

# **Pupil Premium Strategy**

## **2024-25**

# Pupil premium strategy statement – Boldon School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. This is based on the 3-year model recommended by both the DFE and the Education Endowment Foundation (EEF).

It outlines our pupil premium strategy, how we intend to spend the funding in 2024-2025 and improve attainment for disadvantaged pupils.

## School overview

Detail	Data
Number of pupils in school	1064
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	Updated September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Governing Body
Pupil premium lead	Head Teacher
Governor / Trustee lead	Miss J Bell -Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£587,530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£587,530

# Part A: Pupil premium strategy plan

## Statement of intent

Our key priorities, irrespective of background or the challenges faced, are that our students make good progress and achieve well. The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals. We must also ensure progress for those students who are already high attainers. Consideration will be given to the challenges faced by vulnerable students, such as young carers and those with a social worker.

High quality teaching, across all subject areas, lies at the heart of our approach. The focus being on closing the gap between disadvantaged students and their peers.

The biggest impact on student outcomes will be our strategic approach to pupil premium spend, aligned with the SIP. This approach enables the implementation of differentiated, targeted academic support that will lead to improved outcomes.

Our approach will be responsive to common challenges and individual needs aligned with robust research. These approaches complement each other and encourage students to excel.

We must ensure:

- We use evidence to support our strategy  
[https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using\\_Pupil\\_Premium - Guidance for School Leaders.pdf](https://assets.publishing.service.gov.uk/media/65cf69384239310011b7b91f/Using_Pupil_Premium_-_Guidance_for_School_Leaders.pdf)
- Ensure the strategy is implemented
- Monitor and evaluate the strategy

Our layered approach has 3 components:

1. High quality teaching – effective teachers delivering every lesson, supported by ongoing effective CPD to improve practise.
2. Targeted academic support – classroom teachers and LSAs can provide academic support for target groups, such as structured group interventions.
3. Wider strategies – effectively addressing wider issues such as attendance, behaviour, and social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring high quality teaching in all classrooms.
2	Ensuring high quality monitoring of pupil premium progress.
3	Improving attendance and reducing persistent absenteeism.
4	Providing the extensive pastoral support that people require.
5	Improving reading and writing communication and maths to allow students full access to the curriculum.
6	Provide additional support for those students who struggle to manage their behaviour.
7	Provide wider opportunities for parental engagement.

## 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.

Intended outcome	Success criteria
To ensure there is high quality teaching in all classrooms.	<ul style="list-style-type: none"> <li>-Whole school teaching and learning strategy which is embedded across curriculum, based on robust research.</li> <li>-Close monitoring of faculties' monitoring to ensure good progress and outcomes for PP students.</li> <li>-Meaningful and rigorous CPD programme to enhance teachers understanding and classroom practices.</li> <li>-Two nurture classes in Year 7 and one in Year 8 to ensure effective support for most vulnerable students.</li> </ul>
To ensure high quality support and training for ECTs.	-High-quality training programme for ECTs to ensure broad understanding of the role, ensuring good teaching links with good outcomes for pupil premium students.
To improve attendance and persistent absenteeism.	-Collaborative approach with SLT to ensure close monitoring of pupil premium absences.

	<ul style="list-style-type: none"> <li>-Early interventions with Year Leads, form weekly meetings.</li> <li>-Implementation of A* Attendance to ensure robust monitoring.</li> <li>-Raise profile of good attendance and ensure robust rewards programme.</li> </ul>
<p>To ensure that students are effectively supported with behaviours and emotional barriers to learning.</p>	<ul style="list-style-type: none"> <li>-Fostering a culture of transparent expectations, whereby students have a positive attitude towards learning and make good progress.</li> <li>-Minimise removals from lessons and minimise suspensions/permanent exclusions.</li> <li>-Bespoke emotional wellbeing through the Thrive programme.</li> <li>-Consistency across the whole school with systems of managing behaviour through well-led CPD.</li> <li>-Employment of additional learning mentors.</li> <li>-Employment of two student welfare officers.</li> <li>-Expansion of Aspire programme, across both key stages. Employment of additional LSAs to support specifically with behaviour.</li> <li>-Funding to buy additional support from Ed Psych, Kip McGrath, Emotional Resilience team.</li> <li>-Placements at our PRU, the Beacon Centre, for additional interventions.</li> <li>-Vocational placements to support the needs of students who are at risk of permanent exclusion.</li> </ul>
<p>To improve literacy and numeracy whilst fostering a love of reading.</p>	<ul style="list-style-type: none"> <li>-Targeted reading programme, Accelerated Reading, to monitor reading age and use of effective software to monitor progress and suitable interventions.</li> <li>-Implementation of “Read to Succeed Journey” across all key stages and all subjects. Linking specific recommended texts to topics students are studying at particular points in the academic year, broadening students understanding and enhancing their knowledge.</li> <li>-Investment in expansion of the library and access to a range of literature for student engagement.</li> <li>-Access to bespoke platform, Numeracy Ninjas, to complement teaching in classrooms during tutor time.</li> </ul>

To increase opportunities for curriculum enrichment.	-Provide opportunities outside of the classroom to complement the curriculum and increase cultural capital. School visits, trips and experiences.
To increase parental engagement.	-Investment in platforms to encourage parental support- use of Class Charts for effective and timely communication home.

