The Bolsover School Pupil Premium strategy



2019/20

**School overview:**

**Progress 8 results & predictions:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Progress 8 trends** | **2016-17  (actual results)** | **2017-18  (actual results)** | **2018-19  (actual results)** |
| **All students** | -0.066 | -0.639 | -0.341 |
| **Pupil Premium** | -0.579 | -0.968 | -0.590 |
| **Non-Pupil Premium** | 0.212 | -0.470 | -0.228 |
| **Gap (PP v nPP)** | 0.791 | 0.498 | 0.362 |

**Number of students on roll:** 823

**Number of students eligible for PP funding:** 305 (37%)

|  |  |  |  |
| --- | --- | --- | --- |
| **Year Group** | **Total Cohort** | **PP** | **PP%** |
| **Year 7** | 184 | 64 | 35% |
| **Year 8** | 169 | 56 | 33% |
| **Year 9** | 172 | 66 | 38% |
| **Year 10** | 153 | 60 | 40% |
| **Year 11** | 141 | 59 | 42% |

**Expenditure overview:**

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| --- | --- | --- | --- | --- | --- |
| **Pupil Premium Income**  **2017-2018** | £244,503 | **Pupil Premium Income**  **2018-2019** | £262,735 | **Pupil Premium Income**  **2019-2020** | £263,681 (TBC) |
| **Total Spend**  **2017-2018** | £244,503 | **Total Spend**  **2018-2019** | £271,653 | **Total Projected Spend**  **2019-2020** | £294,786 |

**Barriers to future attainment:**

|  |  |
| --- | --- |
| **Academic:** | **Other:** |
| * Low literacy & numeracy skills * Poor revision skills | * Lower than average attendance * Access to an adequate learning environment * Poor/disruptive behaviour * Social/emotional/health issues * Low income/lack of resources |

**Planned expenditure 2019-20:**

**1. Supporting training and continuous development to improve the quality of all teaching**

| **2018/19**  **Strategies** | **Person responsible** | **Intended outcomes** | **Rationale & evidence**  **(previous experience & EEF toolkit)** | **Budgeted Cost** |
| --- | --- | --- | --- | --- |
| Developing teaching | JPR | Better quality T&L activities being delivered by staff.  Increased student engagement.  Reduction in use of on-call/ behaviour points  Increased outcomes. | EEF Pupil Premium Guidance 2019 states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve quality teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium”. In 2019 we appointed a T&L lead as a Deputy Headteacher in order to improve teaching across the whole school. Additionally, in 2019-20, Bolsover will be focusing on developing resilient and independent students. We know that amongst many of our students, but especially some of our PP students, inconsistencies in T&L can have a significant impact on their success. All staff CPD sessions and INSETS will be focused on reducing inconsistencies across the school. To do this our main focus will be on increased engagement in lessons, teaching to the top and extended writing. Many of these strategies include collaborative learning and metacognition and self-regulation. We are also ensuring that feedback remains an important feature of teaching and learning, encouraging our staff to use ‘live marking’ so students receive immediate feedback on their work. The EEF estimates that these strategies can contribute to adding up to 8 months’ progress for students. | £30,000 |
