



Pupil Premium and Catch Up Impact Statements – September 2019

Pupil Premium Impact Statements

Overview

- The Academy received £935 per Pupil Premium student.
- In the academic year 2018-2019 the Academy received a total of £67,320

Profile of Cohort 2018-2019

	Number	Percentage
Students on roll	150	100%
Pupil Premium students	72	48% (total of cohort)
Higher Prior Attaining (HPA) Pupil Premium Students	20	26% (of total PP students)
Middle Prior Attaining (MPA) Pupil Premium Students	39	51% (of total PP students)
Lower Prior Attaining (LPA) Pupil Premium Students	17	22% (of total PP students)
Pupil Premium students with EHCP	3	4% (of total PP students)
Looked after children	2	1.3% (of total PP students)
Previously looked after children	1	0.6%

Literacy - There were 16 Pupil Premium students who entered the school with a reading age significantly below their chronological year.

Numeracy - 22 Pupil Premium students had not make the expected progress in Maths at KS2.

Low Prior Attaining Students - There were 17 Pupil Premium students who came to the Academy with low prior attainment.

Middle Attaining Pupil Premium Students - 39 students entered the Academy with middle prior attainment.

Higher Prior Attaining Students - 20 students had been identified as being high prior attainment.

Speech and Language Support – 10 Pupil Premium students had been identified through early assessment to have a need for Speech and Language Support.

Wellbeing – From the wellbeing surveys completed by all students in September 2018, the Academy had identified swiftly groups of students who needed additional support with emotional literacy. This includes:

- Support around emotional state – 10 students.
- Self –image – 7 students.
- Self-esteem and aspirations – 6 students.

In addition, the Academy has had over 10 recent requests from students who would like to take up the confidential counselling service offered by Bolder.

Strategy and Evaluation of Impact - Academic Year 2018-2019

Below sets out Bolder Academy's strategy and its evaluation of the impact of this strategy for Pupil Premium spend in the academic year 2018-2019. The table also identifies the activity cost, expected outcome as well as the Education Endowment Trust (EEF) analysis of such activities and interventions.

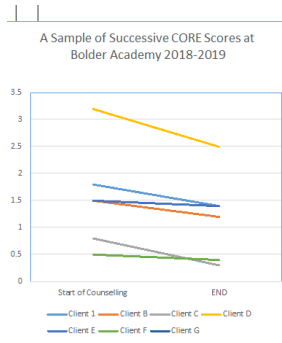
The analysis from the EEF indicates how strong the evidence is to indicate that the activity is impactful.

1 is the lowest score and 5 is the highest. The indicator also shows how many months progress a student is likely to make if they participate in the activity.

Activities	Cost	EEF Indicator - Evidence and Months	Expected outcome at start of academic year 2018 - 2019	Impact of actions - evaluated July 2019
Secure across the Academy, high quality of Teaching, Learning and Assessment				
Employ a teaching and learning coach to provide bespoke professional development opportunities for all teaching staff. Focusing on: providing for the most able, questioning, feedback and academic literacy.	£5750	3/5 8 months	Secure excellent learning for all students through effective teaching and assessment. Through self evaluation high quality teaching, learning and assessment practices will be evident. This will have a highly	Teaching, learning and assessment was deemed as at least good as seen from external reviews undertaken throughout the academic year.

			positive impact on student progress.	
Teaching Assistant support in lessons and bespoke groups (not English and Maths)	£759	2/5	Secure progress for all students through effective inclass and small group support. Through self evaluation high quality teaching, learning and assessment practices will be evident. This will have a highly positive impact on student progress.	The Teaching Assistant had a positive impact on the following: <ul style="list-style-type: none"> • Rates of complete of homework • Engagement in learning activities • Support in Science particularly during practicals.
Leadership time to support Pupil Premium students.	£2286	3/5 8 months	Member of the Leadership Team to mentor, complete student voice and ensure appropriate pathways and intervention is in place.	The senior leader was able to coach and mentor students on an individual basis. In addition, through constant self evaluation that activities and interventions were managed effectively.
Staff professional development opportunities (visiting other schools, INSET day, visiting speaker, curriculum development.)	£3550	3/5 8 months	Staff are confident in their delivery of lessons which stretch and challenge the most able Pupil Premium students. High quality teaching is evident through self evaluation.	From lesson observations, learning walks, book scrutinies and external reviews – students are being challenged further. However, this work will be a key priority for the academic year 2019-2020.
Staff professional development opportunities and staffing for Maths Intervention	£450 – training £939 – teacher	3/5 8 months	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	Progress rates for students in Maths, as a result of professional development and curriculum development, are above expected overall and are in line with FFT 20 estimates.

