



## Pupil Premium Funding at The Boulevard Academy: Statement 2018

### Background

The Pupil Premium is additional funding that has been made available for publicly funded schools in England to raise the attainment of all disadvantaged students and to close the gap in progress between them and their peers.

The Government has used the number of students entitled to free school meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per student, based on the number of students registered for free school meals or have received free school meals at any time over the previous six years (Ever 6).

The Government is not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their students to increase their attainment and 'narrow the gap'. Schools will be accountable for narrowing the gap, and school performance tables include new measures that show the attainment of students who receive the Pupil Premium compared with their peers.

This document explains how we spend our Pupil Premium funding.

In 2017/18 Pupil Premium funding was £935 per student for those on free school meals/Ever 6.

We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the academy has legitimately identified as being socially disadvantaged.

<b>Academy Context</b>						
<b>Total number of pupils eligible for pupil premium funding</b>	<b>Number of eligible boys</b>	<b>Number of eligible girls</b>	<b>Number of pupils eligible for free school meals in the last six years (ever 6 FSM)</b>	<b>Number of looked after children (LAC)</b>	<b>Number of post-LAC</b>	<b>Number of service children</b>
<b>152</b>			<b>152</b>	<b>2</b>	<b>5</b>	<b>0</b>

## Success Criteria

The evaluation of this policy is based on how quickly The Boulevard can 'narrow the gap' between socially disadvantaged students and their peers.

The success criteria for the Pupil Premium Policy are:-

- Increased and improving Literacy & Numeracy levels
- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets and narrow the gap.
- Effective parental/student support
- Create a positive atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners
- Providing opportunities to enrich students' curriculum through a wide range of school activities

<b>Pupil Premium Funding 2017/18</b>		
<b>Total Funding (estimated)</b>		<b>£142, 120</b>
<b>Objective</b>	<b>Intervention</b>	<b>Cost</b>
Intervention and targeted academic support for Literacy & Numeracy in Transition Phase	<i>Additional support in each class in the Transition Phase to support with Literacy &amp; Numeracy</i>	<i>£75,000</i>
	<i>Additional resources to support Literacy</i>	<i>£10,000</i>
	<i>Renaissance Literacy</i>	<i>£7,000</i>
Additional Family Liaison Support	<i>Additional Family Liaison Support - appointed to support Families and engage with the Academy</i>	£25,000
SEND support for disadvantaged students	Support of an educational Psychologist	£9000
Enrichment for disadvantaged students	Educational Visit Subsidies/ Music Provision	£25, 000
<b>Total expenditure</b>		<b>£151, 000</b>

**THE BOULEVARD ACADEMY**

**PUPIL PREMIUM**

**FUNDING BREAKDOWN 2017 -18**

Pupil Premium for the financial year 2017-18 at £935 per pupil x 253 pupils (Autumn 2017 Census) (£105,655).

The total funding allocation is to date, £101,370. Please see the table below for details on how this has been allocated.

<b><u>Area 1</u></b>	<b><u>Supporting Achievement/Attainment</u></b>	£
	Accelerated Reading/Numeracy	3,270
	Reading materials	2,000
	<b>Total:</b>	<b>7,904</b>
<b><u>Area 2</u></b>	<b><u>Supporting Pupil Well Being</u></b>	61,251
	Inclusion Support staff	
	<b>Total:</b>	<b>61,251</b>
<b><u>Area 3</u></b>	<b><u>Ensuring Equality of Access to Curriculum</u></b>	
	Contribution to trips/activities	7,000
	Music Tuition	3,000
	<b>Total:</b>	<b>10,000</b>
<b><u>Area 4</u></b>	<b><u>Supporting Parents/Carers engage in child's education</u></b>	
	Pastoral support	26,500
	<b>Total:</b>	<b>26,500</b>

