

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024) 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	The Bolsover School
Number of pupils in school	886
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022 October 2023 October 2024
Statement authorised by	Matt Hall
Pupil premium lead	Rebecca Bennett
Governor / Trustee lead	Cuan Jacques

Funding overview

Detail	Amount
Pupil premium funding allocation academic year	2021-2022 £268 355 2022-2023 £284 665 2023-2024 £327 805
Recovery premium funding allocation this academic year	2021-2022 £40 890 2022-2023 £10 223

	2023-2024 £85 284
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	2021-2022 £309 245 2022-2023 £294 888 2023-2024 £413 089

Part A: Pupil premium strategy plan

Statement of intent

When creating our PP Strategy we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research conducted by the EEF to support decisions made around the usefulness and implementation of different strategies.

Common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuality issues and more frequent behaviour issues. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'.

As recognised by the EEF we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

The key principles of our strategy:

- Promote an ethos of **attainment for all** – rather than stereotyping
- **Individualised approach** to address barriers – rather than access to generic support
- **High quality teaching** – rather than bolt-on strategies
- Focus on **outcomes for individuals** – rather than on just providing strategies
- Decisions based on **data and respond to evidence** – frequently
- **Clear, responsive leadership** – setting **high aspirations** and responsibility for raising attainment to all staff.

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the schools' and students' priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Our ultimate objectives are:

- To narrow the attainment gap between pupil premium students and non-disadvantaged students.
- For disadvantaged students to make or exceed nationally expected progress rates (P8 = 0)
- For all disadvantaged students to have attendance of around national average of all students (94.4%)
- To provide opportunities to ensure that disadvantaged students engage in the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Literacy – levels of literacy (including reading ages) for pupil premium students are lower than those of the non-pupil premium cohort.
2	Attendance – there remains a stubborn gap between pupil premium and non-pupil premium students. If outcomes for disadvantaged students are to improve then this gap will need to be closed.
3	Mathematics attainment/progress shows a widening gap between pupil premium students and their non-pupil premium peers.
4	Pastoral – pupil premium students frequently present with pastoral issues such as: difficulties with social skills, incorrect uniform or equipment, lack of support at home, poor attendance and punctuality, lower aspirations and anger management issues. Consequently, a number of our strategies are aimed at providing social and emotional support.
5	Homework revision and organisation – issues with knowledge retention and recall can often explain the underperformance of pupil premium students in summative assessments.
6	Engagement with enrichment/extra-curricular activities – proportionally less pupil premium students engage with curriculum plus activities and educational visits.
7	Behaviour – proportionally higher referrals to internal isolation and/or reintegration centre for pupil premium students than non-pupil premium students.
8	Missed learning. Over the covid years all students experienced unprecedented disruption to their education with most students not attending school for a considerable amount of time. Disadvantaged students are likely to have been the most negatively impacted by the lockdowns and whilst the school had an online learning offer in place, it is acknowledged that students will not have made expected progress during this time.
9	Curriculum - relevant adaptations to the curriculum to ensure it meets the needs of all pupils.

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
Improve the Attainment/Progress of pupil premium students.	GCSE outcomes for Y11 show a narrowing gap for PP v non PP.

	Analysis of internal data collections shows a narrowing gap for PP v non PP in all year groups.
To narrow the attendance gap between pupil premium students and non-pupil premium students.	Pupil Premium student attendance to be in line with national average (94.4%) Gap between PP v non PP is narrowing.
Quality first teaching in all classrooms.	QA processes demonstrate that all students experience effective classroom practices, leading to at least good progress being made in all lessons.
Increased focus and awareness of pupil premium students across the school.	Pupil premium students are a standard item on agendas. Including departmental, pastoral and RIP meetings. Staff are aware of who the pupil premium students are and any additional support they may need. Regular dialogue with pupil premium students and contact home with parents.
Eradicate barriers identified by pupil premium students through a pastoral support/mentoring programme.	Identified pupil premium students have regular contact with an assigned mentor. Pupil premium student profiles being used to record discussions and targets. Barriers are removed and the student voice confirms success.