| CPD Offer | JPR | A wide range of staff engaging in a variety of external and internal CPD opportunities to improve T&L, staff motivation, well-being and leadership. | In 2019-20, Bolsover will continue to offer an extensive range of CPD opportunities to staff. Staff are encouraged to attend optional additional CPD sessions which are delivered in-house as well as those accessed through the Redhill Teaching School Alliance. Due to staff feedback and information gathered at the Short Notice Review, 6 of the most relevant CPD courses for the Derbyshire schools within the Redhill Trust have been moved to Derbyshire rather than Nottinghamshire. At Bolsover we have also tied these sessions to some of our staff twilight CPD sessions to ensure maximum attendance. The sessions on offer across Derbyshire and Nottinghamshire cover an extensive range of varied CPD opportunities but feedback and collaborative learning are two common strands which EEF evidence suggest can have an impact on T&L. | £25,000 |
| Contribution to lead practitioner salary (English & Science) | JPR | P8 for PP students >0.  Improved T&L/CPD within Science/English. | Last year we appointed a Lead Practitioner in English and from September 2019 we have a lead practitioner in Science. These staff have been employed with a remit of tackling underperformance in their respective departments. The LP within English will also work to train and develop NQTs within the department as well as having a whole school focus to address the underachievement of boys. The LP within Science will have a whole school focus to develop ‘teaching to the top’ and the curriculum + provision. Both staff will contribute to intervention programmes for their own departments, such as Curriculum+ sessions. EEF Research shows that all of the activities which fall within the LP’s remit, positively contribute towards improving student progress by up to 8 months. | £35,000 |
| T&L Lead in Maths | RBE | P8 for PP students >0. | We have a member of staff in the Maths department who is responsible for improving T&L in Maths. This includes contributing to improving performance in Maths by taking on key classes and developing T&L in the department through shared resources. This staff member leads the higher level GCSE Maths course and teachers along with mentoring NQT and ITT students. This member of staff also leads the Maths Curriculum Plus offer. EEF research suggests that these strategies contribute towards improving student progress by up to 5 months. | £5,164 |
| Contribution to TLRs for Curriculum and Pastoral Leaders | JPR/SSP | P8 for PP students >0. | Curriculum Leaders and Heads of House are required to identify, monitor and evaluate impact of interventions put in place for identified key students. This could include small group interventions, behaviour interventions, homework and feedback. These are discussed at SLT line management meetings and presented/discussed regularly by Curriculum Leaders and Pastoral Leaders at RIP and Zorba meetings with the senior team. RIP meetings involve detailed analysis and discussion of a particular Curriculum area or House and Zorba meetings focus on particular students identified for underachievement to identify barriers to learning and strategies to address this. Curriculum Leaders are also responsible for ensuring high standards of Teaching & Learning in their areas. Heads of Years are invaluable in maintaining parental engagement within their House. EEF estimates that the strategies these staff lead can contribute to adding up to 8 months’ progress to students. | £35,000 |

