

# Pupil premium strategy statement – The Boulevard Academy

This statement details our school's use of pupil 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	907
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers	Year 4
Date this statement was published	January 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ray Khan
Pupil premium lead	Ryan Daniel
Governor / Trustee lead	LGB

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389025
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£389025</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# Part A: Pupil premium strategy plan

## Statement of intent

Our goal is to ensure all disadvantaged pupils have access to opportunities that help them reach their full potential. We aim to eliminate barriers to achievement, enabling every pupil to thrive academically, socially, and emotionally. This strategy focuses on high-quality teaching, targeted interventions, and access to enriched experiences for disadvantaged students.

We understand that the challenges faced by disadvantaged pupils can vary significantly, so we adopt a flexible and data-driven approach to tailor support effectively. As recognised by the EEF high-quality teaching is at the heart of our strategy, alongside addressing literacy, numeracy, attendance, and wellbeing.

### Key principles

- High Expectations for Every Pupil: Belief in the potential of all pupils, regardless of background.
- Tailored Support: Individual needs are identified and addressed through specific interventions.
- Prioritising Teaching Quality: Focus on effective teaching practices rather than short-term solutions.
- Outcome-Focused Interventions: All actions are designed with measurable impacts in mind.
- Data-Driven Decisions: Regular evaluation of evidence and impact informs improvements.

Our ultimate goal is to close the disadvantage gap, enabling all pupils to thrive academically and personally.

## 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	Low literacy and numeracy levels among many students when they enter the academy.

3	A high proportion of pupils requiring safeguarding or wellbeing support.
4	Persistent progress gaps between disadvantaged pupils and their peers in key subjects.
5	Attendance rates for disadvantaged pupils are below the national average.
6	Socioeconomic factors limit access to resources like study spaces or materials.
7	Limited aspirations and restricted access to enriching opportunities.
8	Lost curriculum time due to the impact of 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 between disadvantaged pupils and their peers.	Disadvantaged pupils achieve Progress 8 scores in line with national averages.
Increase aspirations and self-esteem.	All disadvantaged pupils participate in enrichment programs and post-16 planning.
Improve attendance rates for disadvantaged pupils.	Attendance for these pupils matches or exceeds national averages.
Improve the quality of teaching and learning.	Increase the percentage of teachers meeting teaching standards across the academy.
Improve literacy and numeracy skills.	Disadvantaged pupils achieve age-appropriate benchmarks in literacy and numeracy.
Provide targeted support for individual needs.	Tailored interventions show clear academic and personal growth for pupils.
Reduce behavioural incidents.	Behaviour data shows parity between disadvantaged pupils and their peers.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 76576

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching across the academy by introducing key Teaching and Learning Standards that support key aspects of teaching and learning.</p> <p>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.</p> <p>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).</p>	<p>The 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.</p> <p>Termly data reviews around teaching and learning with agreed actions filtering into a whole school and faculty CPD programme.</p> <p>Trust personal improvement plans in place for identified staff where required.</p>	<p>1 2 4</p>
<p>Use the advice from the Teacher Development trust to plan targeted programs that focus staff CPD on teachers' individual needs.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>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.</p>	<p>The National College is a multiaward winning provider of</p> <p><b>The National Collage   CPD</b></p> <p>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.</p> <p><b>National professional qualifications (NPQs) reforms - GOV.UK</b>  <a href="http://www.gov.uk">www.gov.uk</a></p> <p>The Walkthrus CPD program collates the latest evidence-based research and clarifies the most effective teaching</p>	<p>1</p>

<p>Collaboration across the trust working on developing great teachers as part of the Cradle to Career Programme.</p> <p>QA outcomes and whole school priorities filter into QA plan to ensure that CPD is focused.</p> <p>Early Careers programme facilitated by Vantage Teaching Hub. Replacing Best Practice.</p>	<p>techniques in a visual easy to follow 5 step process.</p> <p><a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a></p> <p>C2C developing great teachers strand focusing on collaboration with feeder primary schools and developing Walkthrus.</p> <p><a href="https://www.cradle2career.org.uk/north-birkenhead/">https://www.cradle2career.org.uk/north-birkenhead/</a></p>	
<p>Provide early in class academic interventions through providing targeted support to learners, by classroom teachers and teaching assistants.</p> <p>Reduced class sizes in the Y-Band and 2 additional staff in year 11, where the needs of students are greater.</p>	<p>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.</p> <p>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.</p> <p><b>Individualised Instruction   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	4 8 7
<p>Purchase of GL Assessment to highlight gaps in reading and core subjects and reveal barriers to learning.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>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.</p> <p><b>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</b></p>	2 4 8

