Pupil premium strategy statement – The Boulevard Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	761
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Year 3
Date this statement was published	January 2024
Date on which it will be reviewed	November 2024
Statement authorised by	Janice Mitchell
Pupil premium lead	Ryan Daniel
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346208
Recovery premium funding allocation this academic year	£92800
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£439008

Part A: Pupil premium strategy plan

Statement of intent

To level the playing field for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their wealthier counterparts. Ensure every Pupil Premium student in the academy receives the right level of support and challenge that is appropriate to their needs, so they feel safe, make progress and enjoy learning.

The most common barriers to learning for our disadvantaged students include weak language, reading comprehension, weak number fluency, lack of confidence, poor attendance and more frequent behaviour issues. Some disadvantaged students present more complex needs that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all' solution.

As recognised by the EEF we believe good teaching and learning is the most important lever schools have to improve outcomes for disadvantaged students and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers.

Our 5 key principles
- Promote an ethos of attainment for all – rather than stereotyping
- An individualised tiered approach to address barriers – rather than access to generic support and focusing on students nearing the end of KS4
- High quality teaching – rather than bolt-on strategies
- Focus on outcomes for individuals – rather than just providing strategies
- Decisions based on data and respond to evidence – frequently

Planned activities and strategies for all disadvantaged students are identified using a data driven approach where possible. This approach is crucial to ensure all teams (pastoral and academic) function harmoniously in closing the disadvantage divide by supporting the students. All disadvantaged students are offered a graduated level of support. All students will receive Tier 1 Universal offer as a basic support package. When additional support is needed students receive Tier 2 Targeted Support (Mentoring/Academic/Pastoral), driven by the faculty leadership team, assessment team and pastoral team. If Tier 1 and 2 is not successful students receive Tier 3 personalised support driven by the Leadership team and external agencies.

Tiered Approach

Tier 1 Universal offer - All staff

- Quality high impact teaching
- Personal learning Plan
- High priority targeted seating plans and questioning
- Prioritised quality feedback
- Early in-class Wave 1 Intervention
- CIAG (KS4)
- Enrichment opportunities

Tier 2 Targeted Support - Middle leadership and Pastoral team

Head of Year Mentoring
- Head of year / phase report
- Increased parental contact
- Daily monitoring
- Clear/Explicit targets set and monitored
- Round Robin collections (provision map), more targeted support

Wave 2 Academic Support
Additional, time-limited intervention programmes designed to accelerate learning for particular groups that are expected to catch up or exceed the performance of their peers as a result:
- Small group intervention
- Afterschool/Breakfast Clubs
- Independent Learning
- SEN intervention

Pastoral Support
- Attendance reports
- Self Esteem/Well-being
- Parental Meetings
- SENCO Support
- 1:1 Support
- Raising Aspirations

Tier 3 Targeted Support - Extended and Senior leadership teams

Head of Phase Mentoring
- 1:1 Support
- Daily Check in
- Targeted individual intervention
- Discussed at achievement for all meeting
- Behaviour Reports
- Weekly parent meeting

Wave 3 Academic Support
Targeted, time-limited, evidence based and increasingly individualised programmes of intervention
- Band Changes
- One to one in class support
- Out of class intervention
- Individualised intervention

External Support
- Placements
- External agency support
- Educational Psychologists
- Counsellor

Leadership Support
- 1:1 Daily Check in
- Timetable reductions
- Managed Moves

Whilst our strategy adopts the recommended EEF tiered approach we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and students' priorities change. We also ensure that in order to make the biggest difference we focus on a small number of strategies.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The quality of teaching and feedback is not consistently good in every classroom.
2	Students join the academy with low levels of reading, literacy and numeracy.
3	High numbers of vulnerable students need safeguarding and/or wellbeing support.
4	Students make less progress than their peers in many subjects.
5	Attendance is below national average.
6	High levels of local deprivation, lack of suitable resources and/or working space at home.
7	Low aspirations and limited life experiences, travel, and learning outside the immediate community.
8	Students have missed a disproportionate amount of curriculum time in comparison to their peers, due to the COVID-19 pandemic.

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
Close the Progress 8 gap for Pupil Premium students	The progress 8 gap remains above national average and is better than the exam results in 2019.
Develop the aspirations and self-esteem of Pupil Premium students.	The number of enrichment opportunities for Pupil Premium students. All Pupil Premium students engage with a Careers Advisor and have an appropriate destination post 16.
Increase the attendance of Pupil Premium Students.	Pupil Premium students' attendance is in line with students who are non-Pupil Premium.
Increase cultural capital through the curriculum and the quality of enrichment offered.	The percentage of Pupil Premium students regularly attending enrichment sessions is in line with non-Pupil Premium students.
Improve the quality of teaching and learning.	The number of staff meeting the 5 Academy Teaching and learning Standards is increased. Pupil Premium students to perform in line with their peers.