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: £135 100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Literacy Coordinator	EEF Toolkit - Oral language interventions - Very high impact for very low cost + 6 months impact EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1, 8
Teaching and Learning Lead in Maths	EEF Toolkit – Feedback +6 months impact EEF Toolkit - Homework +5 months impact EEF Toolkit - Mastery Learning +5 months impact EEF Toolkit – Small group tuition +4 months impact	3, 5, 6, 8, 9

	*(See summary evidence below)	
Lead Practitioner role in English	EEF Toolkit – Feedback +6 months impact EEF Toolkit - Homework +5 months impact EEF Toolkit - Mastery Learning +5 months impact EEF Toolkit – Small group tuition +4 months impact *(See summary evidence below)	1, 5, 8, 9
Implementation of Accelerated Reader, whole school DEAR time and CPD in Oracy/Extended Writing	EEF Toolkit - Oral language interventions - Very high impact for very low cost + 6 months impact EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1,8
ARTi and STAR tests, alongside Accelerated Reader to raise reading comprehension	EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1,8
Teaching and Learning Community meetings to develop all staff in key identified areas	EEF Toolkit - Oral language interventions - Very high impact for very low cost + 6 months impact EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1, 8, 9
SLT, Curriculum Leaders Pastoral Leaders liaison through RIP meetings and HOF meetings – identifying issues and those for targeted interventions, both academic and pastoral.	EEF 'Guide to the pupil premium' (updated August 2021) states that 'evidence consistently shows the positive impact that targeted academic support can have'.	All
NPQSL, NPQH, NMQLTD, NPQLT qualifications for relevant staff	Investing in staff development and them gaining additional qualifications assists with retention of key colleagues. *(see summary evidence below)	All
Moving On Up CPD for relevant staff	Investing in staff to improve their practices ensures that teachers are supported in the aim to deliver high quality teaching for all in the classroom. *(see summary evidence below)	1
National College/ Hays Online training – all staff development	Investing in staff to improve their practices ensures that teachers are supported in the aim to deliver high quality teaching for all in the classroom. *(see summary evidence below)	All
Cross-moderation and collaboration with other schools ensuring best practice	Investing in staff to improve their practices ensures that teachers are supported in the aim to deliver high quality teaching for all in the classroom. *(see summary evidence below)	1, 3, 8, 9
Curriculum Review time to prepare to	Investing in curriculum development ensures the students are in receipt of a high quality education.	9

change the KS3/KS4 split to maximise the depth of knowledge within subjects	*(see summary evidence below)	
Network meetings and Trust Subject Development Days to ensure Curriculum adaptations are made to support student progress	Collaboration with other successful schools enables sharing of good practices and ensures a comprehensively constructed curriculum that enables all students to make maximum progress. *(see summary evidence below)	9
Relevant CPD for staff based on identified areas for development through appraisal processes	EEF Toolkit – Performance pay + 1 month impact *(see summary evidence below)	All
Quality Assurance programme to identify individual needs and areas for development	EEF Toolkit – Feedback +6 months impact *(see summary evidence below)	All
Staff mentoring/support (in particular for ECT's) to share best practices	Investing in staff to improve their practices ensures that teachers are supported in the aim to deliver high quality teaching for all in the classroom. *(see summary evidence below)	All

***Summary evidence** – ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending’ (EEF Guide to the Pupil Premium – Autumn 2021).

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

Budgeted cost: £ 60 268

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core Boost small group intervention in English and Maths during form time	EEF Toolkit – Small group tuition + 4 months impact	1, 3, 8
Specialist Core tutoring in English, Maths and Science – 10% contribution to SLT grant in 2021-2022 40% contribution to SLT grant in 2022-2023	EEF Toolkit – Small group tuition + 4 months impact EEF Toolkit – One to one tuition +5 months	1,3,8

50% contribution to SLT grant in 2023-2024		
Targeted reading sessions for students who are below their chronological reading age Read to Succeed	EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1,8
Hackney Literacy programme for targeted students – changed at review – ARTI/STAR	EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1,8
Bedrock vocabulary programme for targeted students – changed at review - ARTI/STAR	EEF Toolkit - Oral language interventions - Very high impact for very low cost + 6 months impact	1,8
Reciprocal Reading sessions for targeted students	EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1,8
Literacy interventions with TA's during form time (Inference, paired reading, spelling) 2022-2023 Phonics introduced	EEF Toolkit – Reading comprehension strategies - Very high impact for very low cost + 6 months impact	1,8