**2. Targeting support for disadvantaged pupils through evidence-based interventions**

| **2019/20**  **Strategies** | **Person responsible** | **Intended outcomes** | **Rationale & evidence**  **(previous experience & EEF toolkit)** | **Budgeted Cost** |
| --- | --- | --- | --- | --- |
| Small group Tuition  English, Maths & Science | RBE, KKN, RTO | P8 for PP students >0. | Evidence shows that outcomes are positively affected when students are provided with high quality, small group tuition. The EEF estimates that this strategy can contribute to adding 4 months’ progress to students who take part. At Bolsover, core subjects have been overstaffed with subject specialists for 2019/20 in order to facilitate small group tuition and also provide flexibility in the timetable to implement small group intervention as and when necessary. In-school teaching staff (rather than externally hired tutors) will deliver the tuition as knowledge of students’ strengths and weaknesses as well as their personalities is important in raising achievement and progress. Small group tuition also takes place during a 30 minute daily tutor session with English, Maths and Science subject specialists kept available to deliver these sessions. | £25,000 |
| PP Lead Staff | AMI | Raise profile and outcomes of PP students. | In 2019-20 we have an Associate Assistant Headteacher who leads on PP. This member of staff has been employed with a remit of improving outcomes for PP students. This will include a whole school peer tutoring programme where students in Y8 and Y9 will work with Y7 students to help them address any areas of weakness in their studies. EEF estimates that this sort of intervention can add up to 5 months’ progress to students who take part. | £9,420 |
| Extracurricular activities (Curriculum +) & trip/visit subsidies | RTO/LHA | Present students with a broad range of opportunities.  Further develop a sense of community and involvement within the school. | The Bolsover School is committed to developing student experiences outside normal lesson times. With a range of Curriculum Plus activities on offer many students demonstrate the commitment to pursue activities to learn new skills, meet others with similar interests or simply for fun. A late bus is provided to students free of charge to ensure they can attend after school clubs and interventions without worrying about how to get home. The school also offers a range of trips and residential visits each year which prove very popular. Many of these trips compliment the curriculum together with a range of enrichment visits also. The Duke of Edinburgh Award runs each year with expeditions throughout the year. Residential visits this year include a Ski trip to Italy, a visit to Austria; performing arts visit to London and a residential trip to France. EEF evidence suggests that for some students, this type of activity can boost progress by up to 4 months. | £9,000 |
| Reducing barriers for disadvantaged students | LHA/JPR/  AMI | Barriers for disadvantaged students are reduced. | The Bolsover School aims where possible to reduce significant barriers to learning for students where this is linked to disadvantage. For example, the biometrics system subscription; the deployment of this technology removes the stigma of pupils receiving FSM and encourages both sign-up for FSM and uptake of the meals themselves. It also removes the need for students to bring cash into school. Furthermore, in some extreme cases of hardship we can support young people and their families to enable students to access the full curriculum and extra-curricular activities on offer. | £7,897 |
| Self-supported study | SSP | Ensure students isolated from lessons have access to meaningful work. | EDLounge provides work and support for students who are unable to attend lessons, for example when students are removed from lessons due to behaviour issues and spend a period of time in isolation. For The Bolsover School this has been a useful tool to ensure students have access to meaningful, appropriate work with support provided. Other packages which the school makes use of include SENECA and Educake which allow students work independently with online support built in. EEF evidence shows that digital technology can contribute to adding up to 4 months’ progress for students. | £7,500 |

