



Pupil Premium End of Year Review of Spend for the Academic Year 2019-2020

Outcomes and Achievement

General Trends:

- Where pupil premium students have underperformed this was a result of lack of engagement with the work set by teachers during lockdown. All middle leaders have developed clear plans to ensure these students catch up with any work that they have missed.
- It should be noted that from assessment information (July 2020) students as a whole (inc Pupil Premium students) have engaged further with English and Maths compared to the EBACC and Creative Arts and other subjects.
- There are a significant number of periods where team teaching has been timetabled for next academic year. This will further support students who need to catch up.

Subject Trends:

- Middle leaders have evaluated the information from assessments and class teachers have identified extra support that has been/will be provided for students to support a greater number of Pupil Premium students in meeting or exceeding their target grades.
- PP Lead Practitioner will continue to reach out to subjects with high numbers of students exceeding target grades to enquire how they are supporting Pupil Premium students and enable best practice to be shared.
- PP Lead Practitioner to continue to identify students who are regularly underachieving and forward this data to relevant stakeholders.
 - English:
 - **Successes:** One skill that has improved is students' writing. When tracked in data drops, writing scores are further cross-referenced with reading scores. Both indicate students have made gains in these areas. The Mastery Writing Pathway ensures students regularly practise key skills required for more sophisticated extended writing.
 - **Next Steps:** Inference skills need further development. For example, in the case of the quote "love's wound" – students need to understand that Shakespeare is alluding to the fact that love can be painful by choosing that word "wound".
 - Maths:
 - **Successes:** All PP students who received extra support through 2 weekly LPA or HPA intervention either maintained being on target or performed above target from cycle A to B. This would suggest that this support alongside targeted one-to-one

support in lessons, enabled students to make progress through the new more challenging Mastery curriculum with its emphasis on problem solving and mathematical reasoning and justification

- **Next Steps:** Ensure that all new staff are fully trained in how to deliver the Mastery curriculum keeping true to the philosophy of teaching breadth over depth and, insistence on the correct use of mathematical vocabulary in both written and verbal responses. Also there will be opportunities for high stakes assessments to provide rigor, opportunities for problem solving and comfortable struggle with a focus on our MPA's who make up our middle band of students in sets 2 and 3.

- Science:

- **Successes:** Skills that are developing well, as indicated by outcome data include: Scientific observations – a focus of the new GCSE given new requirements around practical experiments; Application of content knowledge – students are given practice exam questions for homework each week testing this; scientific problem solving – this has been a particular focus of Super Teaching weeks.
- **Next Steps:** Evaluation of experimental method needs to be a focus next year, linked to this, developing data analysis skills (identifying trends and patterns) is another core focus moving forward.

- History:

- **Successes:** The improvements in the achievement data between Cycle A compared to Cycle B illustrates students' development in the construction of historical claims. This will remain a continued area of focus, but all students are now able to construct a basic claim using evidence.
- **Next Steps:** Renewed emphasis has been, and will continue to be, placed on the use of sophisticated tier 3 vocabulary. This has now become more of a feature in lessons where students are instructed to practice using particular words in all types of writing. Over time this will embed new tier 3 vocabulary.

- Geography:

- **Successes:** Scaffolds are implemented to support all learners in reaching this, e.g. for extended writing students are given a structure strip and key word box, giving both key Tier 3 word as well as useful Tier 2 words or phrases which will help students to respond.
Assessments follow a uniform structure (in line with GCSEs) and always start with more accessible questions - typically a map based multiple choice question. This is used to build confidence for all students. Assessments also become progressively more challenging throughout the year to support student progress.
- **Next Steps:** Assessment information shows that in Cycle B students' application of case study facts and knowledge of Geography beyond the curriculum was limited for the majority of students. Prep tasks for cycle D will incorporate reading which will extend student's knowledge and engage them with real world geography. E.g. news articles about current events, sections of journals written by geographers on related topics.

- Culture & Society:

- **Successes:** Comparative Answers - students are increasingly setting out their extended written work in a more appropriate way (linked to KS4, AQA specification) with an introduction that goes through what their essay will discuss, a paragraph on similarities and differences (supported with claims and evidence) and a conclusion that summarises findings.