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

Budgeted cost: £ 218 984

Activity	Evidence that supports this approach	Challenge number(s) addressed
2021-2022 Appointment of a Pastoral Support officer 2022-2023 2 more appointments of Pastoral Support Officers and a conversion to Pastoral Support Manager	EEF Toolkit – Social and emotional learning - +4 months impact	4,7
P4YP, Behaviour Support and Reintegration centre support for PP students as risk of exclusion	EEF Toolkit – Behaviour interventions - + 4 months impact	7

Curriculum Plus and other wider cultural experiences	EEF Toolkit – Arts participation + 3 months impact EEF Toolkit – Extending school time + 3 months impact EEF Toolkit – Physical activity +1 month impact EEF Toolkit - Small group tuition + 4 months impact	6
Designated CEIAG Advisor	EEF considers that aspiration interventions have an unclear impact as there is insufficient evidence. However, students and parents alike value high quality Post 16 guidance and much of it can be about helping students foster growth mind sets and self-esteem, hence offering pastoral support.	4
Designated Attendance Officers	EEF Toolkit – Parental Engagement – +4 months impact EEF Toolkit – Behaviour interventions + 4 months impact	2
Provision of revision workbooks and support materials for PP students to assist with retention and recall	EEF Toolkit – Metacognition and self-regulation + 7 months impact	1,3,5,8
Rewards contribution to motivate students and promote good behaviour and positive attitudes to learning	EEF Toolkit – Behaviour interventions + 4 months impact	7
Satchel One and EdClass/EdLounge to assist with homework, independence and parental engagement *2022-2023 – Change to class charts to meet this aim more effectively.	EEF Toolkit – Homework +5 months impact EEF Toolkit – Parental Engagement +4 months impact	5
Use of data analysis tools to assist with the identification of students most in need of targeted academic support. (SIMS/ SISRA)	EEF ' Guide to the pupil premium ' (updated August 2021) states that 'evidence consistently shows the positive impact that targeted academic support can have'.	1,2,3,6,8
Virtual Parents Evening software to assist with discussions about student progress in all subjects – increasing parental engagement	EEF Toolkit – Parental Engagement – +4 months impact	4,5,6

Pupil premium targeted mentoring (House mentors)	EEF Toolkit – Mentoring – +2 months impact	1,2,3,4,5,6,7,8
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Total budgeted 2021-2022 cost: £ 309 937

Total budgeted 2022-2023 cost: £ 295 000

Total budgeted 2023-2024 cost: £ 414 352

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

1. Teaching and Learning – whole school approaches that positively impact pupil premium students

Teaching & Learning

The robust quality assurance procedures consistently demonstrate the excellence of Teaching and Learning, as well as the high quality of education. The Annual Teaching Review conducted in February involved external evaluators from the Trust, in addition to our Senior Leadership Team, observing each staff member in the school. The evaluation revealed no significant concerns regarding classroom practices, and targeted support was extended to staff where necessary. The ATR findings closely aligned with the feedback from the Ofsted inspection concerning the quality of Teaching and Learning. Faculty reviews in Geography, PE and Music involved an in-depth analysis of current practices, providing constructive feedback for faculty heads to enhance their respective subject areas.

Professional Qualifications

During this academic year, there has been a concerted effort to increase staff participation in National Professional Qualifications (NPQs), especially the new NPQ in behaviour and culture, aimed at supporting challenging and disadvantaged students. Currently, two pastoral leaders are enrolled in NPQLBC. To further bolster Teaching and Learning, one staff member is enrolled on the new NPQLTD. We also have four staff on the NPQSL and two staff on the NPQH.

Consistency Among Middle Leaders

To enhance consistency at the middle leadership level and improve communication, we've introduced weekly briefings for the nine heads of faculty. Individual faculty-level quality assurance calendars are in place, rigorously reviewed by the deputy head for consistency, and incorporated into faculty action plans, which are monitored throughout the year with RAG ratings. Subject Directors within the Trust provide support to faculty heads on a needs basis with priority areas identified to receive more regular support.

Educational Networks

Our educators actively participate in a variety of training opportunities, including Trust subject networks, demonstrating their appreciation for the professional growth afforded by these opportunities, aligning with Ofsted's observations in 2021. Attendance for Trust subject networks remains consistently high at over 90%, ensuring the sharing of best practices and the implementation of effective strategies at the faculty level. The school places a high priority on staff development to enhance the progress of all students and grants leave of absence for these sessions.