**3. Supporting whole-school strategies to improve attendance, behaviour and readiness to learn**

| **2019/20**  **Strategies** | **Person responsible** | **Intended outcomes** | **Rationale & evidence**  **(previous experience & EEF toolkit)** | **Budgeted Cost** |
| --- | --- | --- | --- | --- |
| Contribution to Attendance officer salary | ITI/RHI | PP student attendance >95%. | EEF evidence shows that intervention to change student behaviour has a moderate impact on student progress, adding up to 3 months’ progress. Bolsover employs an attendance officer whose sole focus is to raise student attendance; this is achieved through a range of intervention methods including student and parent contact in school and at home. PP student attendance continues to rise (as does whole school attendance) and this can be attributed to the work that the attendance officer and staff as a whole do, day-to-day to ensure students are in school to access the teaching and learning provision on offer. | £7,000 |
| Careers Intervention | ITI/DCY | Post-16 pathway in place for all Yr 11 PP students. | High quality careers intervention makes a real difference to all students in helping them to decide on an appropriate career path. It also supports students in making the right post-16 options choices based on their future career aspirations. The EEF considers this type of intervention as having low impact, however, the programme has been well received by students, parents and employers and we believe it supports them in their transition to post-16 study and/or vocational courses such as apprenticeships. Whole school NEET figures have fallen from 2% in 2017 to 1% in 2018 with PP NEET figures falling from 0.68% in 2017 to 0% in 2018. This can be attributed to the work that the CEIAG Officer and staff as a whole do, day-to-day to ensure students have high aspirations and receive the necessary information, advice and guidance to help them plan for their future career choices. | £12,000 |
| Behaviour Support | SSP | School-based support available for key students. | Identified students can have one to one or small group sessions to provide behaviour support where needed. This ensures students are able to maximise their progress in school as some of their barriers to success are removed. In 2019-20 as we have trained some staff ‘in-house’ in this area and are also moving to P4YP (Positive for Young People) for this provision. The EEF estimates that this strategy can add up to 4 months’ progress for students who benefit from this provision. | £9,000 |
| Student Support Centre (Inclusion) | SSP | Removal of potential barriers to learning, progress and achievement. | The SSC at The Bolsover School provides targeted intervention to help to improve behaviour, attendance and other barriers to students making expected progress. EEF Evidence suggests that this type of intervention has a moderate impact on student progress with moderate cost implications. The SSC at Bolsover plays a vital role in supporting students with behavioural and/or social/emotional needs. The team works closely with students, parents and teachers in order to ensure that students maximise their achievement whilst receiving the support they need. The school also liaises closely with external agencies to support students in the SSC; including: CAMHS, The Elm Foundation and Kooth. | £30,000 |
| Reading Interventions & Support at unstructured times and after the end of the school day & | LHA, JKI, JPR | Reading ages improve.  PP students regularly attend the library/after school provisions.  Students & parents continue to engage with homework using SMHW. | Reading interventions include DEAR (Y7 and Y8 students ‘Drop Everything And Read’ for 15 minutes each day during lesson time on a carousel basis). ARTI and Accelerated Reader was in place last year for Y7 and will now rolled out to include Y8. Students have one Accelerated reader lesson per week. ARTi results last year showed that on average, Y7 students increased their reading age by 13.2 months in 4 months. There is a breakfast club available daily for all students free of charge which allows us to ensure students are fed and ready for the day ahead. The LRC also supports a number of literacy based intervention strategies targeting all students at Bolsover. In addition, it enables students to access computers and is the base of the daily homework club from 3-4pm, as well as being open for support at break and lunchtime. This space is vitally import for students who lack facilities at home or who do not have access to a quiet environment where they can concentrate on homework and receive support and guidance when necessary. Although the EEF rate this type of intervention as potentially low impact, use of the LRC before, during and after school suggests otherwise. 100% of Y7 students made regular use of the library last year. SMHW is an app that allows students and parents to track homework. Student activity at The Bolsover School is classed as ‘high’ with 92% of students using it last term. Parental activity is ‘above average’. 96% of PP students were active users of SMHW last year. | £25,000 |
| SIMS / SISRA | DPA/LHA | Increased whole staff use of SISRA and SIMS to analyse data.  Quicker identification of underachieving students.  Increased outcomes. | EEF research shows that the use of digital technology can have a moderate impact on student outcomes. With the constantly evolving data available to staff, continued training in the use of SISRA will be vital to plan lessons, arrange effective intervention and ensure accurate predictions. The use of these technologies enables all staff to maximise their use and analysis of data, helping to identify underachievement, implement intervention quickly, thus having a positive impact on student outcomes. This year we have added SIMS Activities to our package to allow us to monitor student attendance at Curriculum Plus activities and interventions (which take place outside normal lessons) more rigorously this year. | £11,105 |
| Uniform Store | ACH/LHA | Students in full school uniform in lessons.  Reduce number of students isolated for uniform issues. | Although the EEF considers this type of intervention as having low impact, we have high standards for uniform at The Bolsover School. This resource is therefore invaluable to ensure students can remain in lessons rather than be isolated away from the classroom for uniform issues. Students can loan a wide range of uniform items as and when required. The standard of uniform of all students on school site is extremely high. | £1,700 |
| Use of the Trust Reintegration Centre (contribution to cost) | ITI/LHA | Support the reintegration of students.  Reduce PX of PP students to below the national average. | A key priority for the Bolsover School is to reduce the number of students who are excluded from school whilst at the same time, improve the behaviour and engagement within lessons. The Redhill Academy Trust allows all academies within the MAT to utilise the Derbyshire Reintegration Centre with the purpose being to re-engage students and parents with learning in addition to improving behaviour. The Reintegration Centre is staffed by teachers and teaching assistants; students complete structured work that links with the curriculum being delivered in the main school. Upon successful completion of a visit to the Reintegration Centre, students are readmitted back into the school where they receive further support to try to prevent any repeat behaviour. The EEF research shows that behavioural interventions such as this can improve student progress by up to 3 months. | £10,000 |