## 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: £171,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Research based investment in external speakers for motivational CPD for teachers.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1
Retention of two nurture teachers for Year 7 and 8 small groups.	Increased attainment and achievement through consistency and strong positive relationships.	1,2,6
National College CPD Programme.	A wide range of regularly updated training, inline with DFE, accessible by staff at any time, whilst also used in directed time.	1,2
Recruitment of additional learning mentors and LSA specifically for behaviour.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2,6
Investment in online platforms to support teaching and learning, accessible from school and home.	Use of google classroom, GCSEPod, Class Charts.	1,4,5,6

ECTs are all enrolled on "Northern Lights Hub".	<a href="https://educationendowmentfoundation.org.uk/news/the-early-career-framework-whatve-we-learned-and-whats-next">https://educationendowmentfoundation.org.uk/news/the-early-career-framework-whatve-we-learned-and-whats-next</a>	1
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £188,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions -Teacher/LSA led-for literacy and numeracy.	Student performance is enhanced through bespoke interventions in a calm, small group environment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1,2,5
Small group interventions for EBSA/SEMH, led by LSA.	Closing gaps to learning through understanding of barriers to learning and how to manage them. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	5,6
Additional learning mentors employed for student wellbeing in order to engage more effectively with learning.	Learning mentors remove the barriers to learning through bespoke mentoring, allowing students to thrive academically.	1,4,6
In house intervention to support student needs using additional staff time.	Teacher-led interventions to support students in understanding and building confidence.	1.2.5
Retention of Accelerated Reader.	Employment of a librarian to monitor.	5

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

Budgeted cost: £236,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing and implementing "A Star Attendance".	Principles of good practice set out in; <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	3
Student Welfare Officer linked to attendance.	To ensure the safeguarding of students as well as good attendance, and remove any risk or barriers to attendance.	3
Employment of additional learning mentors.	Increased capacity of learning mentors to provide bespoke 1:1 emotional support.	4
Significant increase of alternative provision across both key stages.	Employment of staff and resources to build an accessible curriculum in order to avoid suspensions/permanent exclusions.	1,6
Staffing of the Behaviour Support Centre.	Students are supported in managing their behaviour in a calm environment.	6
Continuation of Accelerated Reader Programme.	Robust reading comprehension to monitor and reading age but also linked directly to attainment.	5
Continuation of the use of White Rose Maths, Goteach, Mathsbox and ExamPro to complement the curriculum.	Range of teaching platforms to engage, challenge and motivate students to improve outcomes in numeracy.	5
Continuation of the use of Eggs, Memrise, NGRT, Educake and Lexia to support literacy.	Access to online platforms to support students whilst also complementing the curriculum to improve outcomes.	5
Purchasing of additional laptops.	Digital technology to enhance the learning experience and prepare for the working world. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a>	1



Expansion of the use of CPOMs.	Safeguarding platform has been expanded to include safeguarding of staff.	1
Increase of parental engagement.	Expanded the purchase of Class Charts to ensure more timely and effective communication home about students' experience at school.	7

**Total budgeted cost: £596,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

HEADLINES					
Headline Measure	2019	2022	2023 (full cohort 172)	2024 (full cohort 202)	2024 (excluding non-attenders cohort 182)
KS2	4.66	104	104.5	104.5	105
Basics E/M 7+	14.3%	11.4%	7.6%	5.0%	5.5%
Basics E/M 5+	37.5%	46.3%	37.8%	36.6%	40.1%
Basics E/M 4+	55.4%	67.1%	56.4%	53.5%	57.7%
Progress 8	0.25	-0.27	-0.46	-0.52	-0.34
Progress 8 Disadvantaged	0.12	-0.29	-0.95	-0.79	-0.57
Attainment 8	46.9	47.07	42.05	40.54	43.36
Attainment 8 Disadvantaged	43.26	42.3	34.32	36.14	39.05
EBACC-achieved	3.5%	4% (6students)	5+ = 1.7% (3 students) 4+ = 8.1% (14 students)	5+ = 10.4% (21 students) 4+ = 18.3% (37 students)	5+ = 11.5% (21 students) 4+ = 20.3% (37 students)
EBACC-entered	3.5%	6% (9students)	47.1%	35.1% (71 students)	39% (71 students)
EBACC - APS	3.2	3.44	3.42	3.4	3.63

We invest in high quality staff- both academic and pastoral- whilst also ensuring retention of key staff, in order to ensure our students are effectively and positively supported. Additional staff are resourced to ensure that certain class sizes are kept relatively low compared to national average. Support staff are deployed in a way that maximises the opportunities that teaching staff have in delivering bespoke and personalised lessons - inline with EEF small group research findings.