Review Week Modifications

In our effort to enhance communication with parents, a more consistent approach has been made with review weeks. Staff now have a set format in which to use of discussions which is tailored to the specific

year groups priorities. These meetings will complement the standard parent-teacher evenings, and our support staff will continue reaching out to parents who haven't scheduled appointments to improve attendance. New protocol targets from these meetings utilise Class Charts which allows for greater transparency of targets for all staff.

Support for Early Career and Mentorship

The school has eight Early Career Teachers, each paired with a dedicated mentor. All mentors have received the latest Early Career Framework (ECF) training throughout the year, and Early Career Teachers continue to access both online ECF materials and attend face-to-face sessions. The establishment of timetabled weekly mentor meetings, along with bi-weekly meetings with the ECT coordinator, has provided outstanding support and fostered progress.

TLC Trios and Fundamentals for 2023-2024

We have revamped our Teaching and Learning Communities to provide more subject specific priorities in order to share ideas, and provide guidance to enhance specific aspects of classroom practice. Many of these align with the Trust and school's Teaching and Learning priority of consistent fundamentals within the classroom. We've scheduled dedicated meeting time to train teaching staff on these fundamentals, and our quality assurance throughout the year will focus on maintaining consistency across all faculties.

Development of literacy

Our literacy coordinator enrolled on a 'developing disciplinary literacy across all subjects' programme (£160) which ran over six tailored sessions. He has then utilised meeting and inset time to disseminate good practice amongst colleagues as well as working one-on-one with some HoF to support them in extended writing. This has also further developed into the development of oracy skills amongst students with further training provided to staff.

Supporting students with SEND

Our SENCO enrolled on a 'Quality first teaching for SEND' programme (£100). This four week programme provided him with the latest strategies which were then showcased to staff as part of calendared inset and meeting time to improve the standard of teaching for our SEND students within lessons.

Supporting Year 11 students in their GCSEs

A full programme of guidance and support has been implemented for our Year 11 students to best prepare them for their GCSEs. Feedback from a student survey showed that students valued the support and after the revision conference data stated they were more likely to revise earlier than previously. All students attend calendared revision and exam preparation assemblies as well as a full day revision conference. Links with Lincoln University ensures their student ambassadors provide assemblies providing guidance. All year 11 students have been provided with a further revision guide (£425) which builds in as part of the revision conference.

ENG & MA T&L leads

The Teaching & Learning (T&L) Lead in Maths is responsible for improving T&L across the department. Responsibilities include taking on the teaching of key classes, developing resources for the department to use and leading the higher level Maths course.

The appointment of a Lead Practitioner in English has positively contributed to the increase in English outcomes. Support is offered to staff and CPD delivered in departmental meetings. These key colleagues are also integral to the Core Boost tutoring that occurs during tutorial time.

Attainment and progress whole school overall and in both English and Maths, saw improvements in the Summer 2023 outcomes. The pupil premium gap in progress overall has narrowed again since reaching a record low due to the impact of the pandemic. The progress 8 score for PP students in Summer 2022 had declined to -1.34 which was a gap of -1.24 from the non-pupil premium students. In Summer 2023 this narrowed significantly to -0.42 PP progress 8 and +0.08 non PP progress 8. A gap of -0.5. This has not quite returned to the narrowed gaps in 2019, however it is suggesting we are on a journey to recover from covid disruption.

A breakdown of the PP progress for Summer 2023 is as follows:

	2019	2020 (CAGs)	2021 (TAGs)	2022	2023
Overall School P8	-0.36	-0.13	-0.2	-0.52	-0.08
Overall PP P8	-0.6	-0.5	-0.83	-1.34	-0.42
Overall Non PP P8	-0.24	0.1	0.12	-0.1	0.08
Overall PP gap	-0.36	-0.6	-0.95	-1.24	-0.5
English P8	-0.58	-0.16	-0.27	-0.3	0.26
English PP P8	-0.66	-0.53	-0.84	-1.19	-0.04
English Non PP P8	-0.54	0.06	0.01	0.17	0.4
English PP gap	-0.12	-0.59	-0.85	-1.38	-0.44
Maths P8	0.04	0.2	0.18	-0.28	0.04
Maths PP P8	-0.13	-0.06	-0.54	-0.89	-0.22
Maths Non PP P8	0.12	0.36	0.54	0.04	0.16
Maths PP gap	-0.25	-0.42	-1.08	-0.93	-0.38

Early predictions for the Summer 2024 cohort are suggesting a progress 8 score similar to Summer 2023.