Continue to bridge the gaps in knowledge caused by Covid 19 pandemic through the recovery curriculum.	All subjects have a recovery curriculum that ensures students are able to catch up.
Improve the level of reading, literacy and numeracy.	Pupil Premium students to be at, or above, age-related expectations by the end KS3
The individual needs of Pupil Premium students are identified.	All Pupil Premium students have an up to date pupil passport on Provision Map.
The number of Pupil Premium students receiving an S3 and S4.	The number of Pupil Premium students receiving an S3 or S4 is the same as or less than that of a non-Pupil Premium student.

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: £ 86,414

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of teaching across the academy by introducing 5 key Teaching and Learning Standards that support key aspects of teaching and learning. Learning walks to be completed with an improved focus on collaboration between faculties and utilising a CPD programme that builds on outcomes of Quality Assurance. Drill down into a particular aspect of provision (for example, comparing the progress of boys and girls, looking at the development of writing across the school, or checking that a policy is being implemented consistently).	The 5 academy standards were developed and trialled by the academy teaching and learning working party. All learning walks are conducted in pairs to develop a consistent approach across the academy. Whole school QA process clearly outlined with ongoing process around department walks and paired faculty walks to improve regularity of leaders seeing practice in classroom. Termly data reviews around teaching and learning with agreed actions filtering into a whole school and faculty CPD programme.	1, 2, 4

To identify training needs and areas for professional development.	Trust personal improvement plans in place for identified staff where required.	
Use the advice from the Teacher Development trust to plan targeted programs that focus staff CPD on teachers' individual needs. This will involve ongoing teacher training and support and release time. Management time will be allocated to subject and senior leadership to plan personalised CPD offers for staff that responds to the CPD plans for whole school and faculty in agreement with leaders across the academy. CPD becoming a process informed from QA rather than an event. Collaboration across the trust working on developing great teachers as part of the Cradle to Career Programme. QA outcomes and whole school priorities filter into QA plan to ensure that CPD is focused. Early Careers programme facilitated by Vantage Teaching Hub. Replacing Best Practice.	The National College is a multi-award-winning provider of The National Collage | CPD The specialist and leadership NPQs provide training and support for teachers and school leaders at all levels, from those who want to develop expertise in high-quality teaching practice (such as behaviour management) to those leading multiple schools across trusts. National professional qualifications (NPQs) reforms - GOV.UK (www.gov.uk) The Walkthrus CPD program collates the latest evidence-based research and clarifies the most effective teaching techniques in a visual easy to follow 5 step process. https://www.walkthrus.co.uk/ C2C developing great teachers strand focusing on collaboration with feeder primary schools and developing Walkthrus. https://www.cradle2career.org.uk/north-birkenhead/	1
Provide early in class academic interventions through providing targeted support to learners, by classroom teachers and teaching assistants. Reduced class sizes in the Y-Band and 2 additional staff in year 11, where the needs of students are greater.	Disadvantaged pupils are more likely to be affected by higher school absence rates and lower attainment. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding. For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.	4, 8

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Individualised Instruction | Toolkit Strand | Education Endowment Foundation | EEF	
Purchase of GL Assessment to highlight gaps in reading and core subjects and reveal barriers to learning. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2, 4, 8

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

Budgeted cost: £ 218,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. **Wave 3 academic intervention:** 1:1 tuition for students who are not making expected age-related progress. **Wave 2 academic intervention:** Small group tuition for students who are not making expected age-related progress. **Specialist support SEN support:** Specialist support room for bespoke group work interventions and additional disadvantaged SEN capacity.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both: **Wave 3 academic support :** One to one tuition | EEF (educationendowmentfoundation.org.uk) **Wave 2 academic support :** Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	8
Enhancement of the Maths Mastery teaching using the White Rose Maths Scheme in line with EEF and NCETM guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of	2

We will fund teacher release time to embed key elements and CPD offers (including Teaching for Mastery training). Management time will be allocated for a subject leader to become a Maths Mastery specialist through the Yorkshire & Humber Maths Hub (Outwood Grange Academies Trust). This initiative is designed to build on the excellent practice and achievement that already exists widely – but not universally – across the school and college system. It is being funded by the DfE and co-ordinated by the NCETM. It is a way of harnessing maths teaching expertise within an area, to spread excellent practice.	Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	
Fund additional timetabled slot for numeracy intervention. Purchase of Sparx Maths (an online numeracy program) that significantly improves grades.	A study conducted by RAND Europe and the University of Cambridge found that the use of Sparx Maths is associated with higher outcomes in maths. https://sparxmaths.com/pdf/Sparx-impact-in-first-cohort-case-study.pdf In line with broader findings in the EdTech space, findings suggest that the time spent using Sparx Maths, and particularly time spent actively working on Sparx Maths, are each positively associated with maths outcomes, with active work in Sparx at recommended levels associated with almost a third of a GCSE grade difference. Independent analysis of the relationship between Sparx Maths and maths outcomes	2
Fund additional timetabled slot for Literacy intervention. Improve literacy in all subject areas in line with recommendations in the EEF. Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	2

