

Pupil premium strategy statement – The Bolsover School

This statement details our school's use of pupil premium funding (2024 – 2027) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	911
Proportion (%) of pupil premium eligible pupils	38.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	M Hall / S Spence
Pupil premium lead	R Bennett
Governor / Trustee lead	K Tauer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£390 797
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£390 797 (2025-2026)

Part A: Pupil premium strategy plan

Statement of intent

When creating our Pupil Premium Strategy, we recognise the importance of considering the context of the school and the subsequent challenges faced. 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, particularly with Y11 students as they near the end of their secondary education
- **High-quality teaching** – rather than relying on interventions
- **Strong teachers**, particularly in core subjects – work with the disadvantaged students
- **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.

Our ultimate objectives are:

- To narrow the attainment gap between pupil premium students and non-disadvantaged students.
- For disadvantaged students to have attendance of around national average of all students
- To provide opportunities and encouragement 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	<p>Attainment in English (and particularly progress, although this isn't going to be available for comparison for the first 2 years of this strategy plan).</p> <p>For the 2024 leavers results the 9-4 English was 47.2% for disadvantaged students in comparison to 83.6% for the non-disadvantaged. 9-5 English was 32.1% for disadvantaged students in comparison to 67.2% for the non-disadvantaged. There was a considerable progress 'gap' between PP and non PP students in English (-0.99), suggesting almost a whole grade behind in progress in English.</p> <p>At the 2024-2025 review, after the first year of our strategy plan, the Summer 2025 results for pupil premium students in English show a significant improvement. We will continue to embed our strategies and monitor this 'challenge' over the two remaining years of this strategy plan to ensure this improvement is a trend.</p>
2	<p>Attainment (and progress) of disadvantaged girls in Maths. It has become a trend that they are significantly underperforming not only when compared against the non PP students, but also in comparison to the disadvantaged boys (half a grade or more). (-0.68 gap in 2024 -0.54 gap in 2023)</p>
3	<p>Literacy – the baseline reading ages for PP students are below their non PP peers. Although there is evidence that PP students do made progress with their reading ages in school, the gap still remains a focus. Improving vocabulary will be a main focus for 2024-2025. Continuing oracy development, extending vocabulary and embedding foundational literacy skills will be the foci in 2025-2026.</p>
4	<p>Attendance – there still remains a stubborn gap between the attendance of PP students versus non PP students.</p>
5	<p>Behaviour – proportionally higher referrals to the reintegration centre for pupil premium students than non-pupil premium students. Disadvantaged boys are a focus area in terms of challenging behaviour in school.</p>
6	<p>Engagement in co-curricular activities is lower proportionally for PP students.</p>
7	<p>SEMH - pupil premium students frequently present with pastoral issues such as: difficulties with social skills, incorrect uniform or equipment, lack of support at home, poor punctuality, lower aspirations and anger management issues. Consequently, a number of our strategies are aimed at providing social and emotional support.</p>
8	<p>Homework revision and organisation – issues with knowledge retention and recall can often explain the underperformance of pupil premium students in summative assessments.</p>

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
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Attainment of PP students improves.	Gap is closing between the PP students and non-PP students for the Basics measures 4+ and 5+. A8 for PP students in line with national data.
Attendance gap of PP and non-PP students to reduce.	Improving trend year on year for PP attendance. PP attendance is in line with national data.
Reading age of PP students to reach chronological age by the end of Year 9.	Reading test data analysis shows incremental increases across KS3. Reading age gap is closing between the PP and non-PP students.
Improved engagement of disadvantaged students in cocurricular activities/opportunities.	Analysis of participation in cocurricular activities shows an increase in uptake from PP students and a narrowing gap between non-PP.
High quality teaching for all students.	QA processes identify that all students experience lessons that enable at least good progress to be made.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 208591.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school Literacy coordinator leading on developing vocabulary across all subjects. Mentoring other colleagues in extended writing answers in GCSE qualifications.	Teaching and Learning Toolkit – EEF 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, 3
Lead Practitioner role in English. Delivers whole staff training and leads on the TLC across the school.	Teaching and Learning Toolkit – EEF 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, 3