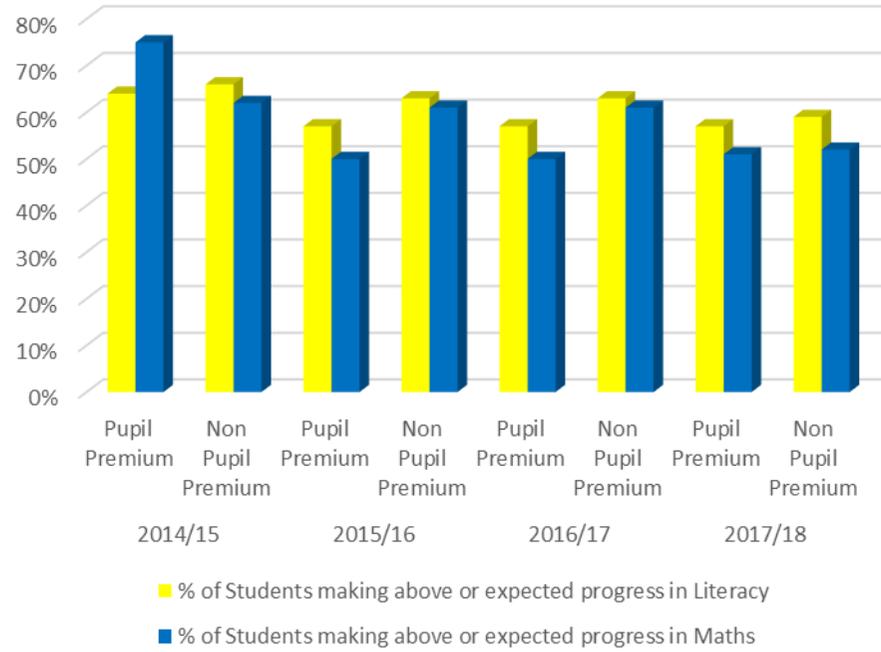
**TOTAL: £105,655**

**The Boulevard Academy Student Progress 2017-18: To show progress of Pupil Premium Cohort**

Performance of Disadvantaged Students in the Transition Phase								
	2014/15		2015/16		2016/17		2017/18	
	Pupil Premium	Non Pupil Premium						
% of Students making above or expected progress in Literacy	64%	66%	57%	63%	57%	63%	57%	59%
% of Students making above or expected progress in Maths	75%	62%	50%	61%	50%	61%	51%	52%
Number of students in cohort	81	58	134	92	134	92	139	91

- PP progress is coasting and is not making the significant and rapid increases expected with effective intervention in place.
- Non- PP progress has regressed in the transition phase in both English and Maths.

