

# Pupil premium strategy statement

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

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

## School overview

Detail	Data
School name	The Bolsover School
Number of pupils in school	835
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Matt Hall
Pupil premium lead	Rebecca Bennett
Governor / Trustee lead	Laura Watkin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268 355
Recovery premium funding allocation this academic year	£40 890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£309 245</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# 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 last 2 years all students have 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: £129 717

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

	*(See summary evidence below)	
Lead Practitioner role in English	EEF Toolkit – <b>Feedback</b> +6 months impact EEF Toolkit - <b>Homework</b> +5 months impact EEF Toolkit - <b>Mastery Learning</b> +5 months impact EEF Toolkit – <b>Small group tuition</b> +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 - <b>Oral language interventions</b> - Very high impact for very low cost + 6 months impact EEF Toolkit – <b>Reading comprehension strategies</b> - 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 – <b>Reading comprehension strategies</b> - 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 - <b>Oral language interventions</b> - Very high impact for very low cost + 6 months impact EEF Toolkit – <b>Reading comprehension strategies</b> - 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 – <b>Performance pay</b> + 1 month impact *(see summary evidence below)	All
Quality Assurance programme to identify individual needs and areas for development	EEF Toolkit – <b>Feedback</b> +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: £ 44 112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Core Boost small group intervention in English and Maths during form time	EEF Toolkit – <b>Small group tuition</b> + 4 months impact	1, 3, 8
Specialist Core tutoring in English, Maths and Science	EEF Toolkit – <b>Small group tuition</b> + 4 months impact EEF Toolkit – <b>One to one tuition</b> +5 months	1,3,8
Targeted reading sessions for students who are below their	EEF Toolkit – <b>Reading comprehension strategies</b> - Very high impact for very low cost + 6 months impact	1,8

chronological reading age		
Hackney Literacy programme for targeted students	EEF Toolkit – <b>Reading comprehension strategies</b> - Very high impact for very low cost + 6 months impact	1,8
Bedrock vocabulary programme for targeted students	EEF Toolkit - <b>Oral language interventions</b> - Very high impact for very low cost + 6 months impact	1,8
Reciprocal Reading sessions for targeted students	EEF Toolkit – <b>Reading comprehension strategies</b> - Very high impact for very low cost + 6 months impact	1,8
Literacy interventions with TA's during form time (Inference, paired reading, spelling)	EEF Toolkit – <b>Reading comprehension strategies</b> - Very high impact for very low cost + 6 months impact	1,8

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

Budgeted cost: £ 136 108

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of a Pastoral Support officer	EEF Toolkit – <b>Social and emotional learning</b> - +4 months impact	4,7
P4YP, Behaviour Support and Reintegration centre support for PP students as risk of exclusion	EEF Toolkit – <b>Behaviour interventions</b> - + 4 months impact	7
Curriculum Plus and other wider cultural experiences	EEF Toolkit – <b>Arts participation</b> + 3 months impact EEF Toolkit – <b>Extending school time</b> + 3 months impact EEF Toolkit – <b>Physical activity</b> +1 month impact EEF Toolkit - <b>Small group tuition</b> + 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 – <b>Parental Engagement</b> – +4 months impact	2

	EEF Toolkit – <b>Behaviour interventions</b> + 4 months impact	
Provision of revision workbooks and support materials for PP students to assist with retention and recall	EEF Toolkit – <b>Metacognition and self-regulation</b> + 7 months impact	1,3,5,8
Rewards contribution to motivate students and promote good behaviour and positive attitudes to learning	EEF Toolkit – <b>Behaviour interventions</b> + 4 months impact	7
Satchel One and EdClass/EdLounge to assist with homework, independence and parental engagement	EEF Toolkit – <b>Homework</b> +5 months impact EEF Toolkit – <b>Parental Engagement</b> +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 ' <b>Guide to the pupil premium</b> ' (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 – <b>Parental Engagement</b> – +4 months impact	4,5,6
Pupil premium targeted mentoring	EEF Toolkit – <b>Mentoring</b> – +2 months impact	1,2,3,4,5,6,7,8

**Total budgeted cost: £ 309 937**

# 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 2020 to 2021 academic year.

### 1. Teaching and Learning

Based on the observations that have taken place, 91% of staff are seen to have made **expected standard** this academic year. Evidence from faculty reviews of the core subjects during this academic year have demonstrated that staff have increased the expectations regarding oracy within the classroom and the standard of verbal answers. The students have responded positively to this. Work scrutinies focusing on **literacy** led by our Literacy Coordinator show that staff are providing increased opportunities for students to engage in extended writing within lessons.

