

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Bolder Academy
Number of pupils in school	1028
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	19/09/2023
Date on which it will be reviewed	01/09/2024
Statement authorised by	Heidi Swidenbank
Pupil premium lead	Fran Heaphy
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,178
Recovery premium funding allocation this academic year	£87,277
Pupil 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	£373,455

Part A: Pupil premium strategy plan

Statement of intent

At Bolder Academy, 33% of our student body are Pupil Premium. We recognise the challenges for these students and we aim to ensure that they are making exceptional progress across the school. We are fully committed to ensuring that Pupil Premium students have equitable access to academic success and extra-curricular programmes. In order to achieve this we have a wide variety of strategies in place to support progress, as well as opportunities available to bolster the experience of our Pupil Premium students. All staff at Bolder Academy are focused on ensuring Pupil Premium students have the support they need to be successful in the world of school, further education and future employment. We do this by providing academic support across the curriculum including highly impactful literacy interventions, closely tracked and monitored attendance and a selection of mental health and wellbeing provisions, including support from external professionals. Lastly, we have developed and implemented a robust programme for primary transition.

Challenges

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

Challenge number	Detail of challenge
1	Academic achievement
2	Below age-expected literacy skills
3	Poor attendance
4	Mental Health, wellbeing and behaviour
5	Y6 into Y7 transition

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
Achievement in line with non-pupil premium peers.	Generally speaking, Pupil Premium students are currently performing in line with their non-Pupil Premium students. We now wish to ensure that a gap doesn't widen.
Pupil Premium students make progress in line with non-Pupil Premium students.	Pupil premium have equitable access to literacy support across the school.
Pupil Premium students are coming to school, attending lessons and feel supported with their mental health and wellbeing.	<ul style="list-style-type: none"> • Improved attendance; • Good attainment; • Positive feedback from student voice; • Equitable access to support services such as pastoral team within school and specialist external services.
Attendance to be in line with non-pupil premium peers and at least 95%.	<ul style="list-style-type: none"> • 95% attendance as a minimum for Pupil Premium students; • Punctuality to school is in line with non-Pupil Premium peers; • Open dialogue with families; • % of Pupil Premium students are receiving good attendance certificates in line with non-Pupil Premium peers.
Y6 to Y7 transition provision is strong.	<ul style="list-style-type: none"> • New Pupil Premium Y7 students are known to form tutors; • Pupil Premium students are not overrepresented in detentions given for homework or punctuality; • Y6 to Y7 summer school is well attended.

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: £104,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of primary specialist to support literacy and transition.	A trained primary school teacher works alongside the pastoral team to lead the Year 6 into Year 7 induction programme and supports students as they transition into secondary school. This staff member also oversees the planning, staff training and running of phonics based literacy interventions to support students that have a reading age that is significantly below expected.	2, 5
Additional Literacy support for Pupil Premium students.	Students identified as needing additional support follow an intensive phonics and comprehension based intervention: Read, Write, Inc. These students are assessed at the start of the intervention and by establishing smaller intervention groups with a Literacy focus, teaching can be further adapted to fully meet the needs of the learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff. Students also have access to a specialist dyslexia teacher if required.	2
Small group teaching and team teaching: English and Maths	The English and Maths curriculum intervention programme at Bolder is high quality and suits the needs of its learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff and allows for small group teaching by subject specialists.	1, 2
EAL support	Students across the school have access to a specialist member of staff whose	1, 2

	timetable is dedicated to full time EAL teaching. This allows students to access their lessons sooner and more effectively.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional English support for Pupil Premium students.	The English curriculum intervention programme at Bolder is high quality and suits the needs of its learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff and allows for small group teaching by subject specialists.	1, 2
Additional Maths support for Pupil Premium students.	The Maths curriculum intervention programme at Bolder is high quality and suits the needs of its learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff and allows for small group teaching by subject specialists.	1, 2
Speech and Language Therapist support for Pupil Premium students.	Students access 1:1 and small-group support from a trained Speech and Language therapist. Strategies are shared with students, staff and parents to support learning in the mainstream classroom. Students are also supported to develop social skills and improve social communication.	1, 2, 4
Tutoring programme to support Pupil Premium students.	Students are invited to extra tuition sessions at KS4 to bolster their knowledge and skills ahead of their examinations. These sessions are part of their timetable every Wednesday.	1

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

Budgeted cost: £73,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to daily Personal Development sessions and half-termly value days.	Pupil Premium students are able to gain significant cultural capital through various activities around art, theatre, and PSICHE.	4, 5
Access to a confidential school counsellor for Pupil Premium students.	Wellbeing is supported through 1:1 confidential counselling sessions. Impact is monitored through the scores for any wellbeing surveys completed. Students can self-refer to this service and request additional sessions if they require further support.	3, 4
Educational Psychologist support for Pupil Premium students.	Students, staff and parents/carers are given strategies to support learning. Students can also be assessed to identify any underlying learning needs.	3, 4
Bespoke wellbeing programmes through social and emotional learning support for Pupil Premium students.	Students who have been identified as being at risk or vulnerable through wellbeing survey receive small group or 1:1 emotional literacy support. This includes professional mentoring and coaching programmes, as well as therapeutic opportunities such as art therapy.	3, 4
Additional Pastoral support for Pupil Premium students.	Members of the Pastoral Team support through child centred pastoral plans and deliver a programme of mentoring/coaching for students identified as requiring additional pastoral support.	3, 4
HYCS support for Pupil Premium students.	Students have access to counselling sessions to support with mental health. Students receive strategies to support with ensuring regular attendance in lessons.	3, 4
Play therapy for Pupil Premium students.	Play therapy provides support for students in regulating emotions, dealing with anxiety and coping within the classroom and social settings.	3, 4
SALT	Speech and Language support to help with literacy, communication, and accessing lessons.	1, 2, 3, 4, 5

Total budgeted cost: £373,455

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 2022 to 2023 academic year.

KS3

KS3 data from the end of the Academic Year 2022-23 shows:

In Y7 and Y8 English, Pupil Premium students perform broadly in line with their other subjects.

In Y9 English, students perform best in this subject when compared with others. Pupil Premium students are performing better in this subject than they are in others.

Pupil Premium students are performing better than they are in their other subjects in Y7 mathematics.

Pupil Premium students perform broadly in line with their achievement in other subjects in Y8 and Y8. Overall, students do better in mathematics than they do in their other subjects.

Over the course of the three year learning journey, the impact of the Mastery programmes in both English and mathematics is positive for Pupil Premium Students.

KS4

Pupil Premium students did well in the following subjects at GCSE:

Arabic, Art, Triple Science, D&T. Students across the school generally did well in these subjects although Arabic and Science did very well.

The targeted intervention aimed specifically at PP students in English allowed that group to be +0.75 of a grade in English when compared with their other subjects.

This was a success and this model will be widened to other subjects this academic year.

Despite Citizenship doing well across the cohort, PP students significantly underperformed. English, Graphics, Drama and P.E now need to be a focus for improvement.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	