### Pupil Premium: Transition



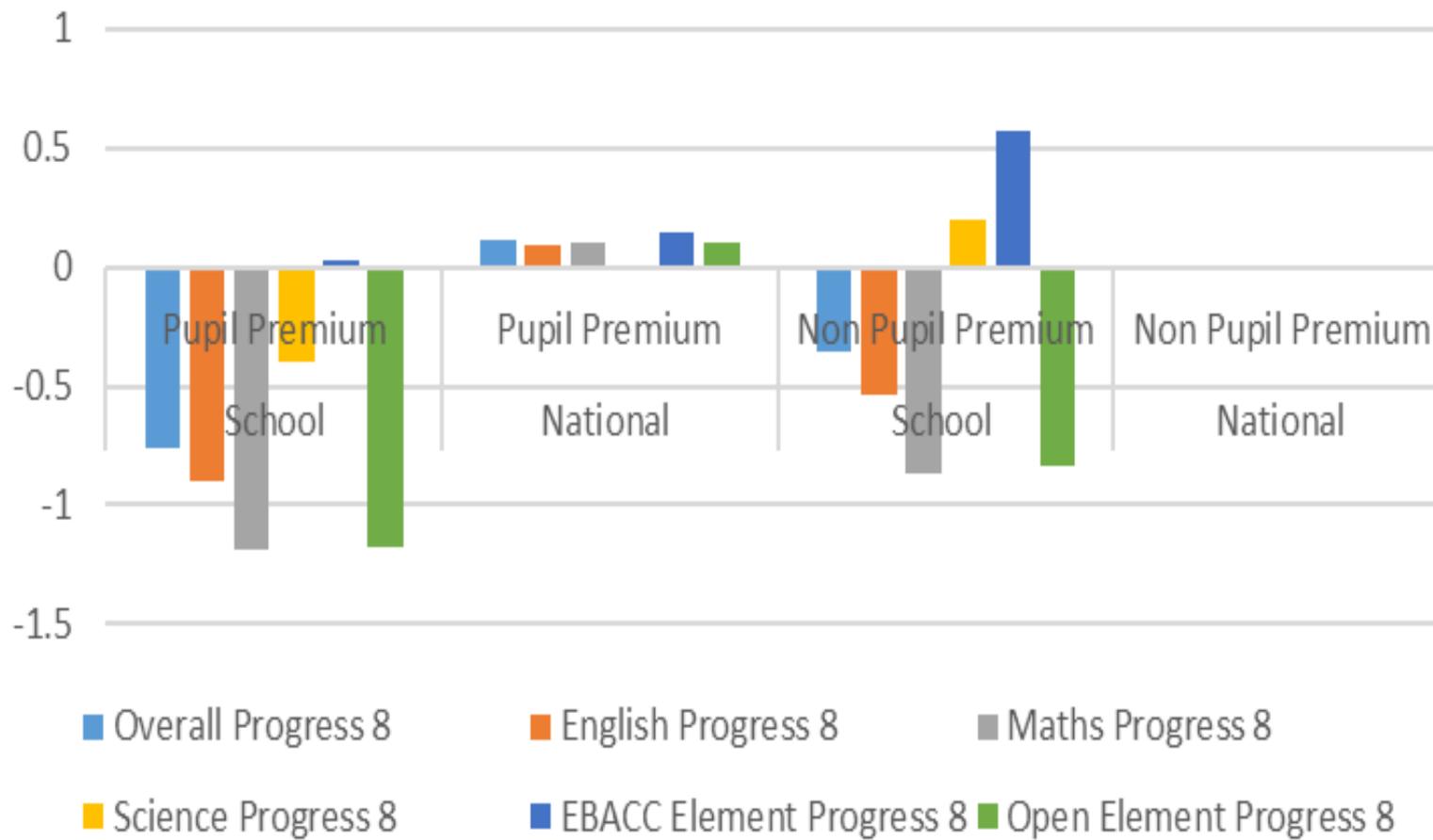
**The Boulevard Academy Student Progress 2017-18: To show progress of Pupil Premium Cohort**

**Pupil Premium Cohort = 23 Non-pupil Premium Cohort = 22**

<b>Performance of Disadvantaged Students in the Achievement Phase</b>				
<b>Year 11 Summer 2018 Results – Progress 8</b>				
	School	National	School	National
	Pupil Premium	Pupil Premium	Non Pupil Premium	Non Pupil Premium
Overall Progress 8	-0.76	0.11	-0.36	0.01
English Progress 8	-0.9	0.09	-0.54	0.01
Maths Progress 8	-1.19	0.1	-0.87	0.01
Science Progress 8	-0.4		0.2	
EBACC Element Progress 8	0.03	0.15	0.57	0.01
Open Element Progress 8	-1.18	0.1	-0.83	0.01

Progress 8 is significantly below the floor standard and National expectations for Pupil premium students. These students are still performing worse than their non-pupil premium counterparts except for the EBACC element of progress 8 which all students performed better in.

