safeguard lead	£80,000	Attendance and persistent absence has significantly improved since 2017 until Covid. Attendance and PP are just above national average after Summer 2022. Greater monitoring of attendance with increased staffing. Local authority action area.
Annual subscriptions for class charts and CPOMs interactive systems.	£2,500	Improved access to online documentation for most vulnerable students. More organised and easy to follow system. Greater awareness of all students' behaviour and greater communication with parents.
Residential activities, after school clubs, promotion work experience programme, cadets.	£20,000	Amount of students accessing all of these opportunities, current monitoring of students accessing ECA.
Overseas support, speakers, trips, experiences and parental meetings, resources, CPD, links with outstanding providers.	£5,000	Additional support to all students around careers, PSHE and improved Ebacc opportunities for all students.

Faculty displays and new raising achievement posters in all areas of the school	£9,000	To increase curriculum awareness and the increased academic profile of the school. Increased curriculum awareness for all parents, students and visitors to the school.
SUB TOTAL £185,200		

Total Cost £464,800