



## Pupil Premium Statement – September 2020-2021

### Pupil Premium Impact Statements

#### Overview

- The Academy receives £955 per Pupil Premium student.
- In the academic year 2020-2021 the Academy expects to receive a total of **£177,630**

#### Profile of Cohort 2020-2021

	Number	Percentage of Cohort
Students on roll	498	100%
Pupil Premium students	186	37% (of total cohort)
Higher Prior Attaining (HPA) Pupil Premium Students	50	26% (of total Pupil Premium students)
Middle Prior Attaining (MPA) Pupil Premium Students	89	48% (of total Pupil Premium students)
Lower Prior Attaining (LPA) Pupil Premium Students	33	18% (of total Pupil Premium students)
Pupil Premium students with EHCP	8	4% (of total Pupil Premium students)
Looked after children	0	0%
Previously looked after children	4	0.8% (of total cohort)

Since the last Pupil Premium Impact Statement seven Pupil Premium students have left the school: four female students in Year 9 and three female students in Year 8. Two Year 9 students have been registered as Pupil Premium: one male student and one female student. Five Pupil Premium students have joined the school: one female student in Year 7, two male students in Year 8, one female student in Year 8 and one male student in Year 9.

**Literacy:**

- There are 15 Pupil Premium students in Year 7 with a NGRT score significantly below expected (SAS Score 95 and below). 5 students are yet to complete the NGRT (1 is a new student)
- There are 8 Pupil Premium students in Year 8 with a SATS reading score significantly below expected (Scaled Score 95 and below). 7 students do not have KS2 SATS data (3 are new students)
- There are 7 Pupil Premium students in Year 9 with a SATS reading score significantly below expected (Scaled Score 95 and below). 2 students do not have KS2 SATS data (both new students)

**Numeracy:**

- There are 27 Pupil Premium students in Year 7 with a Maths Progress Test score significantly below expected (SAS Score 95 and below). 10 students are yet to complete the MPT (1 is a new student)
- There are 11 Pupil Premium students in Year 8 with a SATS Maths score significantly below expected (Scaled Score 95 and below). 7 students do not have KS2 SATS data (3 are new students)
- There are 13 Pupil Premium students in Year 9 with a SATS Maths score significantly below expected (Scaled Score 95 and below). 2 students do not have KS2 SATS data (both new students)

**Low Prior Attaining Students:**

- There are 15 Pupil Premium students in Year 7 with a low prior attainment (NGRT SAS score 95 and below). 5 students are yet to complete the NGRT (1 is a new student)
- There are 8 Pupil Premium students in Year 8 with a low prior attainment (average scaled Maths and English SATS score 95 and below). 7 students do not have KS2 SATS data (3 are new students)
- There are 9 Pupil Premium students in Year 9 with a low prior attainment (average scaled Maths and English SATS score 95 and below). 2 students do not have KS2 SATS data (both new students)

**Middle Attaining Pupil Premium Students:**

- There are 19 Pupil Premium students in Year 7 with a low prior attainment (NGRT SAS score between 96 and 107). 5 students are yet to complete the NGRT (1 is a new student)
- There are 34 Pupil Premium students in Year 8 with a middle prior attainment (average scaled Maths and English SATS score between 96 and 107). 7 students do not have KS2 SATS data (3 are new students)
- There are 36 Pupil Premium students in Year 9 with a middle prior attainment (average scaled Maths and English SATS score between 96 and 107). 2 students do not have KS2 SATS data (both new students)

**Higher Prior Attaining Students:**

- There are 17 Pupil Premium students in Year 7 with a with high prior attainment (NGRT SAS score between 108 and 130).
- There are 16 Pupil Premium students in Year 8 with a high prior attainment (average scaled Maths and English SATS score between 108 and 120).
- There are 17 Pupil Premium students in Year 9 with a high prior attainment (average scaled Maths and English SATS score between 108 and 120).

**Speech and Language Support:**

- 23 Pupil Premium students across Years 7-9 are currently receiving support for Speech and Language. 8 of these Pupil Premium students have an EHCP.

**Student Wellbeing:**

The Academy has identified groups of students across Years 7-9 who need additional Pastoral support or support with emotional literacy.

Additional pastoral support: 65 Pupil Premium students across Years 7-9.