## Performance of Disadvantaged Students in the Achievement Phase

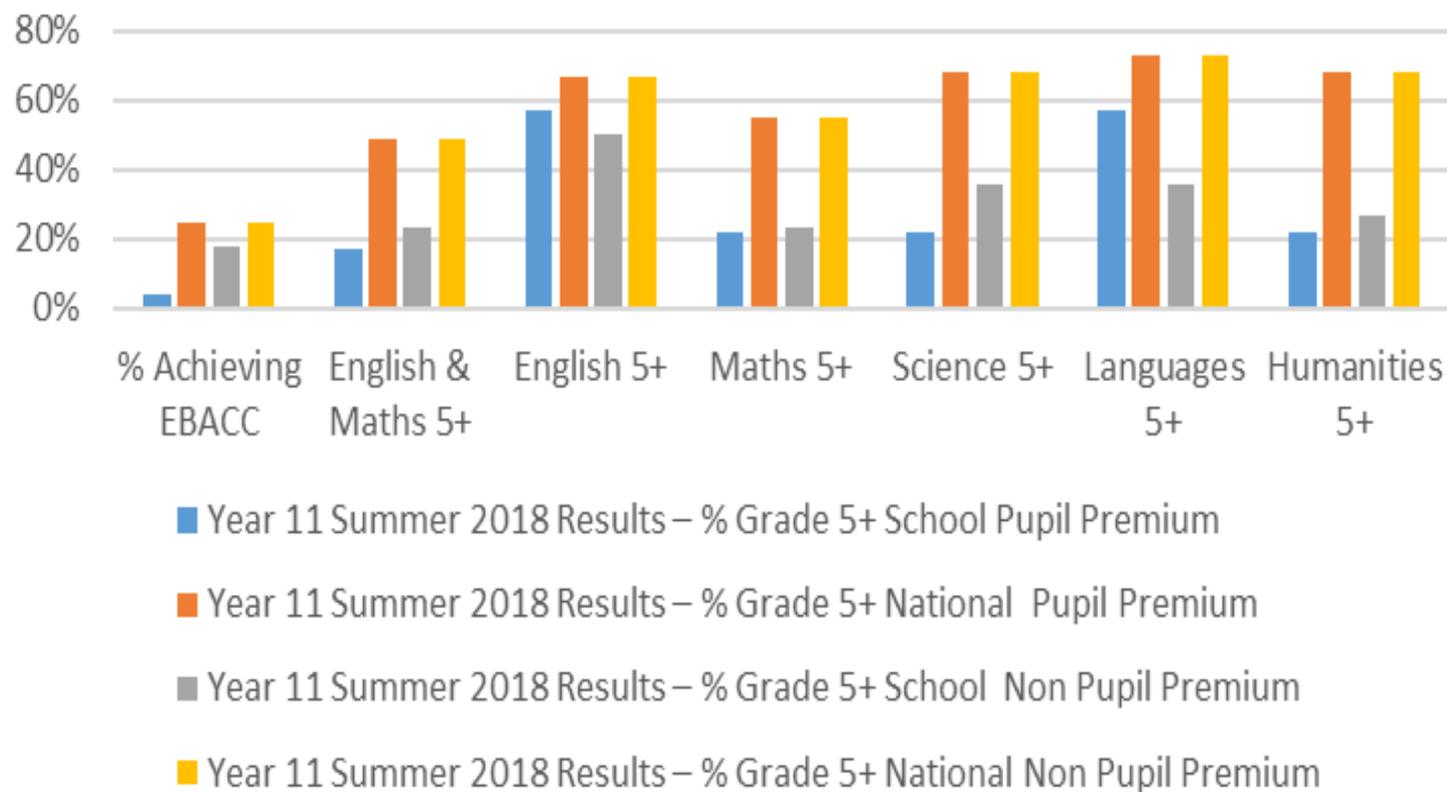


<b>Performance of Disadvantaged Students in the Achievement Phase</b>				
<b>Year 11 Summer 2018 Results – % Grade 5+</b>				
	School	National	School	National
	Pupil Premium	Pupil Premium	Non Pupil Premium	Non Pupil Premium
% Achieving EBACC	4%	25%	18%	25%
English & Maths 5+	17%	49%	23%	49%
English 5+	57%	67%	50%	67%
Maths 5+	22%	55%	23%	55%
Science 5+	22%	68%	36%	68%
Languages 5+	57%	73%	36%	73%
Humanities 5+	22%	68%	27%	68%

PP performance in maths, science and humanities was lower than that of Non-PP cohorts.

Students in English and Spanish were closer to National expectations with the pupil premium cohort and they performed better than the non-pupil premium cohort.

## Performance of Disadvantaged Students in the Achievement Phase



Data to be added when Academy is found on the below website

<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/#>

### **Area 1 – Supporting Achievement/Attainment**

When students enter the secondary phase at The Boulevard Academy we ensure we know and understand the starting points for their academic progress. We gain valuable information from their Primary Schools and additionally we carry out several important baseline assessments, for example their reading & spelling ages; Literacy & Numeracy levels.

The Pupil Premium will be spent on ensuring that all pupils in both Key Stages are making progress in the key skills needed to succeed at The Boulevard and ensure they are properly prepared for the next stage of their education.

The most important skills are:

- Reading
- Writing (including spelling)
- Use of Number

Without these skills students will not reach their potential.