Curriculum Leaders and Heads of House regularly identify, monitor and evaluate the impact of interventions put in place for identified key students, pupil premium students in particular. These are discussed at a range of meetings, many of which involve SLT. Curriculum Leaders are also responsible for ensuring high standards of Teaching & Learning in their areas. Heads of House are invaluable in maintaining parental engagement within their House.

2. Targeted Academic Support

Core boost sessions were delivered in English, Maths and Science throughout the 2022-2023 academic year to small, targeted groups of individuals, predominantly year 11 disadvantaged students to prepare

them for their GCSE studies; however, a number of year 10 students were also involved. This will continue in to 2023-2024 and will also involve MFL and Humanities.

As part of the school led tutoring in place 2022-2023, 40% of this funding was put towards the 60% subsidy from the DfE. We were able to provide 4627 hours of tutoring packages in English, Maths, Science and Reading throughout the academic year. 294 students benefited from this, the majority of them were pupil premium. This undoubtedly contributed to the pleasing outcomes.

The Reading Report for the 2022-2023 school year shows the impact of the reading interventions with Year 7 was particularly successful with the pupil premium gap of reading ages closing.

Year 7 2022-23

		Above		On		Below		Sig below	
Year 7	Number of pupils	No	%	No	%	No	%	No	%
Overall	195	112	57%	11	6%	11	6%	57	29%
Baseline		95	49%	13	7%	5	3%	75	38%
SEND	53	15	28%	3	6%	5	9%	28	53%
Baseline		12	23%	2	4%	2	4%	35	66%
PP	80	40	50%	2	3%	8	10%	28	35%
Baseline		35	44%	5	6%	1	1%	38	48%
NPP	115	72	63%	9	8%	3	3%	29	25%

RA Improvements (in months over 10 months)	
Overall	16.6
SEND	20.7
PP	18.6
NPP	15.2

In year 8 and year 9 there were some pleasing outcomes for many of the pupil premium students but the gap still remained and therefore additional interventions may be required for some students.

Year 8 2022-23

		Above		On		Below		Sig below	
Year 8	Number of pupils	No	%	No	%	No	%	No	%
Overall	168	117	70%	8	5%	7	4%	30	18%
Baseline		68	40%	10	6%	12	7%	73	43%
SEND	20	7	35%	1	5%	0	0%	10	50%
Baseline		1	5%	1	5%	0	0%	17	85%
PP	69	45	65%	5	7%	3	4%	13	19%
Baseline		25	36%	5	7%	5	7%	31	45%
NPP	99	72	73%	3	3%	4	4%	17	17%

RA Improvements (in months over 18 months)	
Overall	39.3
SEND	40.8
PP	39.8
NPP	38.9

Year 9 2022-23

		Above		On		Below		Sig below	
Year 9	Number of pupils	No	%	No	%	No	%	No	%
Overall	151	98	65%	4	3%	11	7%	32	21%
Baseline		69	46%	16	11%	6	4%	56	37%
SEND	19	6	32%	0	0%	1	5%	9	47%
Baseline		4	21%	1	5%	1	5%	11	58%
PP	56	28	50%	3	5%	8	14%	15	27%
Baseline		18	32%	12	21%	3	5%	21	38%
NPP	95	70	74%	1	1%	3	3%	17	18%

RA Improvements (in months over 34 months)	
Overall	42.0
SEND	32.6
PP	37.8
NPP	44.4

3. Wider Strategies - whole school approaches that positively impact pupil premium students

Extra curricular - The Bolsover School Curriculum + offer provides a very comprehensive and extensive range of activities which span far wider than the subjects on offer during the course of the school day. The late bus was provided free of charge again throughout the academic year to ensure all students can attend after school clubs and provisions.

The biometrics system enables a cashless academy and leads to an increased uptake of Free School Meals (FSM) by eligible pupils. In extreme cases of hardship, we have supported young people and their families to access the full curriculum and extra-curricular activities on offer.