- 18 Year 7 – daily check-ins, 1:1 mentoring, social skills group, behaviour or attendance plan.
- 23 Year 8 – daily check-ins, 1:1 mentoring, behaviour support or attendance plan.

- 24 Year 9 – daily check-ins, 1:1 mentoring, behaviour support or attendance plan. 5 of these Year 9 students will be part of ASPIRE when lockdown ends.

Emotional Literacy: 21 Pupil Premium students across Years 7-9.

- Emotional Literacy Support – 11 Pupil Premium students in Years 8 and 9.
- Confidential Counselling Service – 8 Pupil Premium students across Year 7-9.
- CAMHS Wellbeing Practitioner – 3 Pupil Premium Students across Years 8 and 9.

### **The Cycle B Information – What is it telling us?**

#### **English:**

**Successes:** Students know the texts, themes and characters. This is a product of the knowledge-rich curriculum provided, as well as short answer tests and interleaving. Students understand the historical context of their respective texts well. The majority of students can make inferences well and explain why a character feels a certain way at a certain point in the text.

**Next Steps:** From the Cycle B data it can be seen that Pupil Premium students are underperforming compared to their peers across all year groups. Specific areas to focus on are female Pupil Premium students and Pupil Premium students with SEN who are underperforming in comparison to non-Pupil Premium students. The gap between Pupil Premium students with SEN and their peers is specifically evident in Year 9. Students need more support in the skill of essay writing itself. They write analytical paragraphs frequently and these are checked by staff in Health Check format. We have made great strides in the use of model answers across the department but we are going to need to work on how these form part of an essay as a whole. Students need support in embedding contextual knowledge into their longer responses too, and using this knowledge to reflect on its impact on the text as a whole.

#### **Maths:**

**Successes:** Alternative, differentiated tasks and lesson adaptations are continually taking place for groups or where needed for whole classes who are struggling with specific skills or topic areas. Staff are using information gathered weekly from Diagnostic questions and Dr Frost to re-teach concepts and correct misconceptions. Students who are not completing tasks or logging in, are being chased as per

the whole school initiative and disengagement with lessons through the chat box on teams is being challenged to ensure participation and that students are actually still there.

**Next Steps:** From Cycle A and B, as well as the Maths Progress Tests data, it can be seen that Pupil Premium students are performing below non-Pupil Premium students and closer monitoring and measuring of understanding and processing skills will be needed to ensure that these students can improve attainment through specific intervention e.g STEPS program and an emphasis on core skills repetition and practise. The Cycle B data shows that a specific area to focus on is female Year 8 Pupil Premium students who are underperforming in comparison to non-Pupil Premium female students.

### **Science:**

**Successes:** Cycle B data shows that there is a similar percentage of Pupil Premium and non-Pupil Premium students on target in Year 8 and that there is not a large difference in attainment of Pupil Premium students compared to non-Pupil Premium students in Year 9. Individual students were identified from the Cycle A Assessment data who were underachieving and these students were targeted in team teaching or were taken out for intervention by science teachers.

**Next Steps:** The percentage of students below track is slightly larger in Pupil Premium students across Year 8 and Year 9 in science and there are plans to provide these students with free revision guides towards the end of term. The Cycle B data shows that a specific area to focus on is Pupil Premium girls are underperforming in comparisons to non-Pupil Premium girls.

### **History:**

**Successes: Students in** Years 7 and 9 performed well and on the whole, scores in the AFE were high, 71% and 76% respectively of each year group as a whole scoring above 50%. Most Pupil Premium students, as a general trend, reflected these higher-than-expected scores. However, it is worth noting that whilst History staff worked as hard as possible to create rigorous assessments, these were multiple choice assessments with no full extended writing tasks (although we tested writing as a skill through multiple choice questioning in a limited form). Across all years, Pupil Premium students generally perform well in factual questions. Team teaching: There are 3 team teaching periods in History across each week. Team teachers have generally been used either to support students in-class or to take out small targeted groups of students. This has been effective and there is a noticeable difference between the quality of work being produced and the behaviour of students, especially Pupil Premium students.

