

The Boswells School 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 Boswells School
Number of pupils in school	1503
Proportion (%) of pupil premium eligible pupils	15.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr S Jones
Pupil premium lead	Mr S Jones
Governor / Trustee lead	Mrs J Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177, 630
Recovery premium funding allocation this academic year	£28,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£79,000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£285605

Statement of Intent

At The Boswells School our aim is to ensure all students, including those from less advantaged backgrounds, make outstanding progress and have access to all that Boswells has to offer. We aim to ensure students from less advantaged backgrounds achieve as well as all students and are given additional support to ensure they do this.

High Quality Teaching and Learning

High quality teaching and learning is at the heart of our strategy to ensure that all learners, but particularly those from less-advantaged backgrounds, make excellent progress. High quality teaching and learning effectively promotes motivation, high aspiration and accelerated learning for all. The Education Endowment Foundation is clear that the largest impact on closing the gap for disadvantaged learners is ensuring that every lesson is delivered by an effective teacher and that recruiting and developing effective teaching must be a priority for pupil premium spending.

Supporting access to a broad and rich curriculum

Hand in hand with high quality teaching and learning we ensure that all learners access a broad and rich curriculum that develops personal and social skills, confidence in learning and builds student's cultural capital. Marc Rowland and Daniel Sobel have both written about the importance of a school's curriculum in supporting students from less-advantaged backgrounds in accessing the curriculum and enrichment opportunities.

This can take many forms:

- Personalised learning through differentiated resources that remove barriers for individual learners
- Support from Learning Support Assistants and Intervention Tutors (English, Maths and Science)
- Mentoring on an individual or group basis
- Financial support to access enrichment opportunities that students may otherwise be unable to access

Targeted Intervention

Targeted intervention forms another strand of our strategy. In the Education Endowment Foundation's 'Guide to the Pupil Premium' it states

'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic'

As well as in-lesson support at the point of delivery we will use pupil premium and catch up funding to facilitate this targeted academic support for students identified as being disproportionately impacted by the pandemic, for example via the use of the National Tutoring Programme:

Wider Strategies

Our pupil premium and catch up strategy also includes ensuring that all students have access to exceptional pastoral care and that those that need bespoke, personalised provision receive it. Wider strategies encouraged by the Education Endowment Foundation and wider research into closing the gap include utilising pupil premium and catch up funding to support student wellbeing and attendance

Impact

The strategy outlined above is designed to be respond to common challenges relevant to the context of our school and to individual needs of our students. We are committed to regularly reviewing the impact of our strategy via diagnostic assessment and listening to all stakeholders. We recognise that the definition of disadvantaged is so much wider than just pupil premium eligible student and our aim is to break down all barriers for all students, but with a particular focus on those eligible for the pupil premium and those disproportionately impacted by the pandemic.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. In identifying these challenges we have followed diagnostic advice from the [Education Endowment Foundation](#). We have identified these challenges from internal data streams that cover a range of indicators alongside staff and student feedback.

Challenge number	Detail of challenge
1	<p>Academic outcomes - Gap in attainment/ progress between disadvantaged and non-disadvantaged students</p> <p>There is an attainment and progress gap between disadvantaged and non-disadvantaged students nationally. Internal and external data has diagnosed where these gaps exist within our school and where these gaps have been</p>
2	<p>Low levels of literacy and numeracy</p>
3	<p>Attendance</p> <p>Nationally there is a gap between the attendance of disadvantaged and non-disadvantaged students, as well as increased frequency of persistent absence amongst disadvantaged students compared to non-disadvantaged students. Attendance figures nationally across all students have also increased since the pandemic.</p>
4	<p>Wellbeing</p> <p>Increased numbers of students are experiencing social, emotional and mental health issues since the pandemic. A significant proportion of these students are from disadvantaged backgrounds</p>
5	<p>Aspiration</p> <p>Aspiration of disadvantaged students is recognised as a common barrier nationally. Student Voice conducted at school has confirmed that a significant number of our disadvantaged students need support to raise aspirations and be aware of opportunities available to them. This is due to a number of factors that impact individuals differently.</p>
6	<p>Independence</p> <p>Metacognition and self-regulation is recognised by the Education Endowment Foundation as a common barrier to learning for disadvantaged students and has been identified by staff and students in our school.</p>
7	<p>Cultural Capital gap</p> <p>For our school the reduction of extra-curricular and enrichment opportunities had a significant impact on all of students, but particularly on the disadvantaged. Academic research supports that providing these enrichment opportunities that students may not otherwise experience is vital to student engagement and progress.</p>
8	<p>Parental empowerment</p> <p>Nationally parental support / engagement is commonly identified as a barrier for the progress of disadvantaged students. Marc Rowland points to case studies of schools that have closed the attainment gap by empowering parents to support students outside of school. Our staff have identified this as a potential vehicle to support student progress.</p>