Independent study/homework - For the academic year 2022-2023 we transferred from Satchel One to Class Charts which still supports the structured setting and reviewing of homework, however, we also benefit from the additional bonus on a comprehensive behaviour and rewards monitoring package.

Careers - The Bolsover School offers a comprehensive, planned and timely careers programme which is tailored to meet the needs of our students.

The Quality in Career Standards assessment was successfully passed and the verification process complete, and we were awarded Career Mark for a further two years, this was Awarded on the 15th May 2023. The school is working well towards meeting The Gatsby Benchmarks, achieving 100% on benchmark 8- Personal Guidance. The programme includes, careers trips- visits to FE providers and Universities, enrichment days, workshops, visiting speakers and many more events which aim to raise aspirations. One of the gaps in our current provision is a Year 10 work experience programme, which we are addressing this year, 2023 -2024.

The majority of students will have multiple 1:1 career guidance meetings with a suitably qualified practitioner. PP students are prioritised for guidance meetings based on a weighting criterion referred to as the Risk of NEET indicator (RONI). NEET Figures for The Bolsover School are consistently low, the majority of students go on to Further Education (FE), including college courses, apprenticeships, T-Levels and 6th form. For the leavers in 2023, the school NEET figure is projected to be 2.42%. This equates to 1 female student who is not PP, (her first language is not English) and 3 male PP students. There is a high level of support available to students through various approaches; mentoring, tutor support, and staff as a whole who regularly engage in opportunities to raise aspirations and offer information, advice and guidance to our students.

SIMS allows all teaching staff to quickly identify PP students in their lessons as they take the register and to monitor the data for these students in staff marksheets. SISRA allows data to be easily analysed to inform future planning at classroom teacher, department and whole school level. Groups of PP students can be easily identified allowing interrogation of data and can therefore be used to inform interventions.

P4YP is an 'early help' provision which supports vulnerable families through family liaison and interventions. Throughout 2022-2023 there were 25 families of PP students supported by these interventions that included;

Assistance to families needing CAHMS referral

Re engagement of students with prolonged absence

Assistance with re-housing

Bereavement support

Food parcels

Emotional support

The Hive (inclusion centre) has helped students with the removal of potential barriers to learning, progress and achievement.

36 PP students across both key stages accessed regular support from Inclusion in 2022-2023.

Y7 4 PP students Y8 4 PP students Y9 8 PP students Y10 11 PP students Y11 9 PP students. This included social, emotional and behavioural support.

A range of interventions took place through 'Behaviour Support' ranging from anger management, stress-release and calming techniques to friendship/bullying work and mediation. Some students also received bespoke interventions for more serious issues where the need arose. Students are usually very positive about the support and help they receive from this intervention and feel better equipped for the future once they have a range of techniques to draw on. 18 pupil premium students across KS3/KS4 accessed this in depth support last academic year.

Reintegration - The Derbyshire Reintegration Centre aims to re-educate, re-focus students and re-integrate students, who have previously made poor behaviour choices in their respective/home schools within the Derbyshire Hub of the Redhill Academy Trust.

The Centre aims to reduce fixed-term and permanent exclusions by providing intervention; support; mentoring and the skills to empower students. This approach it is believed will assist the young people moving forward with better decision making regarding future behaviour.

Within our records we can show that 505 days of Pupil Premium suspensions have been saved by DRIC referral rather than exclusion to home, ensuring that educational provision continues albeit not in a mainstream setting.

Students referred to The Centre from The Bolsover School complete work in a combination of the following areas.

- Curriculum based/Thematic Booklets.
- Solution Focused Brief Therapy 1:1 discussions.
- Intervention work based on Anger Gremlins.
- Intervention work based on Anxiety Gremlins.
- Investigative work around aspirations and future career pathways.

This it is felt best supports the students in their reflection, mind set assessment and reintegration to the mainstream setting.

Attendance

Our whole school PP attendance this year to date is 88%. With FFT suggesting a national PP attendance figure of 87%, this means we are slightly above the national picture at our school.

We fully believe in the strategies we are implementing in the school and we are all invested to ensure we narrow the gaps between PP and non-PP students further. After the review of year two of a three-year strategic plan, we will continue with the majority of the strategies, albeit with a few changes and additions.

Total 2022-2023 Pupil Premium expenditure : £295 445

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	