			programme is delivered by a teaching member of staff.	
Additional staffing in English and Maths – 10 hours per week across the 2 subjects.	£21,359	3/5 5 months	By establishing smaller groups in English and Maths teaching can be further adapted fully to meet the needs of the learners. Increased outcomes and students make very effective progress will be evident.	Progress in Maths and English are in line with FFT 20 estimates.
Maths and English Intervention targeting most able Pupil Premium students and those who have not made expected progress.	£2135	2/5 4 months	Students to make rapid progress in Maths and ensure that their progress.	Progress in Maths and English are in line with FFT 20 estimates.
Coach Bright – bespoke programme for Pupil Premium High Prior Attainers	£4360	2/5 4 months	Students on this programme will report that they have been stretched and challenged in their learning. The students are able to apply this in their lessons due to Bolder staff supervision. Increase in self-esteem and aspirations.	The Coach Bright evaluation indicated strong levels of progress in Science and a significant increase in students' confidence in this subject area.
Brilliance Club – bespoke programme for Pupil Premium High Prior Attainers	£2280	2/5 4 months	The 12 students on this programme report that they have been stretched and challenged in their learning. The students are able to apply this in their lessons due to Bolder staff supervision. Increase in self-esteem and aspirations.	The Brilliant Club evaluation indicated improvements in self esteem and confidence with academic learning and working with others.

Stretch and challenge for the most able Pupil Premium students – Professional Development	£178	2/5 4 months	Languages teacher confident to stretch and challenge most able pupil premium students. Increased outcomes and students make very effective progress will be evident.	Progress in Maths and English are in line with FFT 20 estimates
Homework club	£699	2/5 4 months	Students complete their homework.	This has been effective with the vast majority of students.
Personal development, wellbeing and behaviour				
Students able to access school counsellor	£7,702	4/5 3 months	Wellbeing is supported and an increase in wellbeing scores will be evident.	<p>The following is taken from Hounslow Counselling Evaluation</p>  <p>A Sample of Successive CORE Scores at Bolder Academy 2018-2019</p> <p>The successive results at the school continue to show the real effectiveness of HVCS' counselling in supporting clients as they consistently show significant and in their own reported level of distress during the periods surveyed with risk levels being significantly reduced or eliminated.</p> <p>The Chart left shows a few examples of anonymised data scores from the school based on a random sample of recent clients within the review period.</p> <ul style="list-style-type: none"> • The higher the score, the greater the severity of issues and vice versa. • In all cases, reductions (often dramatic changes) have been achieved and often far in excess of this.

Educational Psychologist Support	£3600		Students and staff are given strategies to support learning,	The Ed Psych was able to provide the Academy with individualised strategies to support students' learning. There has been variable impact.
Social and study skills intervention	£780	4/5 0 months	Students become better organised and are able to plan homework and learning.	
Bespoke wellbeing programmes through social and emotional learning	£4260	4/5 4 months	Students who have been identified as being at risk or vulnerable through the wellbeing survey receive small group emotional literacy support. Student surveys indicate a positive impact and emotional state, self-esteem and self image.	Internal evaluations and Edukit surveys indicated high levels of effectiveness of these programmes.
Animation film club after school on Friday.	£2445	4/5	Positive attitude from students and engagement.	Half of the students who attended this were in receipt of Pupil Premium. They were, as was the Academy, exceptionally proud of the animation which was shown in the Royal Festival Hall.
Tile Barn Subsidy	£3788		Positive attitude from students and engagement.	The pupil premium students attended the Tile Barn residential (an activity holiday). If this had not been subsidised then their families told us that they would have missed out on this opportunity.
Total spend	£67,320			