We will fund professional development on embedding literacy across all subjects. Disciplinary literacy being given as homework and being tested on Google forms. This is supported by spelling/vocabulary testing in tutor.		
Improve vocabulary through original fiction and non-fiction and develop literacy for reading, writing and oracy. Improve grammar through engaging contextualised learning experiences, stories and scaffolded writing opportunities. Tutor read sets (now used in literacy lessons) Fund additional timetabled slot for Literacy intervention.	Bedrock learning – Grammar and vocabulary Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	2
Improve reading for students who have slipped through their primary school's reading net or have missed schooling. Funding for two Teaching assistants to carry out 1 to 1 or small group intervention, where pupils learn new letter-sounds and review previous sounds and words. They apply what they've been taught by reading words containing the sounds they know in lively, age-appropriate stories and non-fiction texts that are closely matched to their increasing phonic knowledge. By the end of the programme, they will be able to read these accurately and fluently. Pupils are taught either individually or in a small progress group each day. The duration will depend on each pupil's starting place. Some pupils might need only a few weeks' tutoring; others may need two or three terms. Time allocated to CPD. HLTa training and to deliver reading intervention programme for the lowest 20% of readers in KS3.	Ofsted published a report on supporting struggling readers in secondary schools after visiting six schools where a higher-than-expected proportion of struggling readers got a grade 4 or above in GCSE English Language. Ofsted notes that struggling readers need to master decoding in order to "recognise words automatically" as "this frees up their working memory so they can concentrate on comprehension." It also states that: "As pupils' reading improved, they gained confidence and became more motivated to engage with reading in class." Ofsted	'Now the whole school is reading'	Supporting struggling readers in secondary school How Fresh Start supports struggling readers in secondary schools	Ruth Miskin Training	2
Accelerated Reader will be introduced in KS3 to improve students' exposure to	Research proven reading practice.	2

texts and to motivate, monitor and manage students' independent reading practice. Time allocated for 1 librarian to support with 1 to 1 reading support and to run the accelerated reader program.	Accelerated Reader matches students with reading suggestions to their interests and at the right level of challenge. Activities help build the vocabulary and literacy skills. Evidence | Accelerated Reader | Renaissance	
SEND Nurture Provision - 10/12 students are PP Setting up a provision that supports students to flourish within the Academy. This provision supports students who need to develop life skills, social skills, confidence and develop a readiness to learn. Through a carefully constructed timetable staff are able to carefully manage gaps in learning, supporting SEND needs more effectively and creating bespoke curriculum plans that allow students to progress while still meeting their SEMH needs. The nurture is 50% within the nurture classroom and 50% in mainstream.	ttps://www.nurtureuk.org/what-is-nurture/h	2
SEMH ALP Provision - 5/6 students are PP This is currently for more challenging SEMH students who end up in crisis as a result of being in mainstream. They have a very bespoke SEMH curriculum and are on a PSP (part time timetable dependent on need) Developing bespoke curriculum that allows SEMH, SEN, EAL needs to be met and that safe space that allows students to develop and meet student needs. Students undergo a SPOT assessment to measure the impact of the provision. The curriculum is evolving for the different needs of the students All provision is in the ALP room apart from the occasional use of the sports hall or the cooking rooms.		

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

Budgeted cost: £ 134,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: To improve attendance, foster links with parents and plan support for students. • Dedicated attendance staff overseeing year groups to allow for consistency in support for the targeted pupils and the fostering of the positive relationships with parents and students. • Home visits if attendance is a concern. • Weekly attendance team meetings to discuss concerns and progress with attendance. • Weekly meetings between attendance lead and phase leaders to discuss attendance concerns and the actions needed. • Attendance is a focus in tutor time once a week, discussing the benefits of high attendance. • Attendance to support with the coffee mornings for parents. • Half termly attendance rewards. • Escalation system established for poor attendance, starting with a warning letter, and ending with prosecution. • Improved systems related to CMEs, Holiday requests and leaving the country notices. • Improved collaboration with Phase Team and HOFs.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. Parental Engagement	Education Endowment Foundation	EEF Studies have found a positive impact for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. Mentoring	Education Endowment Foundation	EEF EEF Rapid Evidence Assessment: Attendance Intervention	5