**Next Steps:** Pupil Premium students, in line with a more general trend, performed less well in questions which required students to draw inferences from sources. This has been addressed through feedback lessons. In addition, as a department we have discussed how to include more opportunities for source work in lessons to allow more time to be spent on teaching inference skills. There was also a lack of extended writing in this assessment and those questions which did go some way to testing writing in history were generally answered poorly by Pupil Premium students. Extended writing will need to be a renewed focus when we return. It is likely that a number of pupils, both Pupil Premium and non-Pupil Premium will have regressed.

### **Geography:**

**Successes:** There has been a significant improvement in attainment of Pupil Premium students in Year 9 where students are either meeting or excelling their target grades. Across Year 9, Pupil Premium students are working in-line with or outperforming their peers. As a department, we will focus on the longer answers and use of key terminology (tier 3 language) as this can be where pupils fall short. This will be done in cycle C through modelled answers, scaffolding and time for reflection/feedback. In Year 8, there are also as many male Pupil Premium students who are on target as their male peers.

**Next Steps:** Student engagement, particularly in the context of online learning, is a considerable issue with a number of Pupil Premium students in Year 7. Moreover, when looking at specific students in Year 8 who are below target, these are pupils who are quieter in class (both in class but particularly since being online) and those who lack confidence in themselves. As a department, we will focus on boosting student engagement and checking on Pupil Premium pupils 'below target' during lessons to ensure they are completing work and doing it to a high standard and provide time in class for students to reflect on learning and write extended answers as this was a weakness throughout year 8, including Pupil Premium students. We want to focus on use of praise, hand out awards where and when relevant and communicate with home to ensure all Pupil Premium students are engaged and motivated in Geography.

### **French:**

**Successes:** On the whole, Pupil Premium students are performing in-line with non-Pupil Premium Students. In Year 8, there are more female Pupil Premium students who are on or above target than non-pupil premium students. There are also more Pupil Premium students with SEN who are on or above target than non-pupil premium students across Years 8 and 9. There have been high levels of participation, including in online learning. Students do not require technology to complete homework, removing the digital divide. Underperforming Pupil Premium students have been identified for intervention.

**Next Steps:** A more targeted data analysis focusing on Pupil Premium and implementing intervention once back in school and the MFL team is back to full capacity. This will also allow team teaching to take place. The Cycle B data shows that a specific area to focus on is male Pupil Premium students in Year 8 and female Pupil Premium students in Year 9.

### **Spanish:**

**Successes:** On the whole, Pupil Premium boys in Year 8 and Year 9 are performing in line with their peers. There have been high levels of participation, including in online learning. Students do not require technology to complete homework, removing the digital divide. Underperforming Pupil Premium students have been identified for intervention.

**Next Steps:** A more targeted data analysis focusing on Pupil Premium and implementing intervention once back in school and the MFL team is back to full capacity. This will also allow team teaching to take place. The Cycle B data shows that a specific area to focus on is female Pupil Premium students who are underperforming in comparison to non-Pupil Premium female students.

### **Computing:**

**Successes:** There is not an obvious gap between Pupil Premium students and non-Pupil Premium students. In year 9 the vast majority of Pupil Premium students are on or above target. The loaning of devices has had a crucial impact. Paper resources were provided for students and there is also an extra support group for those considering GCSE. Some Pupil Premium students have taken up this opportunity. In the past Kahoot assignments and quizzes have proved really popular and seem to have had a positive impact. We are starting to use these more again. Generally, computing appears quite popular with students and this includes those who are Pupil Premium.

**Next Steps:** Those below target mostly belong in 9C and we team teach this session so we can target individuals more closely. There has been instances where we have been able to take out smaller groups or to focus on specific individuals in lessons. This seems to have had a positive impact both on attainment and enjoyment. The team teaching element was also highlighted in our SEF week feedback which further supports this. Cycle B data shows that female Pupil Premium students in Year 8 are marginally underperforming in comparison to their peers. Now we are working remotely we are going to start trialling breakout rooms with specific groups of students such as these to help close the gap even further. We will also increase the amount of Kahoot assignments which seem a popular and accessible resource to help increase understanding and therefore success.