- **Next Steps:** Evaluative Writing - students need to learn how to argue a point of view while also mentioning and rebutting counter arguments in the process. For this skill to be embedded, lessons need to start focusing more on having a critical standpoint to sources (i.e. start thinking about whether they are trustworthy etc.).
- Computer Science:
 - **Successes:** Students are developing their critical thinking and many are particularly strong in their use of extended vocabulary. Mnemonics and acronyms have really helped with this. Answering in full questions and providing adequate detail has also been a noticeable strength. The talking roles and reference to BOLDER has really helped with this.
 - **Next Steps:** The skill in application: to apply logic and understanding from concepts to a similar scenario remains a focus. As a general skill. This has improved but is still noticeably a challenge for many. Python Programming is also a focus. Students need to develop skills in debugging their own code and being resilient.
- French:
 - **Successes:** Using the 'Look, say, Cover, Write and Check' table method as a vocabulary building acquisition skill has proven extremely effective in student's French spellings, writing and dual translation competencies in lessons and assessments. This is because it leads to long-term memory retention especially when hand-written as research suggests.
 - **Next Steps:** Spontaneous speech in the target language - higher expectations that students speak in French when asked a question, be it fully or partially and also, that they speak in French to ask questions, be it to their peers or the teacher. This is because students have little confidence with their pronunciation and as a result do not fare well in the speaking part of assessments.
- Spanish:
 - **Successes:** Pronunciation: the majority of students are confident reading and pronouncing words in Spanish correctly due to their knowledge of sounds that are different in Spanish. They remember these key sounds with the mnemonic **Queen Julia Roberts Is Extremely Young L!ol**. This knowledge of phonics has ensured good progress in their listening activities.
 - **Next Steps:** A greater focus on teaching more explicitly how to use a variety of language in Spanish is required: For writing, students will start to learn how to use EQUATACO in every essay. For describing photos when speaking, students will learn to use PALMW (people, action, location, mood weather). Both these structures will help all students but in particular students with lower literacy as it will build on their knowledge of English grammar and teach explicitly what is expected of them in languages.
- PE:
 - **Successes:** Students have gained a better understanding of muscle groups through constant delivery in warm ups and linking to practical activities in lessons.
 - **Next Steps:** Students will be completing weekly theory work which will help embed their knowledge and written skills when it comes to assessment. This is being developed in a PE plenary for end of lessons.
- Music:
 - **Successes:** Rehearsal skills, pushing students to direct their own time during practise/rehearsal so that they are ready for performances, has been a success this year.

- **Next Steps:** Application of key terminology when appraising/listening to music (whether peer performances or audio examples). Students are fine with the language and its meaning but struggle to use it in this context, with both verbal responses and in writing.
- Drama:
 - **Successes:** Students are developing a secure knowledge of drama skills and vocabulary based on results from the written part of their assessments. Incorporating a written assessment as well as a practical assessment has been successful in preparing students for the demands of Drama at GCSE level.
 - **Next steps:** Many students are currently below target or well below target due to the performance assessment. This is always a challenge in Drama as targets are not reflected on previous Drama ability. The assessment grids are being reviewed in order to allow progress to be made with the focus being on skills which are built on gradually by looking at the skills required at GCSE.
- Art:
 - **Successes:** Good progress has been made in developing confident observational drawing skills, particularly in yr 7. Assessment for Excellence (AFE) tasks show that the vast majority of students have made substantial progress between their baseline drawing and their AFE drawing, with a very small number of students making at least minimal progress.
 - **Next Steps:** Written analysis of artists work needs to be further developed with correct use of technical vocabulary particularly in yr 8. Interleaving of vocab taught in yr 7 needs to be revisited in yr 8 to support this.
- Small Groups (Maths/English):
 - **Maths Successes:** The Maths Mastery scheme has been implemented and Primary Education reinforced. Times-tables are a particular focus and students have made good progress here.
 - **Next steps:** Students need to further their development in basic arithmetic skills e.g. long division and multiplication.
 - **English Successes:** Emphasis has been placed on Phonics focused on a range of reading skills. One skill students have thoroughly developed is making predictions about texts.
 - **Next Steps:** A focus on finding answers to questions that are 'beyond the line' is required. i.e. students need to analyse texts and deploy their findings in order to support their answers.
- Speech & Language therapy:
 - 7 of the 17 pupil premium students receiving support have made good progress between the Autumn and Spring terms.
 - 5 of these students have progressed from a severe to a moderate level of need.
 - 2 of these student have progressed from a moderate to a mild level of need.
 - 1 student has been discharged.