**Review of expenditure 2018-19:**

| **2018/19**  **Strategies** | **Cost**  **(2018/19)** | **Key Stage** | **Impact** | **Continue in 2019/20** |
| --- | --- | --- | --- | --- |
| 1:1 / small group tuition  English, Maths & Science (Y11) | £20,000 | 4 | Subject Progress Index results for these subjects are shown below:   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Subject Progress Index** |  | **2017-18** | **2018-19** | **Amount Gap has Narrowed** | | **English** | **All** | -0.15 | -0.39 |  | | **NPP** | 0.01 | -0.35 |  | | **PP** | -0.47 | -0.48 |  | | **Gap** | 0.48 | 0.13 | 0.35 | | **Maths** | **All** | -0.17 | 0.08 |  | | **NPP** | 0.09 | 0.15 |  | | **PP** | -0.67 | -0.08 |  | | **Gap** | 0.76 | 0.23 | 0.53 | | **Combined Science** | **All** | -0.83 | -0.24 |  | | **NPP** | -0.65 | -0.15 |  | | **PP** | -1.12 | -0.36 |  | | **Gap** | 0.47 | 0.21 | 0.26 | | **Biology** | **All** | -0.87 | -0.21 |  | | **NPP** | -0.81 | -0.17 |  | | **PP** | -1.13 | -0.49 |  | | **Gap** | 0.32 | 0.32 | 0 | | **Chemistry** | **All** | -0.79 | -0.10 |  | | **NPP** | -0.75 | -0.10 |  | | **PP** | -0.96 | -0.09 |  | | **Gap** | 0.21 | -0.01 | 0.22 | | **Physics** | **All** | -0.79 | -0.05 |  | | **NPP** | -0.72 | -0.04 |  | | **PP** | -1.03 | -0.08 |  | | **Gap** | 0.31 | 0.04 | 0.27 |   This data shows the gap has narrowed in all subjects where this intervention took place except  Biology between 2017-18 and 2018-19. The effectiveness of the programmes has been reviewed and further strengthened for 2019/20. | Yes |
| Learning Mentor | £25,285 | 3/4 | The Learning Mentor works with PP students to provide one to one support in particular for students with behaviour issues who were finding themselves isolated from lessons as a result of poor behaviour choices. She also worked with students who were ‘at risk’ of being isolated from lessons due to their behaviours. 79% of Y11 PP students the learning mentor carried out intervention with last year were boys. Last year the gap closed for PP boys from -1.203 in 2017-18 to -0.955 in 2018-19. Over the course of the year the number of PP students who found themselves in REMOVE was halved. A number of students found that after appropriate intervention from the learning mentor, their individual behaviour points were reduced and that their remove referrals reduced significantly or stopped altogether. This strategy will not continue in 2019-20 due to changes to the behaviour policy. | No |
| Attendance Officer | £12,000 | 3/4 | The attendance officer is responsible for monitoring attendance, liaising with House Leaders and providing interventions for individual students and groups to improve their attendance. In 2018-19 whole school attendance was 95.43%, PP 94.32, NPP 96%. In 2017-18 whole school attendance was 94.9%, PP 93.36, NPP 95.93. The gap has therefore narrowed from 2.57 in 2017-18 to 1.68 in 2018-19. | Yes |
| Assistant Headteachers | £22,968 | 3/4 | Assistant Headteachers (x2) responsible for Attendance, Behaviour & Pupil Premium ensure that PP is a regular item on the whole school agenda at SLT meetings and take overall responsibility to ensure interventions and strategies to improve outcomes for PP students are trialled and monitored across the school. The gap for PP v NPP attendance has narrowed from 2.57 in 2017-18 to 1.68 in 2018-19. PP referrals to REMOVE were more than halved during the course of 2018-In 2018-19, the PP v NPP gap for Progress 8 has narrowed from 0.498 in 2017-18 to 0.362 in 2018-19. In 2019 the EEF published a Guide to the Pupil Premium which recommends that schools focus a large amount of their PP spend on teaching. We have therefore moved responsibility for PP to the Deputy Headteacher for Teaching & Learning and so the contribution to these Assistant Headteacher salaries will not continue in 2019-20. | No |
| PP Lead | £5,988 | 3/4 | Line manages PP Learning Mentor, leads on PP strategy and information presenting to whole staff and Governors where appropriate. Also liaises with other staff in school to raise awareness/standards/expectations and aspirations of PP students. This role began in September 2017 and after the Summer 2017 results, where the Progress 8 gap for PP v NPP students was 0.791. In Summer 2018 this gap narrowed to 0.498 and in September 2019 the gap has further narrowed to 0.362. | Yes |
| PP Core Leads | £3432 | 3/4 | PP core leads have been invaluable in providing specialist subject support for PP students and the learning mentor. Bespoke resources have been created for students to use independently, during after school sessions and with their mentor during intervention sessions. In Maths the Progress 8 gap for PP v NPP students narrowed from 0.634 in 2017-18 to 0.250 in 2019-20. In English the Progress 8 gap for PP v NPP students narrowed from 0.422 in 2017-18 to 0.122 in 2019-20. | Yes |