## **Culture and Society:**

**Successes:** Pre-lockdown Pupil Premium students had access to both a virtual and printed version of their homework. Students knew when I was on-site and available to offer support and answer questions in regards to their work. Consistent modelling of higher level vocabulary, ensuring language is explained fully so that Pupil Premium students are not missing out on language capital. Identifying high prior attaining Pupil Premium students and ensuring that in-depth discussions provide opportunities for higher order thinking. Targeted questioning of Pupil Premium students to monitor progression and high use of positive behaviour management to engage students in the learning and to get them excited about the subject. Cycle B data shows that make Pupil Premium students are performing in-line with their peers.

**Next Steps:** Pupil Premium students are underperforming in comparison to their peers. Specific areas to focus on are female Pupil Premium students and Pupil Premium students with SEN who are underperforming in comparison to non-Pupil Premium students. This gap between Pupil Premium students and their peers is specifically evident in Year 9. A focus area is developing skills around extended writing and use of resources and trips to increase cultural capital and understanding.

## **PE:**

**Successes:** On the whole, Pupil Premium students show good respect for the equipment they use and staff they are being taught by. Students are able to identify and describe immediate effects of exercise, when posed with the right question. In a practical setting, Pupil Premium students often demonstrate skills with accuracy and control, although not always able to transfer this to competitive situations with the same level of skill. Students can lead effective self-led warm-ups and some are able to deliver these in small groups already. They can recall most major muscles in the body and describe some skills and rules in sport. They can also identify the difference between correct technique from the perfect model and theirs in order to try and improve their own performance.

**Next Steps:** Although Pupil Premium students are out-performing their peers in relation to their targets, Year 8 is an area for improvement across all groups. One area for development is to teach students about leadership and the qualities that make a good leader. This will help them to gain further respect from their peers when leading a warm up. Groupings will be really important so it is essential that new members of the department are fully supported. From looking at the data and targets, most students will be able to move up either one or possibly two levels between now and Cycle D depending on their confidence to lead. Levels of physical fitness is



an area for development and unfortunately the lockdown will not have helped with this. This is not just a concern for Pupil Premium but for all students.

### **Music:**

**Successes:** Cycle B data shows that male Pupil Premium students are outperforming their peers across Years 8 and 9. To support Pupil Premium students, booklets have been printed in full and provided to support with offline homework tasks and provide an equal playing field. Provision for instrumental lessons has been subsidised for Pupil Premium students to enable all students to access these. Team teaching allowed for more verbal feedback opportunities in music, which has helped mitigate the effect of reduced instrument access. Also allowed for instruments to be bought in to classrooms that would not be possible without additional member of staff in lesson.

**Next Steps:** The Music department are seeking to increase student engagement through more contact with home (whole school contact, e.g. newsletter, as well as personal contact) to achieve greater parent and student buy-in to music as a subject. The Cycle B data shows that a specific area to focus on is female Pupil Premium students in Year 9 who are underperforming in comparison to non-Pupil Premium female students.

### **Drama:**

**Successes:** On the whole, Pupil Premium students are performing in-line with non-Pupil Premium Students. The ones that are below have been identified through recent data analysis. Team teaching used to take PP students that might require extra support out of lessons when completing AFE's. In class support is offered through team teaching with a focus on supporting PP students and those below target.

**Next Steps:** The Cycle B data shows that female Pupil Premium students in Year 8 are marginally marginally underperforming in comparison to their peers. The Drama department is considering purchasing GCSE texts and revision guides for Pupil Premium

students. Purchasing KS3 revision guides for PP students to develop their knowledge of key terms and vocabulary – extending their vocabulary beyond that in the knowledge organiser. Offering opportunities to take students to the theatre to enrich their understanding of Drama and offer experiences.

### **Art:**

**Successes:** Pupil Premium students have been provided with extra resources (laminated drawings and step by step activities) to show break down of stages/ scaffolded activities - supporting with confidence and identification of key vocabulary and art materials they might not have previously been exposed to. There is one lesson where team teaching is available in Year 7 and the teacher is used to supervise intervention activities to help support motor skills and boost self-esteem with scaffolded drawing activities.

**Next Steps:** From the Cycle B data it can be seen that Pupil Premium students are underperforming compared to their peers across all year groups. Specific areas to focus on are Year 8 Pupil Premium students where the attainment gap is wider. As a department, we plan to encourage independence of Pupil Premium students and continue to increase self-esteem when it comes to self-led projects and research activities.