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
Improved outcomes for disadvantaged students	Progress 8 gap of 0 between disadvantaged and non-disadvantaged students
Improved levels of literacy and numeracy	Improve scores on reading fluency diagnostic tool and internal literacy and numeracy assessments
Improved attendance and decreased instances of persistent absence, particularly amongst the disadvantaged and vulnerable groups	Reducing the gap in attendance between disadvantaged and non-disadvantaged students Reduction in the number of students that are persistent absentees
Improved social, emotional and mental health wellbeing of students	Student engagement with support mechanisms and interventions available to them. Improved attendance and progress figures
Increased aspiration	Secured destinations for all disadvantaged students at the end of Key Stage 4 Increased number of disadvantaged students remaining at the Sixth Form Increased number of disadvantaged students applying to university Increased number of disadvantaged students filling student leadership positions
Independence	Student engagement with independent learning tasks across subjects and key stages (Staff and student voice) Removal of attainment and progress gap between disadvantaged and non-disadvantaged students
Narrowed cultural capital gap	Increased extra-curricular and enrichment opportunities Increased participation of disadvantaged students in extra-curricular and enrichment opportunities
Parental empowerment	Increased attendance of parents of disadvantaged students to: <ul style="list-style-type: none"> • Parent study skills workshops • Parent information evenings • Parents evenings

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: Approximately £165,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>This allows time for timetabled workshops within the Maths faculty that focus on developing the delivery of Maths with a Mastery focus and gives access to Maths Mastery resources to be implemented at Key Stages 3 and 4</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p>	1, 2
<p>Additional staffing in core subjects to allow for smaller class size and a greater level of student support</p>	<p>Improved teacher to student ratios helps to focus on individual's progress and can also help manage behaviour and engagement.</p> <p>Reducing class size EEF</p>	1
<p>School-wide reading and literacy strategy</p>	<p>Improved disciplinary literacy is key for students to improve in all subject areas. Comprehension and vocabulary are skills linked directly to attainment.</p> <p>EEF Reading comprehension</p>	2, 1
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 6

Maintaining breadth of curriculum at KS3 and unrestrictive supportive options process at KS4 /5	A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals and provides the opportunity to pursue a personalised curriculum	1, 3, 5, 7
Teaching and Learning resources	High quality teaching and learning is paramount to closing any attainment gaps. High quality resources support this.	1, 3, 5, 7
CPD (Continued Professional Development)	High quality teaching and learning has the largest impact on the progress of disadvantaged students, Additional sessions supporting all staff with strategies to engage and support disadvantaged students overcome identified barriers.	1
Standardised CAT tests for Year 7 and Year 8	No KS2 data was transferred with students. Standardised testing was appropriate to support internal assessment and monitoring of progress	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approximately £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted in-class interventions	The EEF recommends targeted intervention to support closing gaps that are identified EEF Pupil Premium Guide	1,3,5
National Tutoring Programme – Tute	Small group tutoring is recommended by the EEF to narrow the attainment and progress gap EEF Pupil Premium Guide	1,3,5
School-wide reading and literacy intervention	As with the school-wide reading and literacy strategy, improved disciplinary literacy is key for students to improve in all subject areas. Comprehension and vocabulary are skills linked directly to attainment. EEF Reading comprehension	2, 1
Experienced staff supporting mentoring / group mentoring	Mentoring can be effective in motivating students by building positive relationships and providing positive role models for disadvantaged students. Our experience	1, 4, 5, 6, 7