| Contribution to Lead Practitioner (English) & T&L Lead (Maths) | £30,000 | 3/4 | We have a LP (English) and a TLR holder for T&L within Maths. These staff are responsible for training new staff, leading whole school INSET, creating resources and sharing ideas within their departments to improve T&L for all. Last year the average Progress 8 for English was -0.570, NPP -0.532, PP -0.654. In 2017-18 the P8 measure for English was -0.432, NPP -0.289, PP -0.711. The gap in English has therefore narrowed from 0.422 in 2017-18 to 0.122 in 2018-19. In 2018-19 the average P8 for Maths was 0.051, NPP 0.129, PP -0.121. In 2017-18 the average P8 for Maths was -0.285, NPP -0.070, PP -0.704. The gap in Maths has therefore narrowed from 0.634 in 2017-18 to 0.250 in 2018-19. | Yes |
| Library, Breakfast club, after school provision & homework club | £26,626 | 3/4 | The library, breakfast club, after school provision and homework club were attended regularly and allow PP students a place and resources to work. The library opened in 2018-19 and so there is no information for 2017-18. However, in 2018-19 there were 4,760 books loaned from the library across all year groups. 100% of Y7 students borrowed books on a regular basis. A number of students use the library resources at break and lunch. On a typical day there will be 40-45 students in the library at these times but this number does rise to 70 students on busier days. The breakfast club provision allows all students to have access to a free breakfast plus a space to stay warm and dry or complete work before the start of the school day. On a typical day there will be 70 students attending breakfast club with 80% of these being PP students. In 2018-19 on a typical night there were 10 students who would attend homework club in the library, with 40% of these being PP students. Attending P6 activities (intervention provided by subject specialists) after school on a typical night there are 20 students, of which 25% are PP. We recognise as a school that our tracking of student use in these areas is not as robust as we would like and therefore we are investing in the ‘SIMS Activities’ package for 2019-20 to enable greater tracking and analysis moving forwards. | Yes |
| Achievement for All Programme | £3,450 | 3/4 | This was a 2-year programme which provided staff training sessions and the opportunity for some staff with PP responsibilities to work with a mentor assigned to us by Achievement for All. However, the quality of training and support provided was below expectations, had little impact and therefore this will not be continued in 2019-20. | No |
| Sam Learning Subscription | £666.50 | 4 | Some KS4 PP students have used Sam Learning to work independently from home or during sessions where they may have been isolated due to behaviour issues and therefore unable to have support from a subject specialist. The Sam Learning subscription ended in March 2019. This will not continue in 2019-20 as other packages such as EdLounge and SENECA have replaced this. | No |
| Careers | £12,000 | 3/4 | Individual careers appointments as well as organised trips, visits, talks etc are a strength at Bolsover School and are very well received by students and parents/carers. This supports increased engagement and aspirations among students. All Y11 students have at least one one-to-one careers appointment and attended a ‘mock results day’ and parents’ evening event with representatives from further education and the world of work who gave presentations and were available for one to one discussions. In 2017 98% of leavers went into Education, Employment or Training. The 2% NEET students were made up of 3 students (one was PP two were not PP). In 2018 99% of leavers went into Education, Employment or Training. The 1% NEET student was not a PP student. 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. | Yes |
| Free Late Bus | £8,000 | 3/4 | Allows all students to access p6 intervention without any concerns about how to get home. In 2017-18 there were 45 PP students who used the late bus out of 144 students in total (31%), in 2018-19 this increased to 71 PP students out of 161 students in total (44%). | Yes |
| Uniform store | £1,700 | 3/4 | Due to significant changes in the behaviour policy, comparisons with the previous year are not measurable. However, in the first half term of 2018-19 there were 8 PP students isolated in REMOVE due to uniform issues. Over the course of the year, as the uniform store became more embedded into the school culture, this figure reduced significantly with just 4 PP students isolated in remove due to uniform issues between October half term 2018 and the end of the school year in July 2019. Students and parents generally show a positive attitude this facility and uniform is no longer an issue for disadvantaged students. The standard of uniform for all students on school site is now high. | Yes |