### **Literacy:**

**Read Write Inc. Fresh Start:** students have been responding extremely well to these small group interventions and the grouping has been catered specifically according to reading ages and needs. By grouping the pupil premium students by needs it has allowed them to make progress in line with the rest of the group and the resources that teachers are using have been well adapted to help with their reading, writing and phonics. We have also managed to adapt the resources for online learning, using the Read Write Inc. anthologies, active reading strategies and phonics to engage these small groups online. This has already proven to be very successful with students. Because of lockdown, we have had to delay our assessment of these interventions and students will be taking a STAR reading test online after the half term to review the progress of these groups.

**Skills Academy:** Pupil Premium students taking part in Skills Academy have responded very well to the resources, which allows students to learn core active reading strategies with rewards linked to 'Beatboxing and Breakdancing.' We have also managed to adapt this intervention for online learning and students have nearly finished their 10 week course, which is to be reviewed after half term. Students find the resources engaging and teachers have the option to accompany the intervention with a class reader. We have managed to increase our stock of class readers and going forward we will be encouraging teachers to provide students with a wider range of texts in these interventions.

**1:1 Interventions for reluctant readers:** This year we have introduced smaller interventions for students that struggle to engage in reading for pleasure. We have been using the Literacy Progress Units and National Literacy Trust resources to check in on what students are reading and also to listen to them read aloud. Pupil premium students have been encouraged to go to the library more as a result of the intervention and are supported in making better book choices and making sure they have texts which they can take home. Since switching to online learning, it has been difficult to track these students and therefore we will be reviewing these students carefully once we are back in school.

**Accelerated Reader:** We also continue to use the Accelerated Reader programme to track and monitor the reading engagement of Pupil Premium students and to ensure that all students have access to books at their appropriate ZPD reading level from the Bolder Academy library. We have purchased new books for a range of ZPD levels in preparation to support reading. Going forward we will continue to track reading for pleasure amongst pupil premium students as we know this has a huge impact on their literacy, reading and writing skills. We continue to purchase a range of books in our library and encourage students to actively make good reading choices suited to their needs.

### **Pupil Premium Strategy Review to date - Academic Year 2020-2021**

Below sets out Bolder Academy's strategy and its evaluation of the impact of this strategy for Pupil Premium spend in the academic year 2020-2021. 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 2020-2021	Impact of actions - evaluated mid year in Feb 2021
<b>Secure across the Academy, high quality of Teaching, Learning and Assessment</b>				
Bespoke programmes identified to support Pupil Premium High Prior Attainers.	£11,126	2/5 4 months	Students are coached by the Lead Practitioner for High Prior Attainers. Students participating in programmes such as Coach Bright and Brilliant Club will be stretched and challenged in their learning. The students will be able to apply this to their lessons, as well as increasing self-esteem and future aspirations.	<p>HPA mentoring: this has been supported Pupil Premium students post lockdown by providing guidance about where they can go for extra support with study skills and how they should be using their in their own time to study effectively. Mentoring occurred with the following numbers of pupils in each year group.</p> <p>Year 7: 36 Year 8: 50 Year 9: 37</p> <p>This also focused on revision techniques and sign posted podcasts that students could start listening to. Students gave positive feedback about the session These mentoring sessions also helped to establish which students should be included in the Bronze, Silver and Gold clubs for HPA students.</p> <p>Bronze, Silver and Gold Clubs: 30 students in Years 7 and 8 (Bronze and Silver) have taken part in an internally planned intervention group during Being Bold time. 75 Year 9 students have taken part in Gold Club this year. The programme consists of three key components: Classics and Ancient History, Advanced Computing and STEM. There is a half-termly or termly rotation of each across the academic year. For example, across KS3, each student will benefit from a rotation focused on Roman history (Year 7), on Ancient Greek myths and legends and speech writing (Year 8) and a Latin translation course (Year 9).</p>