#### 3 Areas of Effective T&L Practice

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| 1. Interleaving is fully embedded within lessons.        |
| 2. Improved levels of engagement during lesson tasks.    |
| 3. Routines were well established within the classrooms. |

Reducing inconsistencies and increased engagement continue to be areas for development in particular through high expectations, the use of oracy and opportunities for extended writing. These will continue to be areas for focus in our 3 year strategic plans 2021-2024.

Progress 8 for **all** students has risen steadily from the 2017-2018 academic year (-0.639) to the 2018-2019 academic year (-0.341), to the 2019-2020 academic year (-0.13), although it has taken a slight dip in the 2020-2021 academic year (-0.20). Progress 8 for pupil premium students rose from -0.968 to -0.6 to -0.41 in the same period while the figures for non-pupil premium students rose from -0.47 to -0.228 to 0.10. The gap between PP and non-PP in 2018-19 was 0.362 while in 2019-20 it was 0.51.

We were seeing a steady closure of the gap in progress measures between the pupil premium students and the non-pupil premium students; However, since the Covid 19 closures and the disruption due the pandemic, the gap has widened again and the gap has increased to 0.95 again in 2020-2021. It is vital that our focus for 2021-2022 is on high quality teaching and learning for all students with a particular view to ensuring the pupil premium students are supported and any barriers to learning as a result of the Covid 19 pandemic are eradicated.

The Teaching & Learning (T&L) Lead in Maths is responsible for improving T&L across the department. In 2020-21 this included taking on the teaching of key classes, developing resources for the department to use, leading the higher level Maths course and leading on the Maths Curriculum + offer. The T&L lead in Maths also played a vital role in ensuring objectivity and consistency in the assessments carried out for the awarding of the Teacher Assessed Grades.

The Maths faculty had a Short Notice Review carried out in July 2021 to include; lesson observations, interviews with colleagues and a student voice exercise. The report was very positive and concluded that *'The standard of teaching across the faculty was high and the students get a consistent diet regardless of staff member.'*

This is a reflection of the strong leadership roles in the department.

The table below shows the results for Maths in 2019-20 compared to 2020-21.

Maths	2018-19	2019-20	2020-21
All	0.04	0.20	0.18
PP	-0.13	-0.50	-0.54
NPP	0.12	0.36	0.54
Gap	0.25	0.86	1.08

*As you can see from the table above, the Maths outcomes for pupil premium students were pleasing in 2018-19 and the gap had closed to 0.25, however, progress for the pupil premium students has declined for the past two years as a result of the Covid 19 pandemic. The gap was wider in 2019-2020 and has closed slightly in 2020-2021. Pupil Premium students will need to be the main focus for the implementation of 2021-2022 catch up tutoring plans for Maths.*

Curriculum Leaders and Heads of House regularly identify, monitor and evaluate the impact of interventions put in place for identified key students. 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. This has continued throughout school closures as contact with families and ensuring students have access to appropriate work has been as important as ever.

Despite every effort to ensure the pupil premium students and their families were supported during the school closure, the GCSE outcomes for 2020-2021 show that the gap between pupil premium students and non-pupil premium students has unfortunately increased. The Curriculum Leaders and the Heads of House will play a vital role in the plans to be incorporated in 2021-2024.

### **CPD**

A wide range of staff have engaged in a variety of external and internal CPD opportunities to improve T&L, staff motivation, well-being and leadership.

Although the lockdown caused inevitable disruption, all courses continued and were simply moved online. Attendance at CPD and training events therefore didn't dip. Our SLE delivered a Trust wide CPD session on Collaborative Learning and the Deputy head did the same Trust wide on Feedback.

Nearly 400 courses have been viewed on the National College involving over 90 different courses. Staff were able to access high quality CPD over the lockdown.