Activities	Cost	EEF Indicator – Evidence and Months	Review of expected outcomes	End of Year Review
Secure across the Academy, high quality of Teaching, Learning and Assessment				
1. Employ a teaching and learning coach to provide bespoke professional development opportunities for all teaching staff. Focusing	£16,000	3/5 8 months	Secure excellent learning for all students through effective teaching, curriculum offer and assessment. Through self-evaluation	Teaching and Learning coach has supported teaching colleagues regularly and the positive impact of this has been seen during self-evaluation weeks particularly with the development of questioning and academic literacy. The impact of this support has been curtailed since lockdown however.
2. Staff professional development opportunities (visiting other schools, INSET day, visiting speaker, curriculum development.)	£865	3/5 8 months	Staff are confident in their delivery of lessons which stretch and challenge the most able Pupil Premium students. High quality teaching is evident through self-evaluation.	A significant number of CPD opportunities have been offered to staff this year including: - Be Bold Network speakers: Bradley Busch, Lucy Creehan, Sam Simms, Bridget Clay - Accenture Middle Leaders training - Ian Berryman, managing behaviour - Naomi Graham – SLT team development - IoE SRG (Subject Specialism Research Group) working with Hist., Geog, MFL, - London West Alliance training - 1:1 feedback with Teaching and Learning Coach - 1:1 feedback with SEN specialist - Coaching – Ofsted specialist • - Be Bold subject networks (History, Science)
3. Deployment of a primary school teacher – who focuses on gaps from primary in Maths and literacy.	£57,858	4/5 8 months	Students who underperformed in year 6 SATs (English and Maths) are able to revisit, and develop their numeracy and literacy in supportive, small group	Maths and English were able to have small groups of LPAs in Year 7 and Year 8. Observations from the school mastery lead and DFE have highlighted this. In numeracy, their number sense and numeracy skills have progressed, however they are behind the rest of the cohort in terms of the mastery scheme of work. Plans to address this in the spring and summer term with SAH team teaching to ensure progression and catching up, however this has not happened due to early closure.

4. Staffing for Maths intervention.	£4,511	3/5 8 months	The Maths curriculum intervention programme at Bolder is high quality and suits the needs of its learners. It supports learners to achieve at least	This funding has enabled interventions to be staged for HPA, MPA and LPA learners in Maths. See point 6 below for more detail on this.
5. Additional staffing in English 18 hours per week (2 teachers).	£27,067	3/5 8 months	By establishing smaller groups in English and Maths teaching can be further adapted fully to meet the needs of the learners. Increased outcomes and students <u>make very effective</u>	Students in smaller nurture groups, which are facilitated by extra staffing have grown so much in confidence in this smaller, 'safer' setting and are able to articulate their responses in front of these small groups. This has supported their learning well. Students follow a pathway separate to the rest of the students that focuses on core skills that aim to bring them in line- they would not be able to do this if they had to work in a large class and would be likely to fall behind very quickly.
6. Maths and English Intervention targeting most able Pupil Premium students and those who have not made expected progress.	£5,263	2/5 4 months	Students to make rapid progress in Maths and ensure that their progress.	<p>Maths: HPA /PP support is working well to ensure students are maintaining their Sophisticated, and the HPA/PP students receiving Proficient previously that were targeted for one of the intervention groups have generally improved to Sophisticated. With Sky Numeracy there seems to be little progress, but this hadn't been running for long before we broke up.</p> <p>The small group teaching has made some impact and has been mentioned in more detail above.</p> <p>The Catch Up numeracy has made minimal impact with PP (but not more generally) but for this we may need to consider that this is because a non-specialist is delivering.</p> <p>English: Pupil Premium students have been tracked and monitored across the year in the following Literacy interventions: Sky Literacy, Skills Academy and Read Write Inc. Pupil premium students have made above or expected progress in comparison to non-pupil premium students in Literacy interventions.</p> <p>Sky Literacy pupil surveys have proved that the support we have given students with book choice and their development of reading aloud, has improved their engagement with reading with some students now exceeding their chronological reading age as a result.</p> <p>Sky Literacy and paired reading has focused solely on supporting pupil premium students who are two years below their chronological reading age with 1:1 reading aloud support from an adult.</p> <p>This will continue and the Accelerated Reader programme to track and monitor the reading engagement of Pupil Premium students and to ensure that all students have access to books at their appropriate ZPD reading level from the Bolder Academy library. New books for a range of ZPD levels have also been ordered in preparation for supporting year 7 in September.</p>

