



Pupil premium strategy statement: secondary schools

1. Summary information					
School	Carlton Bolling				
Academic Year	2018/19	Total PP budget	£509,575	Date of most recent PP Review	Sep 2019
Total number of pupils	1467	Number of pupils eligible for PP	629	Date for next internal review of this strategy	Sep 2020

2. Current Progress		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average	+0.27	0.13 (2018)

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low levels of literacy/ability in English on entry to the school (lowest national quintile), particularly for GRT students.
B.	Low levels of numeracy/ability in Maths on entry to the school (lowest national quintile), particularly for GRT students.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Poor general ability of parents to provide effective support for their child's studies.
	Poor attendance rates of GRT students.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Strong levels of progress in Literacy/English for Pupil Premium students.	Performance of Y11 Pupil Premium students in English at or above the National average Progress 8 score for non-Pupil Premium students.
B.	Strong levels of progress in Numeracy/Maths for Pupil Premium students.	Performance of Y11 Pupil Premium students in Maths, at or above the National average Progress 8 score for non-Pupil Premium students.

C.	Improved attendance rates for Pupil Premium students.	Overall attendance rates and persistent absence rates (10%) of Pupil Premium students at or above the rates for non-Pupil Premium students nationally.
D.	Improved attendance rates for GRT students.	Attendance rates for GRT students (all PP students) at or in excess of national averages for all students for both overall attendance and persistent absence (greater than 105 of sessions missed).

5. Planned expenditure

Academic year	2018/19
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
A & B: High levels of progress in Literacy/English and Numeracy/Maths	Increase the number of teachers employed in both Maths and English so that small class sizes (average of 16) are attained for both subjects across all year groups	<ol style="list-style-type: none"> 1) Analysis of research from Dylan William (Emeritus Professor of Education) into the effects of reducing class sizes, shows that this is effective in accelerating progress when: <ol style="list-style-type: none"> a) Class sizes are at an optimal size (10-20) b) Pedagogy is changed to reflect the smaller numbers, rather than continuing with the pedagogy found with larger class sizes 2) Increased time to provide students with quality feedback within lessons, which is possible when dealing with smaller numbers of students 3) Greater scope within marking to provide more detailed feedback with which to effectively inform further work from students 4) Improved staff retention and enhanced recruitment to the school of quality staff due to the lower overall class numbers and consequent ability to deliver enhanced outcomes 5) Staff able to present higher quality lessons due to lesser fatigue, facilitated by the smaller class numbers and attendant workload 	<p>Staff recruited to reflect the increased numbers of staff needed to ensure that class sizes remain within the optimal range</p> <p>Training, support and guidance from the school teaching and learning team to inform effective practice for smaller classes</p> <p>Matching of Pupil Premium students to specific staff and sets to ensure their progress is optimised</p>	<p>Head of School</p> <p>Director of English and Maths</p> <p>Lead Teachers</p>	<p>Ongoing</p> <p>At each data collection point: Oct, Dec, Feb, Apr, May, July</p>
Total budgeted cost					£430,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A & B: High levels of progress in Literacy/English and Numeracy/Maths	<p>Recruitment of specialist teacher to support the learning needs of GRT students</p> <p>Recruitment of NTE coordinator to develop and quality assure the curriculum needs of the specialized NTE curriculum</p>	<p>Teacher provides the specialist support in both Maths and English. This teacher can speak the home languages of most of the GRT students, so can more effectively deal with any learning barriers</p> <p>NTE coordinator ensures the curriculum is robust, systematic and cyclic to rapidly develop basic literacy skills so that the NTE student can join main stream provision.</p> <p>Develops their cultural capital so that they engage more rapidly with whole school ethos.</p>	<p>GRT students appropriately timetabled within classes where they can access this support</p> <p>Data tracking of students to ensure impact of the programme</p> <p>All curriculum provision mapped</p>	<p>SENCO</p> <p>Deputy headteacher</p> <p>Standards Deputy headteacher</p> <p>Deputy headteacher curriculum</p>	<p>At each data collection point: Oct, Dec, Feb, Apr, May, July or Dec, Apr July depending upon year group</p>
Total budgeted cost					£28,000 + £28,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C: Improve attendance rates for Pupil Premium Students, with particular reference to GRT students, who are all Pupil Premium students	Appointment of Education Welfare Officer (EWO), with the ability to speak central and Eastern European languages	EWO recruited to engage with the families of all Pupil Premium students to improve their attendance rates within school. A speaker of Eastern European languages employed so that they can more effectively liaise with the families of GRT students, offering support and encouragement to enhance the attendance of a group which nationally has low attendance rates. Evidence shows a direct link between attendance rates and attainment/progress, so this role will serve to accelerate learning progress of PP students	<p>Rigorous application and selection process for the successful candidate</p> <p>Effective initial training of the EWO</p>	<p>Head Teacher</p> <p>Head Teacher, Director of Safeguarding</p>	Ongoing throughout the year through analysis of attendance rates of these students
A & B: High levels of progress in Literacy/English and Numeracy/Maths	Creation of a Hardship/contingency fund to support the specific and general learning needs of Pupil Premium students	This is a broad fund intended to address the specific leaning needs of students as they arise over the course of the year. This can range from the purchase of specific resources such as learning materials or	Regular liaison and contact with Pupil Premium students, analysis of attendance, behaviour, conduct and progress data to identify potential underperformance which may indicate underlying issues	Heads of Year, Raising Standards Leaders,	Ongoing throughout the year