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

Budgeted cost: £ 193462

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>School-led tutoring program to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by disadvantage. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <ul style="list-style-type: none"> <li>• Wave 3 academic intervention: 1:1 tuition for students who are not making expected age-related progress.</li> <li>• Wave 2 academic intervention: Small focus group tuition for students who are not making expected age-related progress.</li> <li>• Specialist support SEN support: Specialist support room for bespoke group work interventions and additional disadvantaged SEN capacity.</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both:</p> <p>Wave 3 academic support:  <b>One to one tuition   EEF (educationendowmentfoundation.org.uk)</b></p> <p>Wave 2 academic support:  <b>Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</b></p>	8
<p>Enhancement of the Maths Mastery teaching using the White Rose Maths Scheme in line with EEF and NCETM guidance.</p> <p>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 &amp; Humber Maths Hub (Outwood Grange Academies Trust). This</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:  <b>Teaching mathematics at key stage 3 - GOV.UK (<a href="http://www.gov.uk">www.gov.uk</a>)</b></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations,</p>	2

<p>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 coordinated by the NCETM. It is a way of harnessing maths teaching expertise within an area, to spread excellent practice.</p>	<p>teach problem solving strategies, and help pupils to develop more complex mental models:  <b>KS2_KS3_Maths_Guidance_2017.pdf</b>  <b>(educationendowmentfoundation.org.uk)</b></p>	
<p>Fund additional timetabled slot for numeracy specific lessons.  Purchase of Sparx Maths (an online numeracy program) that significantly improves grades.</p>	<p>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.  <a href="https://sparxmaths.com/pdf/Sparx-impact-in-first-cohort-casestudy.pdf">https://sparxmaths.com/pdf/Sparx-impact-in-first-cohort-casestudy.pdf</a>  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.  <b>Independent analysis of the relationship between Sparx Maths and maths outcomes</b></p>	2
<p>Fund additional timetabled slot for Literacy specific lessons and library lessons.  Improve literacy in all subject areas in line with recommendations in the EEF. Improving Literacy in Secondary Schools guidance.  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.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  <b>Improving Literacy in Secondary Schools</b></p>	2
<p>Improve reading for students who have slipped through their primary school's reading net or have missed schooling.</p>	<p>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</p>	2

<p>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.</p> <p>Time allocated to CPD.</p> <p>HLTa training and to deliver reading intervention programme for the lowest 20% of readers in KS3.</p>	<p>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."</p> <p><b>Ofsted   'Now the whole school is reading'   Supporting struggling readers in secondary school</b></p> <p><b>How Fresh Start supports struggling readers in secondary schools   Ruth Miskin Training</b></p>	
<p>Sparx Reader will be introduced in KS3 to improve students' exposure to 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.</p>	<p>Sparx Reader is supported by research-based strategies focused on phonics, fluency, and comprehension, which are proven to enhance reading skills. It tracks individual progress, providing data that shows improvements in reading accuracy and speed. User feedback and educator endorsements highlight its effectiveness in engaging students and improving literacy outcomes, making it a valuable tool for early reading development.</p> <p><b>sparxreader.com</b></p>	
<p>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</p>	<p>The SEND Nurture Provision and SEMH ALP Provision align closely with principles outlined by Nurture UK, focusing on creating safe, supportive environments to address barriers to learning. These provisions prioritize social, emotional, and mental health (SEMH) alongside academic progress, fostering a readiness to learn through structured, personalized approaches.</p>	2



<p>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.</p>	<p>By integrating 50% mainstream inclusion and bespoke curricula tailored to individual needs, these programs support students in developing confidence, life skills, and social abilities. SPOT assessments and other tools help measure progress, ensuring that interventions are impactful, particularly for vulnerable groups such as Pupil Premium students, enabling them to flourish both academically and personally.</p>	
<p>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.</p>	<p><a href="https://www.nurtureuk.org/happy-in-school/">https://www.nurtureuk.org/happy-in-school/</a></p>	

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

Budgeted cost: £ 118987

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance, dedicated staff oversee year groups to ensure consistent support and foster positive relationships with parents and students. Strategies include home visits for concerns, weekly team meetings, targeted attendance plans, and live data tracking for persistent absentees. Initiatives like tutor-time discussions, coffee mornings, half-termly rewards, and an escalation system address attendance issues proactively, while improved systems for CMEs and holiday requests enhance collaboration across teams.</p>	<p>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.</p> <p><b>Parental Engagement   Education Endowment Foundation   EEF</b></p> <p>Studies have found a positive impact for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p><b>Mentoring   Education Endowment Foundation   EEF EEF Rapid Evidence Assessment: Attendance Intervention</b></p>	<p>5</p>
<p>To embed the updated Academy behaviour model, it is essential to ensure all colleagues fully understand and consistently implement the new "On Call → Removal" process. Faculties will take greater ownership of classroom behaviour by equipping teachers through targeted CPD and empowering faculty leadership to address and resolve behaviour concerns effectively. Additionally, a Pastoral Menu will be developed to provide bespoke strategies tailored to support students exhibiting negative conduct, fostering a positive and supportive school environment.</p>	<p>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.</p> <p>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.</p> <p><b>Behaviour Intervention   Education Endowment Foundation   EEF</b></p>	<p>3, 4, 7</p>