Teaching and Learning Lead in Maths	<p>Teaching and Learning Toolkit – EEF EEF Toolkit – Feedback - Very high impact for very low cost +6 months impact</p> <p>EEF Toolkit - Mastery Learning – High impact for very low cost +5 months impact</p> <p>EEF Toolkit – Small group tuition – moderate impact for low cost +4 months impact</p>	2
Implementation of Accelerated Reader, whole school DEAR time	<p>Teaching and Learning Toolkit – EEF Reading comprehension strategies - Very high impact for very low cost + 6 months impact.</p>	1, 3
ARTi and STAR tests, alongside Accelerated Reader to raise reading comprehension	<p>Teaching and Learning Toolkit – EEF Reading comprehension strategies - Very high impact for very low cost + 6 months impact.</p>	1, 3
Teaching and Learning Community meetings to develop all staff in key identified areas – varying foci across school	Investing in staff development and them gaining additional qualifications assists with retention of key colleagues. See summary evidence * below.	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
National College Online training – all staff development	Investing in staff development and them gaining additional qualifications assists with retention of key colleagues. 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.	All
Network meetings and Trust Subject Development Days to ensure Curriculum adaptations are made to support student progress. Curriculum convergence training.	Collaboration with other successful schools enables sharing of good practices and ensures a comprehensively constructed curriculum that enables all students to make maximum progress.	All
Staff mentoring/support (in particular for ECT's) to share best practices	Investing in staff development and them gaining additional qualifications assists with retention of key colleagues. See summary evidence * below.	All

Targeted CPD for staff based on identified areas of development required	Investing in staff development and them gaining additional qualifications assists with retention of key colleagues. See summary evidence * below.	All
Subscription – SPARX Maths Homework Online Package	Teaching and Learning Toolkit – EEF Homework – High impact for low cost (although states limited evidence) +5 months Parental engagement – moderate impact for very low cost based on extensive evidence - +4 months	8
Subscription – Class Charts (homework)	Teaching and Learning Toolkit – EEF Homework – High impact for low cost (although states limited evidence) +5 months Parental engagement – moderate impact for very low cost based on extensive evidence - +4 months	8
Subscription - Educake	Teaching and Learning Toolkit – EEF Homework – High impact for low cost (although states limited evidence) +5 months	8
Purchase of SIMS/SISRA packages to support data analysis	' Guide to the pupil premium ' document states that 'evidence consistently shows the positive impact that targeted academic support can have'.	1, 2
Purchase of books for relevant reading ages – supporting students accessing the library	Teaching and Learning Toolkit – EEF Reading comprehension strategies - Very high impact for very low cost + 6 months impact.	1, 3
Purchase of books for delivery of the English curriculum	Teaching and Learning Toolkit – EEF Reading comprehension strategies - Very high impact for very low cost + 6 months impact.	1,3
Purchase of learning to learn materials for Y11 students – learning to learn revision conference – supporting metacognition	Teaching and Learning Toolkit – EEF Metacognition and self-regulation - Very high impact for very low cost + 7 months impact.	1, 2, 3, 8
Purchase of revision guides, workbooks and practice exam aids to support curriculum delivery and homework	Teaching and Learning Toolkit – EEF Homework – High impact for low cost (although states limited evidence) +5 months	3, 8

- **Summary evidence from the Education Endowment Foundation** - Evidence indicates that **high quality teaching** is the most powerful way for schools to improve pupil attainment, especially for disadvantaged pupils. We have therefore

decided to assign the majority of our PP funding to developing teachers, continuing their professional development to support day to day teaching practice in the classrooms.

