



## Pupil premium strategy statement: secondary schools

1. Summary information					
School	Carlton Bolling				
Academic Year	2016/17	Total PP budget	£565,675	Date of most recent PP Review	Nov 2014
Total number of pupils	1200	Number of pupils eligible for PP	605	Date for next internal review of this strategy	Jan 2017

2. Current Progress		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average	+0.13	0.12

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
<b>A.</b>	Low levels of literacy/ability in English on entry to the school (lowest national quintile), particularly for GRT students.	
<b>B.</b>	Low levels of numeracy/ability in Maths on entry to the school (lowest national quintile), particularly for GRT students.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>C.</b>	Poor attendance rates of GRT students and Pupil Premium students in general.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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		2016/17			
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 15) are attained for both subjects across all year groups.	<ol style="list-style-type: none"> <li>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"> <li>a) Class sizes are at an optimal size (10-20)</li> <li>b) Pedagogy is changed to reflect the smaller numbers, rather than continuing with the pedagogy found with larger class sizes</li> </ol> </li> <li>2) Increased time to provide students with quality feedback within lessons, which is possible when dealing with smaller numbers of students</li> <li>3) Greater scope within marking to provide more detailed feedback with which to effectively inform further work from students</li> <li>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</li> <li>5) Staff able to present higher quality lessons due to lesser fatigue, facilitated by the smaller class numbers and attendant workload.</li> </ol>	Staff recruited to reflect the increased numbers of staff needed to ensure that class sizes remain within the optimal range	Headteacher	Ongoing
			<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>	Director of English	At each data collection point: Oct, Dec, Feb, Apr, May, July
<b>Total budgeted cost</b>					£445,000
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?

<b>A &amp; B:</b> High levels of progress in literacy/English and numeracy/maths	Recruitment of three specialist members of staff to support the learning needs of GRT students	Three members of staff have been recruited: 1) Qualified teacher: so as to provide the specialist support in both maths and English. This teacher can speak the home languages of all the GRT students, so can more effectively deal with any learning barriers 2) EAL Coordinator: assist with lesson delivery as well as production of resources specific to the learning needs of GRT students 3) GRT Learning Support Assistant: assist students within lessons to accelerate learning progress	GRT students appropriately timetabled within classes where they can access this support  Data tracking of students to ensure impact of the programme	SENCO  Raising Standards Leader, Deputy HT Standards	At each data collection point: Oct, Dec, Feb, Apr, May, July
<b>A &amp; B:</b> High levels of progress in literacy/English and numeracy/maths	Provision of specialist resources to support the learning and learning experience of GRT students	Due to their specific language needs, learning needs and generally impoverished backgrounds, GRT students require specific resources to facilitate and enhance their progress within school. These largely comprise teaching and learning resources, but also include more indirect means of support such as cultural visits and purchase of school equipment and uniform.	Heads of Year and Education Welfare Officer (EWO) speaking with students and their families to identify and act on any barriers to learning. Specialist New to English (NTE) staff identify any specific learning needs and purchase resources to address these.	Heads of Year, EWO, NTE staff	Ongoing throughout the year
<b>Total budgeted cost</b>					£74,900
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>C:</b> Improve attendance rates for Pupil Premium students, with particular reference to GRT students, who are all Pupil Premium students.	Appointment of 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	Rigorous application and selection process for the successful candidate  Effective initial training of the EWO	Headteacher  Headteacher Assistant Head Pastoral	Ongoing throughout the year through analysis of attendance rates of these students

		attainment/progress, so this role will serve to accelerate learning progress of PP students.			
<b>A &amp; B:</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 learning 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 electronic devices to more general support to facilitate a stable home background and overall learning progress.	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, EWO, AHT Pastoral	Ongoing throughout the year
<b>Total budgeted cost</b>					£45,775

6. Review of expenditure				
Previous Academic Year				
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"> <li>Disadvantaged score of +0.40, significantly above average performance and 0.20 in excess of the national score for non-PP students</li> <li>Low prior ability students P8 score of +0.82, which is in the top 10% of results nationally and 0.63 in excess of the national score for non-PP students</li> <li>Middle ability students with a P8 score of +0.20, 0.08 in excess of the national score for non-PP students</li> <li>High ability students with a P8 score of +0.42. This is higher than the overall score for all students of +0.33 and 0.36 in excess of the national score for non-PP students</li> </ul> <p>The provision of small classes has also served to improve the outcomes for all students, as shown by the overall P8 score of +0.54 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 focussed 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 into their lessons and have fewer days absence through sickness.</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"> <li>• Overall Progress 8 score of +0.20, which is significantly above national averages</li> <li>• Middle ability students P8 score of +0.24, 0.13 in excess of the national average for non-PP students</li> <li>• High ability students PP score of +0.11, which is 0.06 in excess of the national average for non-PP students</li> </ul>	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 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 2016 will be in line with the outstanding outcomes found in maths in 2017.	£220,000
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## 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><b>Attendance Data-</b> Overall GRT attendance 90.8% well in excess of 2015 school figures of 77.7% and a national average of 86.3%.</p> <p>School PA rates of 36.9% significantly in advance of last year's school figures of 57.1% (which were then at the higher threshold of 15%) and the national rate of 47.6%. This shows that students are engaging far more with the school, as evidenced by their dramatically improved attendance rates.</p> <p><b>Student Interviews-</b> Focus group interviews also corroborate this, with far more positive comments on their school experience than in previous years.</p>	This approach will be continued as it is demonstrating real improvements. Data projections for 2016-17 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
Improve overall attendance rates and reduce persistent absence (PA) rates amongst Pupil Premium students	Employment of school Education Welfare Officer to improve attendance rates amongst disadvantaged students	<p>Yes, as evidenced through the following data:</p> <ul style="list-style-type: none"> <li>Overall attendance rate amongst PP students of 95.6%, which is in excess of the overall national attendance rate of 95%, and just behind the national average for non-PP students of 95.9%</li> <li>The number of PP students missing 10% or more of total sessions at 10.5%, well in excess of the 12.4% national average for all students</li> </ul> <p>All students have served to benefit from this role as evidenced by:</p> <ul style="list-style-type: none"> <li>Overall attendance rate of 96.9% for non-PP students at the school, which is in excess of the national average of 95.9% for non-PP students nationally</li> <li>Overall school attendance of 96.2% for all students, in excess of the national overall attendance rate of 95%</li> <li>Persistent Absence at the school at 8%, well in excess of the national rate of 12.4%</li> <li>Non-PP Persistent Absence at 4.5%, well in excess of the national rate of 8.3%</li> </ul>	This has proven a highly effective addition to the school, creating 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.	£25,200

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.