For students who enter the secondary phase with reading ages well below their chronological age we will deliver a personalised programme of “catch up” to help them improve on this vital skill. The catch up reading programme will be based on regular intensive small group sessions using Inclusion support and/or accelerated reading.

Alongside this we want to encourage students of all ages to read for pleasure. Ensuring that both young people and their parents have access to high quality stimulating reading materials is a priority and a wide range of books have been purchased and are used in Guided Reading sessions.

Within the curriculum we pay for additional staffing which can help us support learning which is personalised to the needs of the individual and to groups of learners. For example, in all our subjects additional staffing is deployed to enhance opportunities, increase student contact and provide lower student teacher ratios.

Throughout their time at The Boulevard we will intervene to support students who fall behind in core skills. This will be done through interventions such as:

- Enhanced student teacher ratios
- Small group interventions, e.g. reading support
- In class support.

### **Area 2 – Supporting Pupils Well-Being, Behaviour and Attendance**

For many students becoming a teenager is not the easiest of times. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff to help students overcome their particular barriers to learning is essential. There are many students who do rely on this to succeed at school and without this personal approach will become disengaged from school. This mentoring will mean supporting students, emotionally but also ensuring that they are challenged to work hard, succeed and overcome their barriers to learning. Some of this work involves helping students to raise their aspirations. Therefore, some funding will be targeted at helping students identify future opportunities. For example, opening their eyes to the possibilities of further and higher education, maintaining high standards of attendance/punctuality.

### **Area 3 – Ensuring Equality of Access to the Curriculum**

A key aspect of our ethos at The Boulevard Academy is our belief that we need to develop memorable learning experiences. This includes curriculum trips and visits. We also believe that all students benefit greatly from a residential experience which takes place during curriculum time, enrichment days and residential experiences.

Similarly whilst our residential trips have been designed to be very cost effective we understand that for some pupils this still could be a barrier.

A key part of our focus on developing the talents of the pupils. We believe that talents such as sport, music, dance, drama will only develop into a lifelong passion by providing a high quality extended curriculum.

The Pupil Premium will also help all students access this curriculum and help students discover their talents.

### **Area 4 – Supporting Parents/Carers to engage in their child's education**

Bringing up children and teenagers is never any easy time. The additional stresses provided by financial worries will also impact on this. We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success at school. We want to provide regular structured meetings where parents can discuss their concerns and jointly identify strategies which can help students succeed at school and at home. We have used Pupil Premium to strengthen support for students' social, emotional and general pastoral needs by increasing support staff for Inclusion, Attendance and Welfare.

## The Academy Context for 2018/19

Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
173			173	2	5	0

### Success Criteria

The evaluation of this policy is based on how quickly The Boulevard can 'narrow the gap' between socially disadvantaged students and their peers.

The success criteria for the Pupil Premium Policy are:-

- Increased and improving Literacy & Numeracy levels
- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets and narrow the gap.
- Effective parental/student support
- Create a positive atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners
- Providing opportunities to enrich students' curriculum through a wide range of school activities

## Pupil Premium Funding 2018/19

Total Funding (estimated)

£230,000

Objective	Intervention	Cost
Intervention and targeted academic support for Literacy & Numeracy in Transition Phase	<i>Additional support in each class in the Transition Phase to support with Literacy &amp; Numeracy</i>	£136,000
	<i>Additional resources to support Literacy</i>	£10,000
	<i>Renaissance Literacy</i>	£7,000
Additional Family Liaison Support	<i>Additional Family Liaison Support - appointed to support Families and engage with the Academy</i>	£50,000
SEND support	Support of an educational Psychologist	£9,000
Enrichment	Educational Visit Subsidies/ Music Provision	£25,000
<b>Total expenditure</b>		<b>£230,000</b>

Moving forward during this academic year....

Measure the impact (using both internal and external data sets) of the current Pupil Premium spend on the full pupil premium cohort at TBA.

Explore how the current spend supports pupil premium students in Year 9-11.

Use evidence to make recommendations for improving how the Academy uses the Pupil Premium funding.

Re-design how the academy reports on pupil premium spending when reporting to all stakeholders.

Use PP student voice to support with adapting to need.

Explore how Spanish and English prepared PP students for the exams