• Daily use of live data for persistent absentees. • Weekly attendance team meetings to discuss concerns and progress with attendance. • Dedicated attendance staff overseeing year groups to allow for consistency in support for the targeted pupils and the fostering of the positive relationships with parents and students. Attendance plans in place for students who need support in maintaining their attendance.		
Behaviour: To fully embed changes made to the Academy behaviour model by getting all colleagues to fully understand the new On Call -> Removal process Faculties to be developed to 'own' more of their own classroom behaviour by developing teachers through CPD and giving leadership within faculties more time to step in and solve behaviour concerns. A Pastoral Menu to be developed to bespoke strategies can be created for all children that are showing negative conduct within the school environment.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Behavior Intervention | Education Endowment Foundation | EEF	3,4,7
Wellbeing **Phase 1** wellbeing referrals occur for students needing low level support. For these students we have approximately 150 students requiring a weekly check in from the Mental Health lead and team. **Phase 2** referrals occupy a slightly elevated status from the wellbeing team but this again is	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This	3

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undertaken in-house. Support for bereavement, self-harm, etc is within the category. **Phase 3** students are those requiring external support from organisations such as LifeSkills, Advotalk, Barnardo's, CAMHS, etc. We have 36 students currently accessing external support. Several apps are available for students to report their concerns meaning wellbeing support can be accessed outside of school hours.	finding however has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning	Education Endowment Foundation	EEF	
Enrichment: engage and enrich the school experience for disadvantaged learners. • Peripatetic Music lessons • Educational visits and residentials • Enrichment clubs and resources • Revision guides • Equipment (e.g. laptops) • Educational visits • Rewards	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always translate into better attainment. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils. Arts Participation	Education Endowment Foundation	EEF	6, 7
Contingency fund for acute issues. • Uniform, shoes or sports kit • Stationery • Laptops • Emergency travel expenses • Food Hampers • Curriculum trips, visits • Stationary packs	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £439 007

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The COVID-19 pandemic has had a significant negative impact on the progress made by disadvantaged students. The 2023 provisional exam results show pupil premium students' attainment is significantly lower than that of students who are non-pupil premium. This fall in progress is in line with the progress of disadvantaged students nationally.

Since 2017 the progress of non-pupil premium students has improved over time in line with the improvements made across the academy. However, since the COVID-19 pandemic, the average progress of disadvantaged pupils has decreased in line with the national average P8 of disadvantaged students, resulting in the disadvantage gap increasing. The progress of disadvantaged students is above the local average.

The attainment gap between disadvantaged students has stated to close.
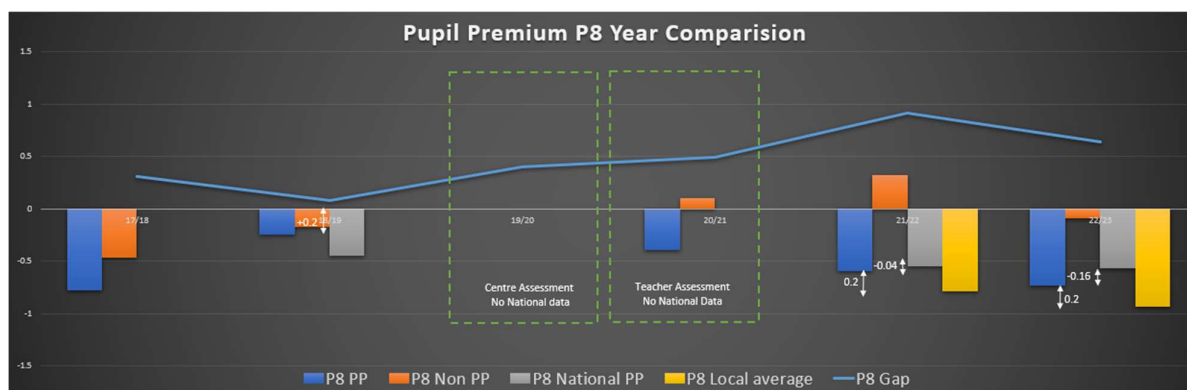
The focus on improving the quality of teaching for disadvantaged students continues to remain a priority in 2023/24.

There are a lot of social issues for the PP children within the Academy and this has impacted their education significantly due to the impact of the COVID-19 Pandemic. In-house support has significantly increased within the academy with dedicated wellbeing, CP, attendance, and pastoral teams. Key students are assigned key workers to support them with their primary issues – Behaviour & Attendance, wellbeing concerns, vulnerable students, and Y11 Intervention.

Externally provided programmes

Programme	Provider
The National College	National Education Group Ltd
Accelerated Reader	Renaissance
GL Assessment	GL Assessment
Class Charts	Tes
Provision Map	Tes
Sparks Maths	Sparks
Fresh Start	Ruth Miskin
Bedrock learning	Bedrock learning