		electronic devices to more general support to facilitate a stable home background and overall learning progress		EWO, AHT Pastoral	
				Total budgeted cost	£26,500
6. Review of expenditure					
Previous Academic Year		2017/18			
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost	
Improve progress levels in Maths	Smaller class sizes (average of 15) across all year groups	<p>Yes, as evidenced by the following data selected from Year 11 examination data:</p> <ul style="list-style-type: none"> Disadvantaged score of +0.08, significantly above average performance. <p>The provision of small classes has also served to improve the outcomes for all students, as shown by the overall P8 score of +0.34 for the whole cohort</p>	<p>Both staff and students are very positive about this approach, commenting on how they are able to: gain/provide more focused and detailed attention and feedback during lessons; gain/provide improved feedback on assessments and homework; gain/provide more bespoke lessons and resources based on the individual needs of students as identified through assessments</p> <p>Teachers also comment on how they experience much less tiredness and fatigue from smaller class sizes, and thus able to inject more energy in to their lessons and have fewer days absence through sickness</p> <p>Due to its success, will be continued in 2018-19</p>	£220,000	
Improve progress levels in English	Smaller class sizes (average of 15) across all year groups	<p>Yes, as evidenced through the following selected Y11 data:</p> <ul style="list-style-type: none"> Overall Progress 8 score of +0.08, which is significantly above national averages Progress score of -0.13 which is in excess of the 2018 national average for non-disadvantaged students 	<p>Feedback from both staff and students is very much in line with the comments received relating to Maths. Although strong, the results in English are not quite as good as found in Maths. This can be explained by the consistently strong leadership over several years in Maths which, by contrast, English has until relatively recently not enjoyed. This would account for the gap in progress between the two subjects. It is expected that the strong performance in English in 2017 will be in line with the outstanding outcomes found in Maths in 2018</p> <p>Due to its success, will be continued in 2018-19</p>	£220,000	
ii. Targeted support					

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Resources to assist the increased integration of GRT students within school	Staffing within the New to English (NTE) department; purchase of targeted, specific learning resources; funds for cultural visits and trips; provision of uniform and kit; GRT week activities in school	<p>The spending here is helping to establish an improving picture for GRT students. This is demonstrated through:</p> <p>Attendance Data Overall GRT attendance 85.6%, well above national averages</p> <p>Overall attendance rates for PP students at 93.2%, which is has improved and closed the gap from the previous year for non-PP students 94.7%</p> <p>School persistent absence rates were at 9.76% in 2017-18, well below the national rate of 12.8% (2017 data)</p>	This approach will be continued as it is demonstrating real improvements. Data projections for 2018-19 also support this improving picture, as well as anecdotal evidence of GRT engaging more with their studies	£42,900
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>prove overall attendance rates and reduce persistent absence (PA) rates amongst Pupil Premium students</p>	<p>Employment of school Education Welfare Officer to improve attendance rates amongst disadvantaged students</p>	<p>Yes, as evidenced through the following data:</p> <ul style="list-style-type: none"> • Overall attendance rate amongst PP students of 93.2%, which is closing the gap as it is just below the national average of 95%,for PP and the national average for non-PP students of 95.9% • The number of PP students missing 10% or more of total sessions at 10.8%, well below the 12.8% national average for all students <p>All students have served to benefit from this role as evidenced by:</p> <ul style="list-style-type: none"> • Overall attendance rate of 95.% for non-PP students at the school, which is under the national average of 95.9% for non-PP students nationally but closing the gap • Overall school attendance of 95% for all students, in excess of the national overall attendance rate of 95% • Persistent Absence at the school at 10.8%, well in excess of the national rate of 12.8% • Non-PP Persistent Absence at 4.5%, well below the national rate of 8.3% 	<p>This has proven a highly effective strategy, helping to attain outstanding attendance rates for our disadvantaged students, with the EWO now being seen as an example of outstanding practice on a national level, presenting at conferences and featured on local, regional and national media. As such, this approach will continue.</p>	<p>£25,200</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.highschool.sch.uk