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

Budgeted cost: £ 9377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core Boost small group intervention in English, Maths and Science during form time.	Teaching and Learning Toolkit – EEF Small group tuition + 4 months impact	1, 2, 3
Phonics	Teaching and Learning Toolkit – EEF Phonics – High impact for very low cost (extensive evidence) +5 months	1,3
Paired reading	Teaching and Learning Toolkit – EEF Reading comprehension strategies - Very high impact for very low cost + 6 months impact.	1,3
Hackney Literacy Programme	Teaching and Learning Toolkit – EEF Reading comprehension strategies - Very high impact for very low cost + 6 months impact. EEF Toolkit - Oral language interventions - Very high impact for very low cost + 6 months impact	1,3

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

Budgeted cost: £ 173266

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Officer Manager and supporting role – to include the development of a Student Support Centre (SSC) and additional pastoral support from 2025-2026	Teaching and Learning Toolkit – EEF Social and emotional learning - Moderate impact for very low cost - +4months impact Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on	5, 7

	the academic or cognitive elements of learning.	
P4YP, Behaviour support and DRIC centre use for PP students	Teaching and Learning Toolkit – EEF Behaviour interventions – moderate impact for low cost + 4 months impact	5, 7
Co-curricular and wider cultural experiences, including DofE	Teaching and Learning Toolkit – EEF Arts participation + 3 months impact Extending school time + 3 months impact Physical activity +1 month impact Small group tuition + 4 months impact	6
Uniform provision for PP students	Whilst the EEF evidence suggests there is an unclear impact with insufficient evidence to show for provision of school uniform, we believe that it is vital the PP students are able to attend and feel the same as their peers, looking smart and aiming high.	7
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.	6, 7
Designated Attendance Officers	EEF Toolkit – Parental Engagement – moderate impact for very low cost based on extensive evidence +4 months impact	4
Contingency in wider strategies for non-exhaustive, unpredictable costs to support PP students. For example, contribution to educational visits required for the curriculum, replacement of uniform/shoes support, provision of a calculator etc	The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress. The EEF Guide to the Pupil Premium – Updated Sept 2025	4, 7

Total budgeted cost: £ 391 234.83

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2024 – 2025** academic year. This is the end of Year 1 of our 3 year strategy.

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

Teaching & Learning

The robust quality assurance procedures in school consistently demonstrate the excellence of Teaching and Learning, as well as the high quality of education. Quality Assurance is driven through tight line management that is reviewed at senior leadership level. The findings of the QA closely align with the positive feedback reflected in the most recent Ofsted inspections, highlighting Teaching & Learning as a strength. Faculty areas requiring further support meet with the Head and Executive head termly in order to set and review targets to drive up standards. Where standards and attainment have fallen below expectations, PIPs have been put in place to address this. New booklets have been produced for staff containing guidance on the T & L fundamentals in order to increase consistency. This was evident from the Nov 25 Ofsted feedback. Cover was used to release eight staff for the day to deliver a Year 11 revision conference. As part of the day, all year 11 students were provided with a revision guide and a revision resource starter pack.

Professional Qualifications

There has been a concerted effort to increase staff participation in National Professional Qualifications (NPQs) throughout the past academic year, in particular, and this will continue into 2025-2026 and beyond. We currently have one staff member completing the NPQLT, one on the NPQLTD and one on the NPQH. To ensure our vulnerable students and SEND students will continue to receive the support they need, we also have a staff member completing the NPQSENCO to complement our current SENCO. We plan on having, on average, two staff members completing a NPQ per year over the next three years. These are selected on a needs priority to ensure all stands are covered within the school (whether leadership, curriculum or pastoral development).

Consistency Among Middle Leaders

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

Educational Networks

Our educators have actively participated 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 both 2021 and 2025. Attendance for Trust subject networks has been consistently high for the past year, 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. To ensure our PP students receive enhanced pastoral support, our five Heads of House have also started to attend termly pastoral network meetings with the other nine Trust schools in order to share good practice and to collaborate. This will continue next academic year.

The use of the National College has been expanded to cover more statutory training for all staff. This has included training on GDPR – Safeguarding – Prevent – and online safety. All staff have taken part in these during the calendared Inset and meeting time.

Review Week Modifications

In our effort to maintain communication with parents, review weeks have taken place throughout the academic year. Staff had a set format to use for discussions which is tailored to the specific year groups priorities. These meetings complement the standard parent-teacher evenings, and our support staff have continued to reach out to parents who haven't scheduled appointments to improve attendance to these. Review weeks are planned to continue through the next academic year.