| Support with extra-curricular/hardship fund/food resources | £10,000 | 3/4 | This means that in extreme cases of hardship we can support young people and their families. Students are therefore able to access the full curriculum and extra-curricular activities on offer. For example, last year we provided some ingredients for students so they could participate in practical lessons in Food Preparation. The GCSE results in this subject are strong and in 2019 the subject progress index was 0.78 (NPP 1.07, PP 0.19). Student X received a necessary pharmaceutical product which enabled them to attend school after a period of absence. Student X and Y received PP support to help with deposits for a Macbeth trip which allowed payments to be made in instalments and the students to share the same experience as their peers. | Yes |
| SIMS/SISRA | £9,755 | 3/4 | 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. | Yes |
| Positive Support Worker | £6,581 | 3/4 | Identified students can have one to one or small group sessions to provide positive support where needed. This ensures students are able to maximise their progress in school as some of their barriers to success are removed. This will not continue in 2019-20 as we have trained some staff ‘in-house’ in this area and are also moving to P4YP (Positive for Young People) for this provision. | No |
| Behaviour Support Worker | £12,000 | 3/4 | Identified students can have one to one or small group sessions to provide behaviour support where needed. This ensures students are able to maximise their progress in school as some of their barriers to success are removed. This will not continue in 2019-20 as we have trained some staff ‘in-house’ in this area and are also moving to P4YP (Positive for Young People) for this provision. | No |
| Contribution to TLRs for Curriculum Leaders/Heads of House | £25,304.50 | Ongoing | Curriculum Leaders and Heads of House are required to identify, monitor and evaluate impact of interventions put in place for identified key students. These are discussed at SLT line management meetings and presented/discussed regularly by Curriculum Leaders and Pastoral Leaders at RIP and Zorba meetings with the senior team. RIP meetings involve detailed analysis and discussion of a particular Curriculum area or House and Zorba meetings focus on particular students identified for underachievement to identify barriers to learning and strategies to address this. In 2018-19 the PP v NPP gap for Progress 8 has narrowed from 0.498 in 2017-18 to 0.362 in 2018-19. | Yes |
| Self-supported study (Show my homework subscription) | £1,500 | 3/4 | Show My Homework supports pupils in tracking and completing their homework. The app enables parents and students to keep track of homework, whilst the technology engages students who may otherwise be reluctant to complete homework. Students who do not have access to computers at home can use the library before, during or after the school day. 5069 homeworks were set last year using SMHW and we have one of the highest teacher engagement rates out of the 1500+ schools who use SMHW. Student activity is classed as ‘high’ with 92% of students using it last term. Parental activity is ‘above average’. Last year 96% of PP students were active users of SMHW. | Yes |
| Self-supported study (EDLounge subscription) | £7500 | 3/4 | EDLounge provides work and support for students who are unable to attend lessons, for example when students are removed from lessons due to behaviour issues and spend a period of time in isolation. So far, this has been a useful tool to ensure students have access to meaningful, appropriate work with support provided. This was purchased mid-way through the year and so a more detailed impact analysis can take place in 2019/20. | Yes |
| Replenishment of the LRC resources & DEAR initiative with Y7. | £2,000 | 3/4 | Securing stock for LRC to ensure that all pupils have access to appropriate, relevant and challenging materials that engage them in reading and which support literacy development throughout the academy. DEAR (Drop Everything And Read) was introduced with Y7 last year where students spend 15 minutes every day reading their own reading book on a carousel basis during a different lesson each day. ARTi results last year show that on average, Year 7 increased their reading age by 13.2 months in 4 months. The use of DEAR also meant 100% of Y7 students loaned books regularly from the library last year. | Yes |
| Biometric system/School Gateway | £2,897 | 3/4 | Biometrics system upkeep – deployment of this technology removes the stigma of pupils receiving FSM and encourages both sign-up for FSM and uptake of the meals themselves. The system continues to work well and will be continued in 2019/20. | Yes |
| Developing teaching | £22,000 | 3/4 | Staff at Bolsover accessed a wide range of CPD programmes aimed at developing teaching staff in terms of T&L plus leadership development CPD such as aspirant middle and senior leadership programmes (through our membership of the Redhill Teaching School Alliance). In addition, Redhill Trust joint INSET attendance for all teaching and support staff helped to further develop school T&L; systems and processes. Progress 8 has risen from -0.639 in 2017-18 to -0.356 in 2018-19 for all students with the PP gap narrowing from 0.498 to 0.364 in the same period. With continued CPD for all staff, the is scope to further increase this value in future years. | Yes |