Catch Up Numeracy and Literacy Impact Statement – September 2019

Overview

- In the academic year 2018-2019 the Academy received a total of £9721

Teaching Assistant support in lessons and bespoke groups	£9,721	2/5	<p>Secure progress for all students through effective inclass and small group support in literacy and Maths.</p> <p>Through self evaluation high quality teaching, learning and assessment practices will be evident. This will have a highly positive impact on student progress.</p>	<p>The literacy and numeracy intervention groups delivered by the Teaching Assistant had a positive impact on the following:</p> <ul style="list-style-type: none">• Rates of complete of homework• Reading ages as identified by the NRGT test• NRGT Maths Progress Test
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Additional Information about the Impact of the PPG and Catch up Monies

Progress and Outcomes

Maths Progress Towards GCSE Targets – FFT 20%

	Number of students	% of students predicted to get 1-3 at GCSE from KS2	% of students predicted to get 1-3 at GCSE from Yr 7 Progress Tests	% of students predicted to get 4-6 at GCSE from KS2	% of students predicted to get 4-6 at GCSE from Yr 7 Progress Tests	% of students predicted to get 7-9 at GCSE from KS2	% of students predicted to get 7-9 at GCSE from Yr 7 Progress Tests
All	150	18%	18%	64%	44%	18%	38%
Boys	70	13%	14%	64%	38%	23%	48%
Girls	80	22%	22%	64%	50%	14%	28%
PP	74	14%	22%	59%	49%	15%	39%
HPA PP	12	0%	0%	17%	19%	83%	81%
MPA PP	40	0%	12%	97%	55%	3%	33%
LPA PP	21	86%	75%	14%	25%	0%	0%
Non PP	76	9%	9%	69%	48%	22%	43%

Maths Evaluation

- **Overall very strong progress has been made in Maths.**

Maths Strengths

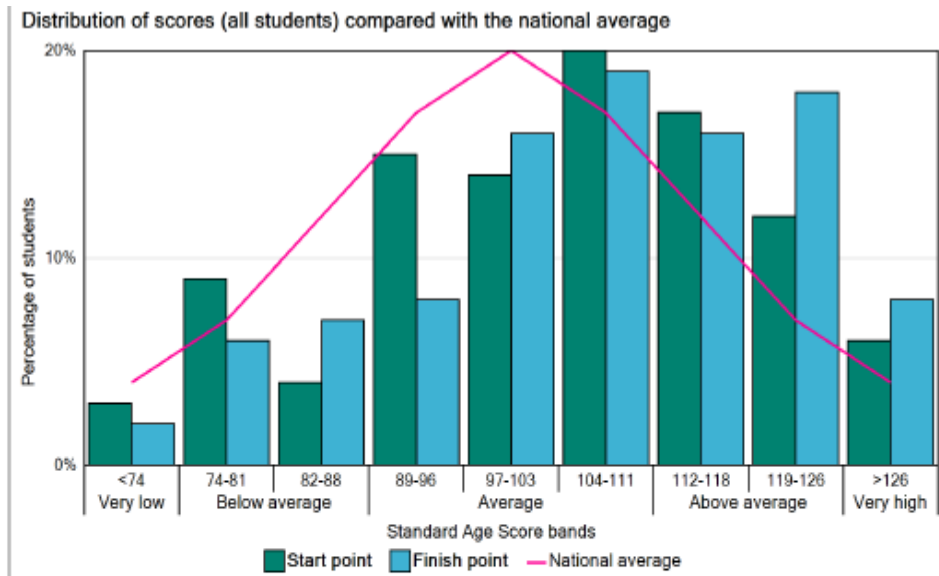
- Overall, progress in Maths is a strength for all groups, with the vast majority of students making at least good progress in relation to their prior attainment.
- Particular groups that have performed particularly well include Pupil Premium (including mid and higher prior attainers), boys, and EAL students.
- 10 out of the 12 Pupil Premium higher prior attainers have made rapid progress. The 2 others from this group made expected as opposed to higher than expected progress. These students are currently receiving additional social and emotional support.
- The Maths curriculum has focused on mathematical reasoning and problem solving and the Progress Tests indicated that in both areas students performed better than the national average by 15%.
- Mathswatch has been used to extend learning opportunities outside of the classroom, providing students with opportunities for recapping and further practising of key skills.
- Sky Numeracy and Catch Up Maths interventions have had a positive impact on the progress of low prior attainers.