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. Each mentor attends two face-to-face training sessions. Two trainee teachers also each have a mentor, and the training requirements for these mentors have increased this year with each one attending two face-to-face sessions in the year. We believe this financial cost to the school is by far worth it to develop our ECT's into outstanding classroom practitioners. Our involvement in the Trust SCITT programme has allowed us to recruit quality staff in core areas such as Science and English.

Lead Practitioner role within the school with an additional Leadership Spine payment for the role.

This position takes a lead on the school's Teaching & Learning Communities, providing opportunities for staff to engage with the latest research on classroom pedagogy. The role also provides additional support in a one-on-one capacity for staff requiring additional training, as well as delivering whole staff training.

TLC Trios and Fundamentals for 2025-2026

Throughout the previous 3-year PP strategy, we 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. This year the school has invested £2600 in the Steplab platform. As well as enhancing the support and guidance on offer to staff, this provides the platform for staff to observe excellent practice across the school. Staff have five opportunities across the year to complete these drop-ins, each with a specific focus to enhance the quality first teaching on offer.

Development of literacy

The additional paid position that we provide in school for the role of a Literacy Coordinator has had a significantly positive impact on the teaching body. This colleague has used meeting and inset time to disseminate good practice amongst colleagues as well as working one-on-one with some HoF to support

them in the delivery of lessons focusing on extended writing. As well as increasing reading ages, the training has also raised the profile of developing oracy within school. This will continue into the next academic year as well as a focus on increasing the range of vocabulary amongst students.

Teaching and Learning Lead in Maths

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. Coaching and mentoring staff is also a key area for this member of staff.

Supporting Year 11 students in their GCSEs

A full programme of guidance and support was 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. All year 11 students have been provided with a further revision guide which builds in as part of the revision conference. A separate revision pack with resources was also provided to every Year 11 student, these were very well received. We provided an opportunity for our PP students to collect additional blank flash cards, highlighters etc from student services whenever they needed them so they weren't having to purchase them outside of school.

Just before the students began their written GCSE examinations in Summer 2025, we arranged for the PETXI team to come in and deliver some intense GCSE preparation sessions with some Y11 Pupil Premium students. There were sessions for English Language, Mathematics and Science with 72 PP students involved, 24 in each group. There was 100% attendance to these sessions, the students engaged well, and the feedback from all parties was extremely positive. We intend to look to see if this is something we could potentially repeat again in Summer 2026.

Analysis of Outcomes for GCSE Examinations

A breakdown of the PP attainment (and progress where available) for Summer GCSE's in **2025** and the comparisons of previous years is as follows:

	2022 (Covid recovery year)	2023	2024	2025
Overall School A8	46.52	44.33	41.36	45.02
Overall PP A8	34.81	35.15	31.2	40.66
Overall Non PP A8	52.9	48.52	46.01	47.29
Overall A8 Gap	18.09	13.37	14.81	6.63
Overall School P8	-0.52	-0.08	-0.32	N/A
Overall PP P8	-1.34	-0.42	-0.82	N/A
Overall Non PP P8	-0.1	0.08	-0.09	N/A

Overall PP gap	-1.24	-0.5	-0.73	N/A
Basics 9-4%	70%	63.3%	60.9%	72%
Basics 9-4% PP	50%	51.9%	39.6%	58.8%
Basics 9-4% Non PP	80.9%	68.4%	70.7%	78.8%
Basics 9-5%	47.1%	44.6%	39.6%	42.7%
Basics 9-5% PP	23.3%	30.85%	26.4%	31.4%
Basics 9-5% Non PP	60%	50.9%	45.7%	48.5%

Attainment of PP students in 2025

The attainment of the PP students significantly improved in the 2025 outcomes. The PP A8 score was quite significantly above the national average for disadvantaged (approx. 35) and the gap has also closed significantly. The school are extremely proud of these outcomes and early data collections in this academic year are encouraging with regards PP attainment. We will continue to monitor this throughout the year and will review once we have the Summer 2026 outcomes.