				Brilliant Club: Unfortunately, due to the Covid-19 this has been put on hold and rescheduled for the next academic year.
Teaching Assistant support in-class, small group and 1:1 support.	£3,507	2/5 1 month	Secure progress for all students through effective in-class, small group and 1:1 support. Teaching Assistants will work under the supervision of specialist staff to deliver effective support to students in both academic and pastoral contexts. This will have a highly positive impact on student progress.	Teaching Assistants have been deployed to support students in-class, as well as to support students through 1:1 mentoring. In-class support has focused on students with an EHCP who require a reader or a scribe during lessons or those students with SEMH needs who may need to take timeout from the classroom environment. There has been an increase in students who have struggled to manage anxiety in school since Covid-19 and having TA support for these students has had a positive impact. 1:1 mentoring has shown a positive impact on attendance.
Additional Maths support for Pupil Premium students.	£31,364	3/5 5 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 programme is delivered by a teaching member of staff.	Where relevant, during on-line lessons, individual students are asked to stay online whilst others are asked to complete an Eedi or Dr Frost task whilst small group support is given to those students who are in need of further examples and extra support. When in school, this takes place and if team teaching is taking place, one team teacher works with an identified group on separate table for this lesson. The group can vary from lesson to lesson, depending on the topic, although some students will take up this offer of further support more often than others. This allows for frequent check-ins with targeted PP pupils helps keep them on task.
Additional English support for Pupil Premium students.	£44,683	3/5 5 months	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.	All students took a STAR Reading assessment at the beginning of the academic year evidencing an increase in reading ages across KS3 and will be taking another one after half term - we have had to delay some of the STAR Reading assessments because of lockdown. We also use Accelerated Reader and an E-Book platform called E-Platform to monitor the engagement in reading for pleasure with Pupil Premium students and track the engagement that these students

				<p>have. In Year 7, students are taught in a small group setting and students have grown significantly in confidence in this 'safer' environment and feel able to articulate their responses in front of their peers. Work can be specifically tailored to meet the needs of these students and teachers can focus on core skills to help close the attainment gap. In Years 8 and 9 team teaching is utilised to support students in the mainstream classroom.</p>
<p>Additional Literacy support for Pupil Premium students.</p>	<p>£37,938</p>	<p>2/5 4 months</p>	<p>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.</p>	<p>Pupil premium students have been tracked and monitored across the year in the following Literacy interventions in Years 7, 8 and 9; Skills Academy, Read Write Inc. Fresh Start and 1:1 reading interventions for reluctant readers using Literacy Progress Units and active reading comprehension strategies. We select students for Literacy Interventions who are two years or below in their chronological reading age. We then give each student a phonics and reading comprehension 1:1 in person assessment with a teacher, to group them according to their Literacy needs. Pupil premium students have made above or expected progress in comparison to non-Pupil Premium students in Literacy interventions and there has been an increased engagement in reading across the Academy - evident through the students' usage of Accelerated Reader. In particular some of the Pupil Premium students in our new Year 7 cohort have made huge achievements with their reading in comparison to non-Pupil Premium students. Please see below for specific interventions.</p>
<p>Additional EAL support for Pupil Premium students.</p>	<p>£4,047</p>	<p>4 months</p>	<p>Students access support to understand and be able to use the language of the curriculum in order</p>	<p>The EAL Pupil Premium students performing lower than expected in their STAR reading test were placed in small group interventions. These "Read, Write, Inc." Interventions have helped teachers to check in with our EAL PP students</p>

			to achieve at or above age expectations.	more regularly and teachers have reported that they have noticed greater fluency in their confidence in reading aloud. These groups have also enabled us to identify students that need to borrow laptops whilst working at home due to lack of devices. subject teachers have reported much better engagement since school laptops have been provided. Our EAL Pupil Premium students are at a greater risk at not progressing whilst they are working at home (due to socioeconomic factors and having much less exposure to the English language during lockdown). As such, moving forward I would like to observe our students who are not in interventions but who are not engaging in class to see if I can support teachers with EAL specific class strategies or communicating with parents.
Homework club for Pupil Premium students.	£699	2/5 5 months	Students access support with the completion of homework. Students become better organised, more independent and are able to meet deadlines.	After school has allowed for 1:1 support for those students with barriers to learning as well as a quiet space with necessary resources for those who need it. This has led to improved organisational skills and a reduction in RCMS for a number of students. Some students have relished this additional support and this is evident in the effort and pride they now take in their work.
<b>Personal development, wellbeing and behaviour</b>				
Access to a confidential school counsellor for Pupil Premium students.	£2,400	4/5 3 months	Wellbeing is supported and an increase in scores for any wellbeing surveys completed will be evident.	8 Pupil Premium students across Years 7-9 have accessed sessions this academic Year. All of these students have said that they find the support that they gain from the sessions valuable and that they help them to manage feelings of anxiety or low mood. Four of these students have had sessions previously and have requested that they be re-referred as they find the support beneficial.
Speech and Language Therapist support for	£8000		Students access 1:1 and small group support from a trained Speech and Language therapist. Strategies are	23 Pupil Premium students across Years 7-9 are currently receiving support for Speech and Language. 8 of these Pupil Premium students have an EHCP. The Speech and Language