7. Brilliant Club – bespoke programme for Pupil Premium High Prior Attainers	£160 per pupil £3,840	2/5 3 months	This programme ran with year 7 only this year, and was disrupted due to COVID 19 virus.	Due to the COVID 19 this has been put on hold and rescheduled for the new academic year.
8. Professional Development stretch and challenge for the most able Pupil Premium students – NACE membership and external training	£432	2/5	Pupil premium Lead Practitioner attended training and has delivered a number of training sessions with staff on the back of this. New curriculum strategies 'University Thinking' and 'Comfortable Struggle' have been launched	Lead Practitioner has: <ul style="list-style-type: none"> - Used training to inform an audit of curriculum challenge at Bolder currently. - Created a strategic 5 year plan on the back of this audit. The plan establishes vision, identifies key deliverables and outlines how these will be achieved. - 2 key tennents of this plan, when thinking about curriculum, have been launched with staff – 'University thinking' & 'Comfortable struggle'.
9. Lead Practitioner role Pupil Premium	£1,926	2/5 8 months	Lead Practitioner has led on Pupil Premium policy plus weekly, CPD and HPA interventions.	Lead Practitioner has: <ul style="list-style-type: none"> - Identified explicitly Pupil Premium students into ability groups (HPA, MPA, LPA) at the beginning of the academic year and informed teachers who these students are to inform teachers/subject leads on lesson planning/ questioning/interventions - Led numerous CPD sessions on improving high order questioning of students in lessons across the Academy. - Led a focus group of 6 teachers across departments focused on high order questioning in the classroom. - Run 'developmental' sessions with small groups of/individual HPA Pupil Premium students - Organised the Brilliant Club to work with small groups of students and prioritised PP students for this. - Sent additional work to HPA students during lockdown.

10. Curriculum development	£1,248	3/5 8 months	Lead Practitioners in Hums, Science and Languages have used this time to develop high quality curriculums workbooks to support PP students. Finances were also used to engage an SEN consultant to help develop resources for all learners.	PP Lead Practitioner split PP students into ability groups at the beginning of the academic year. This has enabled: <ul style="list-style-type: none"> - Targetting of HPA PP students through: extra curricular opportunities, high order questioning, focus on challenge tasks when curriculum planning. - SEN leads to compile appropriate intervention groups/interventions for students where needed. - An SEN consultant to work with History, Science, Geography and MFL on developing appropriate challenge for SEN/LPA PP students in their curricula.
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<p>11. Speech and Language Therapist and Hounslow Youth Counselling Service & CAMHS</p>	<p>£10,020</p>	<p>3/5</p>	<p>Supporting students well-being needs to enable them to be supported emotionally to access the curriculum and their learning.</p>	<p>Speech & Language Therapist</p> <ul style="list-style-type: none"> - 17 students who are pupil premium that were accessing support from the Speech and Language Therapist this term. - This includes seven of the eight students with and EHCP and due to their level of need they will continue to access this support in September. - Whilst two of the other 17 students have been discharged, the Speech and Language Therapist will either continue to work with the remaining students in a 1:1/small group setting or will devise a programme of support that can be effectively shared with teachers and delivered by staff at Bolder. <p>Youth Counselling Service, CAMHS & Mental Health/Well-Being support</p> <ul style="list-style-type: none"> - Since school has closed due to lock-down there has been an even greater need to ensure that students have been able to access support for their mental health and emotional well-being. - There are currently 17 students who are pupil premium that are either on the waiting list for services such as CAMHS or are already receiving support due to Social, Emotional and Mental Health needs (8 students in Year 7 and 9 in Year 8). - 11 of these students are currently on the waiting list or under CAMHS and the school is in regular communication with students, parents/carers and professionals involved. - Two students who are pupil premium are also working with the CAMHS well-being practitioner on a weekly basis. This is a 9 week programme of guided self help that is designed to support students that are struggling with anxiety. This programme will continue to support students throughout the summer and then Bolder will be able to refer a further 3 students in September. - Four of these students have been accessing support from the Hounslow Youth Counselling Service which is provided by the school. These students have been able to access this support throughout lock-down and this is a service that the school will continue to provide when students return in September.
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