2. Targeted Academic Support

Core boost intervention sessions were delivered in English, Maths and Science for identified students in 2024-2025. Whilst it is difficult to measure the impact of these alone in terms of their contribution to the final GCSE outcomes, the students and staff involved feel these are valuable sessions; Attendance to the sessions is good and the students believe they have significantly improved their skills in key areas of the core subjects as a result of this intervention. (Student voice).

Targeted reading interventions were put in place for 2024-2025 and will continue into 2025-2026. These include; phonics, paired reading, use of the Hackney Literacy programme to support the lower groups, accelerated reader lessons in Y7 & Y8, as well as DEAR for all Key Stage 3 students, daily.

Year 7 2024-2025

The outcomes of the reading tests in Y7 show that the PP students made 13.1 months progress in their reading over 4 months. The non-PP students made 17.1 months progress therefore the gap was 4 months.

<u>RA Improvements (in months over 4 months)</u>	
Overall	15.0
SEND	8.4
PP	13.1
NPP	17.1
Higher band	N/A
Middle band	7.8
Lower Band	17.3
Male	13
Female	19.6

The Y8 reading test outcomes are more positive for our PP students and shows that they made significant improvements on their reading ages, closing the gap rapidly. The Y8 PP students made 18.5 months progress over 18 months, and whilst the Non-PP students made 20.5 months progress, the gap had reduced to 2 months.

Year 8 2024-2025

<u>RA Improvements (in months over 18 months)</u>	
Overall	19.8
SEND	18.0
PP	18.5
NPP	20.5
Higher band	18.8
Middle band	20.8
Lower Band	18.0
Male	20.8
Female	18.7

The Y9 reading test outcomes are very positive and show that not only did the students make significant progress (51.6 months in 34 months), this progress was more than the progress made by the non PP students (42.3 months in 34 months).

Year 9 2024-2025

<u>RA Improvements (in months over 34 months)</u>	
Overall	44.9
SEND	58.8
PP	51.6
NPP	42.3
Higher band	25.7
Middle band	48.1
Lower Band	47.7
Male	45.2
Female	44.8

We have a highly aspirational target that our students will reach their chronological reading age by the end of year 9. Reading will continue to be promoted whole school.

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

Pastoral support

The Hive (inclusion centre) has helped students with the removal of potential barriers to learning, progress and achievement. Some examples of the interventions include; getting to know me activities, 'my worry jar', weekly wellbeing check-in's, anxiety interventions, unwind the mind activities and building a positive sense of self.

For students who present with a more direct need such as support with self-harming, the pastoral team look at safety planning with the young person to develop distraction techniques and coping strategies to help manage their feelings. They also liaise with outside agencies such as Changing Lives and other relevant agencies, depending on the needs of the individual.

The pastoral team are also the main point of contact for students who are experiencing stress, anxiety, attendance issues and safeguarding concerns. They build meaningful relationships with the students by having regular 1:1 sessions, interventions and making them feel heard.

41 students across both key stages were on the caseload of the pastoral manager and pastoral support officer, from the five separate houses in school. 17 of these (41%) were pupil premium students.

P4YP is our 'early help' provision which supports vulnerable families through family liaison and interventions. Throughout 2024-2025 7 disadvantaged families have been 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.

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 suspensions and permanent exclusions by providing intervention, support; mentoring and the skills to empower students. This approach is believed to assist the young people moving forward with better decision making regarding future behaviour.

Within our records, we can show that during the academic year 2024 – 2025, 544 days of Pupil Premium suspensions have been saved by DRIC referral rather than suspensions 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, individual timetabled work.
- 1:1 Mentoring discussions.
- Intervention sessions with specialist English and Mathematics teachers.
- Regular whole-class PHSE sessions based on a variety of contemporary moral issues.
- Intervention work based on Anger Gremlins.
- Intervention work based on Anxiety Gremlins.
- Investigative work around aspirations and future career pathways.

This supports the students in their reflection, mindset assessment and reintegration to the mainstream setting.