We continue to invest in the National College CPD Programme in order to further support staff and enhance skills/understanding. This online platform offers broad, continuously updated ranges of CPD, whereby all staff can access bespoke training at their convenience. National College is also an integral part of our high quality CPD Programme to promote good to outstanding teaching and learning, whilst also offering the most up to date DFE safeguarding changes.

The school has invested into every classroom having high quality interactive boards, whereby students can access high quality lessons through the most modern equipment.

The school invests heavily in rewards across achievement, improved performance and attendance. Our demographic lies in the highest percentile of deprivation nationally, therefore rewards are invaluable incentives.

Improving attendance continues to be a significant priority across the whole school. School continues to see the impact of the pandemic on student attendance, despite every effort in

school being made to ensure students attend. We adopt a support first approach and work closely with external agencies to engage students with good attendance and offer bespoke programmes within school to encourage attendance and narrow the attendance variation between disadvantaged and non-disadvantaged students.

Boldon School has made significant strides in enhancing its careers education for students, as reflected in its benchmark achievements over the years. All faculties are actively involved in delivering careers education through lessons and events, which include strong employer links to provide workshops, careers fairs, mock interviews, work placements, and real-world experiences. This effort is supported by positive relationships with a wide network of organisations, including the North East Combined Authority, the South Tyneside Careers Leader Network, and Future Me(Universities).

We continue to invest in the accelerated reader programme to narrow the variation in reading ages of disadvantaged and non-disadvantaged students across KS3. This affords the students the opportunity to further improve their readers skills; engaging them in varied ability suitable literature, enhancing their engagement in the curriculum.

Year 10 students engage with World of Work Week, over 20 employers attend school for meaningful conversations with our students. Students are made aware from providers of the key employability skills required for their specific field, whilst also how effective their communication skills need to be. Feedback is always positive, in that the attitude of students is good and outstanding. The main PP funding is to reduce the number of NEET students. All students went to a positive outcome from school, where apprenticeships from local businesses- such as Nissan- were achieved by some of our most vulnerable students. Students worked with the Enterprise Advisor at the LEP to encourage positive, suitable next steps for students. Groups of students in Year 9 and 11 successfully attended a Fire Service intervention which is aimed at NEET avoidance.

We have continued to invest in Unifrog, in order to ensure that students can track their aspirations, allowing staff to signpost students to appropriate careers advice and resources. This is being embedded into our practice, as it is an invaluable tool for tracking post-16 options.

PP funding contributes to 1:1 careers advice, which is bespoke to the individual needs of the students. The service provides advice to our most vulnerable students and, as Connexions is an external service, they have the most recent updates and guidance for our students.

Our teaching and learning lead has focussed on the implementation of Rosenshine's principles, implementing the 5 most important parts of good lessons. The BOLDON sequence aims to provide a cohesive and consistent approach to teaching, creating transparency for teachers as to what the most effective teaching strategies are.

Study guides are offered for all Year 11 students across all subjects, this supports the learning of our most vulnerable and allows all students access to enhance their learning. This further develops our higher achieving PP students, whilst supporting all students.

Investments into technology have been made to enhance the teaching and learning in school. Three laptop trolleys, with 30 laptops in each, have allowed students more access to quality first teaching. Staff have also been sourced with winbooks to encourage praise, rewards and

also to enhance teaching and learning. Students are able to access variety in their learning, due to these additional resources. We have developed the technology in our alternative provision, ensuring access to technology for our most vulnerable PP students and enabled the lessons taught to mirror that of all lessons. School has also completed the rolling cycle to replace all classroom screens with the most compatible technology, in order to ensure the highest quality teaching and learning can take place in every lesson, in all classrooms. In order to support our SEND students, we have invested in a further 10 reader pens to enhance exam performance and build student confidence.

In order to further safeguard our students, we have invested in Clenell Safeguarding, which not only offers bespoke software to our staff, but also current and meaningful training.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information

Our pupil premium strategy is supplemented by additional activities:

- a robust rewards programme which is closely and effectively monitored to encourage academic achievement, personal development of the individual and also to promote good/improved attendance.
- Offering a wide range of extra-curricular activities which improve well-being, behaviour and attendance.
- Using Connexions for 1:1 careers interviews.
- Purchase of revision guides and wellbeing guides for all Year 11 students.
- After school revision.
- After school clubs.