programme (Achievement for All and Year 9 Group mentoring)	also suggests that these can be a bridge to empower parents EEF mentoring	
Cambridge workshops for Year 8 students	Project based around aspiration. Student Voice response has been extremely positive.	3, 4, 6
Revision/resource packs for year 10/11 alongside student study skills conferences	Recommended resources such as revision guides, books and papers alongside staff-led sessions and a revision website to support independent learning and metacognition in line with EEF research EEF Metacognition	1,3,5
Study skills event for parents	Parents invited to attend a remote study skills session with members of the Senior Leadership Team. This was also recorded and distributed. Marc Rowland's Pupil Premium book suggests that empowering parents to support their children	1,3,5
Remote Learning support provided during the periods of learning from home during the pandemic. Contingency plans in place for future home learning	Provision of devices for students who were identified as needing a device. Internet access through increased mobile data for those who didn't have a broadband connection	1,3,5

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

Budgeted cost: Approximately £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast provision	Ensure that students have the opportunity to eat upon their arrival to school. The EEF has conducted multiple pilots/ investigations into the effectiveness of this provision. Our experience suggests that a significant number of our disadvantaged students access the provision and arrive to school on time to access the provision.	2, 6

Homework club	Homework clubs, extended school day. (printing, resources), stationery, Opportunities to work in school with the support of staff. Increased access to computers and resources. The club is well attended by a range of students that need support. EEF findings suggest that homework has a significant impact on outcomes	1, 2, 3, 4, 5, 6
Psychology Intervention Manager	Wellbeing group work with students to aid engagement at school. Development of strategies both to help students cope with mental health issues and cascade strategies to the wider staff body to support identified students Deployed in line the wider strategies section of the EEF Pupil Premium Guide	2, 5, 6
Use of external agencies to support young people in line with individual needs	Examples include: <ul style="list-style-type: none"> • Power Project • Respect Project • Essex Young People’s Drug and Alcohol Service • Family Innovations Fund • Young Carers • EWMHs Deployed in line the wider strategies section of the EEF Pupil Premium Guide	2, 5, 6
Careers Guidance and support - prioritise disadvantaged students	Greater opportunities for students to find out about careers and enhance their future pathways. Students are given a wealth of opportunities to find out about the various different pathways available to them to continue their educational journey. Deployed in line the wider strategies section of the EEF Pupil Premium Guide	2, 3, 4, 6

Attendance officer	<p>Working with persistent non-attenders and early intervention has a significant impact on attendance.</p> <p>Deployed in line the wider strategies section of the EEF Pupil Premium Guide</p>	2, 5, 6
Counsellor support	<p>Additional capacity to support students wellbeing. One to one support discussing mental health, social issues and relationship issues.</p> <p>Deployed in line the wider strategies section of the EEF Pupil Premium Guide</p>	2, 5, 6
<p>Assistance fund:</p> <ul style="list-style-type: none"> • Uniform • Enrichment activities 	<p>This supports the attendance of students to school and ensures access to cultural capital</p> <p>Deployed in line the wider strategies section of the EEF Pupil Premium Guide</p>	1, 2, 5, 6

Total budgeted cost: £ 285605

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.

In 2021 our disadvantaged students achieved exceptionally well and their outcomes were in line with all students nationally. Students achieve well across the curriculum and throughout all year groups.

2020/2021- attendance for our disadvantaged students across all year groups was lower than our non-disadvantaged. To further improve attendance of our disadvantaged students, this is a whole school priority to be addressed by strategies above and attendance action plan.

Students have equal access to our Personal Development Programme, which delivers statutory and cohort-specific elements. The curriculum is delivered through a fortnightly one hour rolling programme form tutors. Students each have their own learning materials and resources. Students have a further 25 minutes per day to take part in sessions that deliver cultural capital, knowledge and foster discussion, debate and shared and individual activities. Assemblies focus on key themes within the Personal Development Programme.

Feedback from a recent whole school questionnaire demonstrated that students feel safe at school and are aware of how to access support:

- 95% of students feel safe around the school site
- 92% of students know how to access help and support if required via the letusknow@boswells-school.com email address.
- 92% of students feel that Personal Development sessions are helping them to learn about healthy relationships

Externally provided programmes

Programme	Provider
Reading Plus	Reading Plus