Co-curricular - Our Curriculum Plus 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 last academic year to ensure all students can attend after school clubs and provisions.

In 2024-2025

3 PP students took part in the Duke of Edinburgh – these places were funded by the pupil premium.

328 PP students took part in a curriculum plus activity, which is 97%.

88 PP students took part in C+ Sport which is 26%.

7 PP students went on the Liverpool residential.

2 PP students represented the school at the on the water rowing at Holme Pierrepont.

2 PP students went on the Paris residential.

We would like to continue to embed and develop PP cocurricular attendance in 2025-2026.

Careers

We offer a comprehensive, well-planned and timely careers programme which is tailored to meet the needs of our students. There is a high level of support available to all students through various approaches; the mentoring programme, tutor support, and staff as a whole, who regularly engage in opportunities to raise aspirations and offer information, advice and guidance to our students. At The Bolsover School, we have the benefit of knowing our students really well, and staff ensure students are fully supported in their post-16 transition. The Bolsover School is working towards another Career Mark Accreditation. The school is working well towards meeting the revised and updated Gatsby Benchmarks, which have a prescribed focus on disadvantaged students. The careers programme includes careers trips- visits to FE providers and Universities, careers-related focused weeks during Personal Development time, enrichment days, workshops, Industry visiting speakers, motivational speakers, university outreach programmes and many more events which aim to raise aspirations. The majority of Y11 PP students have *multiple* 1:1 career guidance meetings with a Qualified Careers Advisor. PP students were prioritised for guidance meetings based on a weighting criterion referred to as the Risk of NEET indicator (RONI). NEET Figures for our school are consistently low, students go on to Further

Education, including college courses, apprenticeships, T-Levels and 6th form. The 2025 leavers included 50 PP students – 33% of the cohort. For the leavers in 2025, the school NEET figure is projected to be 0%.

Attendance

Tackling persistent absence is an important part of improving education outcomes, as we know PP students are disproportionately more likely to come from socio-economically disadvantaged backgrounds. We understand that improving the attendance of disadvantaged pupils requires a comprehensive and individual approach, taking into consideration the challenges they face. We needed to consider flexibility in applying attendance policies that reflect the unique circumstances of disadvantaged pupils.

Our focus has been on parental engagement hence we introduced early interventions to be more proactive and we invited parents for Attendance Panel Meeting at a very early stage.

We kept a spreadsheet of evidence for 2024-2025 of our approaches and responsive interventions that meet the individual needs of the pupils.

On a daily basis:

- We monitored attendance data contemporaneously and collaborate with pupils, families, and support services to identify trends and implement targeted interventions.
- We identified pupils at risk of persistent absence early and we implemented interventions.
- The Attendance Team regularly analyse attendance data to identify trends, patterns, and areas for improvement.
- We collaborated with external agencies such as school nurse, early help, P4YP to offer services that can help with housing, food, healthcare, and other essential needs or referral to specialists.
- We liaised with Heads of Houses, SEN, DSL and other departments in school to make sure we share information to support and safeguard students.
- We implemented incentives for good attendance, such as rewards, recognition.

Our pupil premium attendance for 2024-2025 was 89.37% (which is an increase on last academic year which was 87.87%). This is in line with the updated 2024-2025 national figure of 89.4%. However, the attendance of the non-PP students was 94.03%. Despite all of the above strategies being employed, there still remains a stubborn gap between PP and non-PP attendance. However, we do have the 'story' of all of these individuals.

The ParentPay 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 financially supported young people and their families to access the full curriculum and extra-curricular activities on offer.

Independent study/homework

For the academic year 2024-2025 we have continued to use Class Charts for the structured setting and reviewing of homework. This also gives us the additional benefit of a comprehensive behaviour and rewards monitoring package which increases parental engagement.

Total PP spend in 2024-2025 £355 213

Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance Learning
SPARX Maths	SPARX Learning
Class Charts	TES
SIMS	Education Software Solutions
SISRA Analytics	Juniper
CPOMS	CPOMS Systems Ltd
ParentPay	ParentPay Group