Maths Next Steps

- Sustaining strong student progress as the Academy grows with additional staff and students.
- Successfully implementing the Ark Maths Mastery curriculum model to ensure even greater consistency and quality first teaching.
- Set up additional intervention groups with the primary practitioner to target gaps in knowledge. These will be targeted towards the Pupil Premium, low prior attainers.

English NGRT Reading Tests

Overall Progress in Reading



The table below shows the mean scores with confidence bands for the group against the national average, for each point of testing.

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0						●					
All students	142	Start point	104.2						●	●				
		Finish point	106.8						●	●				

Progress by Free School Meals

	No. of students	Test point	Mean SAS	SAS (with 90% confidence bands)										
				60	70	80	90	100	110	120	130	140		
National average	-		100.0						●					
All students	142	Start point	104.2						●	●				
		Finish point	106.8						●	●				
No	70	Start point	108.6						●	●				
		Finish point	109.3						●	●				
Yes	68	Start point	99.1						●	●				
		Finish point	104.2						●	●				
Unknown	4	Start point	115.3						●	●				
		Finish point	107.0						●	●				

Overall Evaluation of Reading:

- Overall all students have made good progress in reading.
- The students at Bolder have made better progress than national averages.
- Boys have made higher levels of progress than girls. However, high prior attaining girls are making stronger progress than boys.
- Pupil Premium students have made positive progress overall.
- All students with SEND have also made good progress. There is one exception: students with Specific Learning Difficulties. This has been impacted by one student out of the 6 who has recently been diagnosed with Diabetes. This has affected her attendance and wellbeing, which in turn, has led to her not making good enough progress yet.

The good progress made in reading is a result of the following:

- The English curriculum has focussed on reading this year. More challenging texts have been adopted, schemes of learning have emphasised how to compare texts. In addition, following an analysis of Aspiring for Excellence Assessments an identified need was to reteach and further develop inference and language analysis.
- The Sky Literacy has also made a good impact, not only with students becoming more confident to read aloud but, also to explore language use and comprehension skills.
- Small group literacy interventions have been adapted according to need to support progress in reading. The reading test scores indicate that every child who participated in these groups made at least expected or above expected progress.

Next steps:

- Target further the low prior attainers to secure even better progress. This will be done through the support of the primary practitioner and also by adopting the Ark English curriculum model. This curriculum model has a specific pathway aimed at supporting low prior attaining students.
- Whilst the internal evaluation of writing shows that the vast majority of students have made good progress, writing is a key area for development next year. There needs to be a particular focus on the explicit teaching of spelling, grammar and punctuation.

Overall Evaluation of English and Maths Progress against FFT 20

	Maths FFT 20	Bolder Ma	English FFT20	Bolder En
Grades 4-9	81%	82%	89.7%	82.4%
Grades 5-9	66%	71%	66.2%	71.3%
Grades 7-9	19%	38%	15.9%	34.4%

Attendance by Groups

There are no major differences in attendance between Pupil Premium students and non-PP students.

Data: Attendance	No. Students	Half Term 1: 6 weeks	Half Term 2: 7.5 weeks	Half Term 3: 6 weeks	Half Term 4: 6 weeks	Half Term 5: 5 weeks
Females	80-82	96.20%	95.10%	94.60%	96.10%	95.20%
Males	70	97.50%	95%	95.20%	95.30%	95.80%
EHCP students	3	97.60%	94.10%	98.90%	99.40%	97.10%
School support students	38-39	96.10%	93.80%	94.60%	92.80%	93.50%
Pupil Premium students	74-76	95.60%	93.40%	93%	94.00%	94.20%
Free school meal students	51-53	94.10%	91.80%	91.60%	93.00%	93.00%
EAL students	33	98.70%	96.30%	94.90%	97.60%	97.60%
White-English and White-Irish	49	94.90%	90.40%	91.50%	93.40%	93.40%
White Eastern European	15-16	99.70%	98.30%	95.20%	98.70%	98.00%
Other Mixed	12	96.70%	94%	95%	94.10%	95.50%
Indian	10-11	99.00%	97.70%	96.10%	96.40%	94.30%