The continuation of CPD has led to an increase in lessons making at least expected standard from 86% to 91%.

All staff within school are required to utilise Hays online CPD for all their annual safeguarding training and assessment.

The Lead Practitioner position in Science helped increase the subject specific CPD that was available as well as expanding this to other staff members with bi-weekly training sessions. Support in developing CPD helped Science deliver a year on year improvement in average points scored in Combined Science.

The new English Lead Practitioner has been tasked with developing staff requiring informal support plans and early evidence available through lesson observations suggests that this is having a positive impact.

## **2. Targeted Academic Support**

TDA mentored a group of 10 Y11 Pupil Premium students; this included providing them with additional revision workbooks and materials and ensuring they were fully equipped. Regular contact was made during lockdown months to ensure the students were on track and supported. 60% of these students improved by a whole grade from their mock exams in Dec 2020 to the grades awarded in June 2021.

Targeted reading interventions - Year 7 and 8 PP students made greater progress in their reading age than the average for the year group (15.3 months over a 10 month period and 31 months over an 18 month period respectively).

RIP meetings focused on individual students with considerations given to which interventions would be necessary. Under allocated staff provided opportunities for students to be withdrawn from certain subjects in order to focus their studies and revision on their weaker areas.

## **3. Wider Strategies**

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 this year to ensure all students can attend after school clubs and provisions. The planned trips were unfortunately unable to take place this year. The curriculum + offer and trips will continue next year, subject to any government guidelines due to COVID-19.

There was a range of curriculum + activities on offer in 2020-21 prior to the second lockdown and the school closure. These were then initiated again in March 2021 although given the situation with the 'bubbles' as per the government guidance, this limited the sessions that many students could attend. This therefore had a huge impact on the attendance to Curriculum Plus sessions overall for all students. Although there was a significant reduction in overall attendances to sessions, the proportion of pupil premium students attending this provision didn't decrease significantly (-3%) and 76 pupil premium students attended 381 sessions in 2020-2021 despite the disruption.

	2019 - 2020	2020 - 2021	Difference
Attendances (2019 = 361 pupils, 2020 = 288 pupils)	3079	1620	-1459
PP Attendances (2019 = 120 pupils, 2020 = 76 pupils)	816 (27%)	381 (24%)	-3%

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 - The school continues to invest in Satchel One as the main tool to ensure consistency in the setting and monitoring of homework for all students across the school. The introduction of academic catch-up sessions as part of the tutor time programme enables tutors more time to help students access their homework on school devices, especially for our more vulnerable PP students who benefit from this extra support. The roll out of over 90 laptops to households in need as well as 8 internet 4G routers enabled some of our more deprived students access on a suitable device.

97% of our PP students have accessed Satchel One last academic year. 14,051 pieces of work were set using the software last year (up from 11,031 in 2019-20 and 5069 in 2018-19). Annual reports sent by Satchel One consistently rank the school as 'High' in Teacher, Student and Parental engagement in the software compared to similar school nationally.

Careers - The Bolsover School offers a comprehensive, planned and timely careers programme which is tailored to meet the needs of our students. This was substantiated in November 2020 when the school was awarded Career Mark, the Quality in Careers Standard. 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.

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 criteria 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). In 2020, the school NEET figures were 0.72% compared to 1.4% for the whole of Derbyshire for the 2020 cohort. This equated to 1 male student who was not a PP student and was waiting for the final assessments to enable him to join the Army. This extremely positive impact is due to the hard work of the careers officer and the staff as a whole who regularly engage in opportunities to raise aspirations 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 such as 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 2020-21 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 Student Support Centre helped students with the removal of potential barriers to learning, progress and achievement.

35 PP students across both key stages accessed regular support from Inclusion in 2020-2021.

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. 15 pupil premium students across KS3/KS4 accessed this in depth support last academic year. Y7 3 PP students, Y8 2 PP students, Y9 3 PP students, Y10 4 PP students and Y11 3 PP students.

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 behaviours.

Within our records we can show that 317 days of Pupil Premium FTE 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.

**Total 2020-2021 Pupil Premium expenditure : £311 086**

## 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