<p>The wellbeing program provides tiered support to meet the diverse needs of students. <b>Phase 1</b> activities involve weekly check-ins led by the Mental Health team for around 150 students, focusing on building trust and addressing low-level emotional concerns. <b>Phase 2</b> activities include structured Social and Emotional Learning (SEL) interventions conducted in-house, such as small group sessions on managing emotions, improving decision-making, and fostering positive interactions. These sessions may also address specific challenges like bereavement or self-harm. For <b>Phase 3</b>, the activity extends to coordinating with external organizations such as LifeSkills, Advotalk, and CAMHS to deliver specialized support. Additionally, apps are provided for students to confidentially report concerns and access assistance outside school hours.</p>	<p>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 finding however has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	
<p>Enrichment: engage and enrich the school experience for disadvantaged learners.</p> <ul style="list-style-type: none"> <li>• Peripatetic Music lessons</li> <li>• Educational visits and residentials</li> <li>• Enrichment clubs and resources</li> <li>• Revision guides</li> <li>• Equipment (e.g. laptops)</li> <li>• Educational visits</li> <li>• Rewards</li> </ul>	<p>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.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding</p>	<p>All</p>

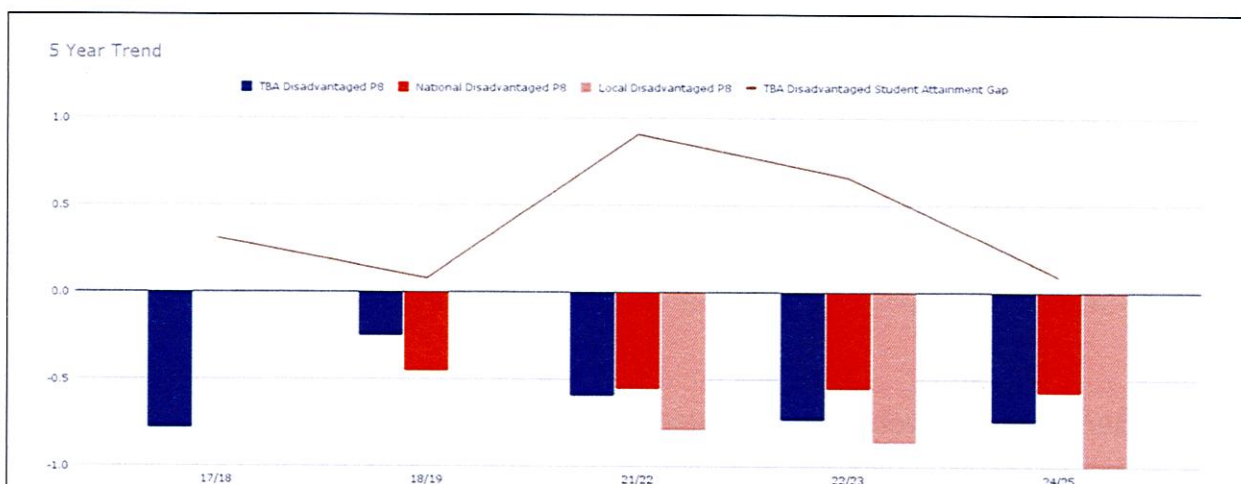
<ul style="list-style-type: none"> <li>• Uniform, shoes or sports kit</li> <li>• Stationery</li> <li>• Laptops</li> <li>• Emergency travel expenses</li> <li>• Food</li> <li>• Curriculum trips, visits</li> <li>• Stationary packs</li> </ul>	<p>aside to respond quickly to needs that have not yet been identified.</p>	
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**Total budgeted cost: £ 389025**

	<p>Additional digital resources can have a positive impact on students' outcomes in all areas of the curriculum. Arts-based activities may offer a route to engage older pupils in learning through fun and always translate this better statement. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils.</p> <p>Arts Participation   Education Endowment Foundation   EEF</p>	<p>Additional digital resources Educational visits and residential Enrichment trips and resources Revision guides Equipment (e.g. laptops) Educational visits Beverages</p>
All	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding	Our agency fund for costs

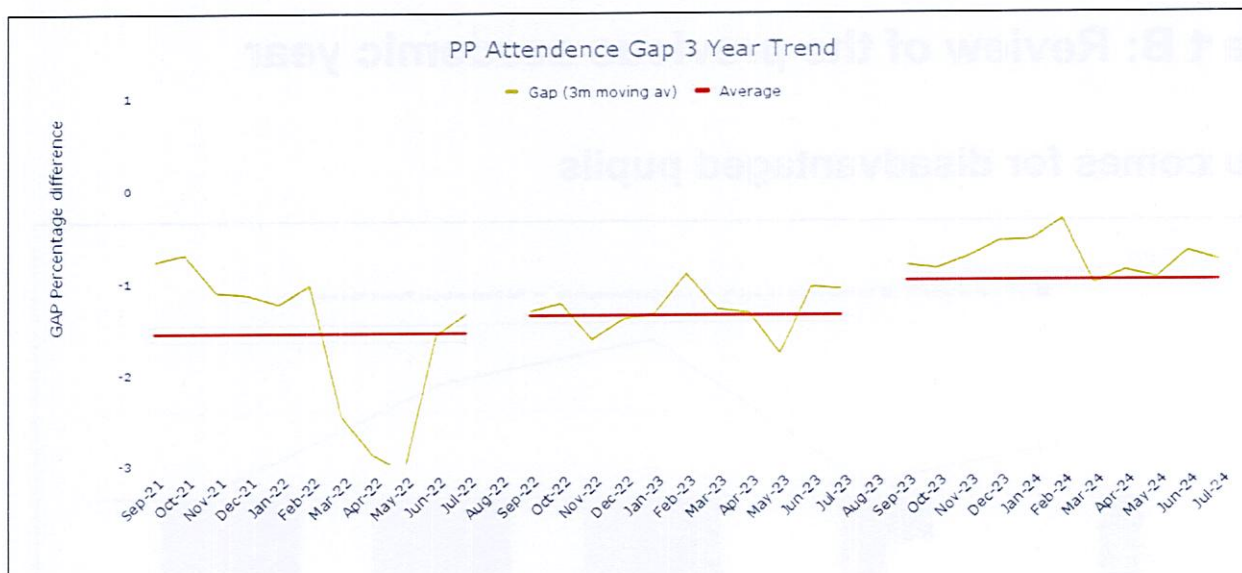
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils



The analysis of TBA disadvantaged Progress 8 (P8) scores shows fluctuating performance over time, with a strong year in 2018/19 when TBA's score of -0.25 outperformed the national disadvantaged average of -0.45. The pandemic had a significant impact, as seen in 2021/22 when TBA's P8 fell to -0.59, which was in line with the national average of -0.55 (a difference of only 0.04) and significantly better than the local disadvantaged P8 of -0.79. In subsequent years, while local disadvantaged P8 scores continued to decline, from -0.79 in 2021/22 to -0.86 in 2022/23 and -1 in 2024/25, TBA did not follow this trend and maintained relatively consistent performance, scoring -0.73 and -0.74 in these years. Although TBA's P8 remains below the national averages (-0.55 and -0.57 in 2022/23 and 2024/25, respectively), its scores are significantly better than local disadvantaged averages, reflecting the school's ability to maintain progress where other schools experienced sharper declines. These trends emphasise TBA's success in mitigating the local decline, despite the broader challenges of post-pandemic recovery.

The analysis of TBA's disadvantaged student attainment gap highlights significant variation over time, with notable progress in narrowing the gap in 2018/19, when it was reduced to just 0.08. This improvement followed a gap of 0.31 in 2017/18 and marked a key achievement for the school. However, the impact of the pandemic is evident in 2021/22, when the gap widened significantly to 0.91, reflecting the challenges faced by disadvantaged students during this period. In the following years, the gap narrowed, reducing to 0.66 in 2022/23 and further to 0.09 in 2024/25, nearly returning to pre-pandemic levels.



The attendance gap between disadvantaged and non-disadvantaged students at TBA shows a fluctuating trend over the analysed period. From September 2021 to July 2022, the monthly gaps ranged from **-0.5%** to a peak of **-5.5% in April 2022**, averaging **-1.6%** for the academic year, which reflects a moderate but consistent disparity. Post-pandemic recovery efforts appear to have contributed to a narrowing of the gap, with the average improving to **-1.4%** from September 2022 to July 2023. During this time, the gap occasionally widened, such as **-2.5% in April 2023**, but generally showed signs of stabilisation, with some months like July 2023 recording a low gap of **-0.3%**. The most recent data, from September 2023 to July 2024, demonstrates further improvement, with the average gap reducing to **-1.0%**, including instances of parity or near parity, such as **0.2% in January 2024**. These trends suggest that while challenges persist, particularly during specific months, the school is making progress in reducing attendance disparities between disadvantaged and non-disadvantaged students.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
The National Sparks	National Education Group Ltd
Sparx Reader and Maths	Sparx
GL Assessment	GL Assessment
Arbour	Arbour
Sparx Maths	Sparx
Fresh Start	Ruth Miskin