Pupil Premium students.			shared with students and staff to support learning in the mainstream classroom.	therapist has set specific targets for each student and these are reviewed and outcomed every term. Speech and Language has continued remotely during lockdown but sessions have been reduced to 25 minutes rather than 55 minutes. There have not yet been any Pupil Premium students discharged from Speech and Language therapy but student progress is under ongoing review.
Educational Psychologist support for Pupil Premium students.	£3600		Students, staff and parents/carers are given strategies to support learning.	Due to Covid-19 Limited support has been accessed as this service is not currentlty working directly with students. This has been addressed in multi-agency meetings.
Bespoke wellbeing programmes through social and emotional learning support for Pupil Premium students.	£988	4/5 4 months	Students who have been identified as being at risk or vulnerable through wellbeing survey receive small group emotional literacy support.	There has been a huge investment in scioal and emotional support, especially for Pupil Premium, in the form of buying in external agencies and resources who have been able to provide more focused, personalised support, e.g. LVA are running small group and 1:1 mentoring. This has been very well-received by students and feedback so far has been consistently positive. We look forward to developing this relationship further. Innerscope has also been successful in the past but in a less tangible way. Unfortunately, this is another service that has not yet been implemented this academic year due to Covid-19. Students placed on this programme in future will have closer monitoring for its successes once the course has concluded.
Additional attendance support for Pupil Premium students.	£570	4/5 0 months	Students become better organised and puntuality and attendance improves.	52 of our Pupil Premium students are classed as Persistent Absentees (<90% attendance), which is 27.9% of the total number of PP students. This is an improvement of 7.8% on last year, despite the lockdown situation. This is thanks to the tenacious work of the Pastoral Team in chasing up non-attenders and establishing strong relationships with students and their families.



				<p>The Pastoral Team have also invested in establishing a Restorative Conversation system, replacing our detention system. This has helped to chase up attendance issues much more quickly as Pastoral Managers can invest the time to get to the root causes of poor attendance.</p> <p>Next steps are to further refine attendance tracking over time and subsequent rewards system consequences.</p> <p>Pastoral Team to investigate how improved attendance (progress) can be measured over time, in order to celebrate students who may have improved over a set period.</p> <p>Attendance Officer (BAS) to embed tracking document for attendance letters, as well as develop closer working relationship with our EWO.</p>
Additional Pastoral support for Pupil Premium students.	£25,000	3/5 8 months	Members of the Pastoral Team to support pastoral plans and delivering a programme of mentoring/coaching for students identified as requiring additional pastoral support.	<p>The hiring of a new Pastoral Manager at the start of the year has ensured that students receive high levels of pastoral support. This Pastoral Manager comes with experience of working closely with students and developing in-depth support plans. They have also purchased further resources for the benefit of all students but particularly for those needing additional pastoral support (e.g. Zones of Regulation)</p> <p>The language of the improved behaviour system (e.g. RCMs) has now been embedded and this will continue once students return to school. This will ensure that students (especially Pupil Premium children) can work with the Pastoral Team to self-reflect and consider the impact of their behaviour on others.</p> <p>Next steps are for the Pastoral Team to investigate buying in a peer-mentoring/coaching programme for students, ensuring that Pupil Premium students have a say in how this programme should look and feel at the Academy. Regular surveys to students involved in this programme will help us</p>

				to pin down specific pastoral issues that need to be addressed.
Alternative Provision: Early Intervention Programme support for Pupil Premium students.	£6,500		Positive attitude from students and engagement.	Two students have accessed support from a local alternative provision programme and feedback from both students and their families was very positive. With this in mind, we would like to be able to offer a simialr programme of intervention and support to our students onsite at Bolder. The Aspire programme will be a great oppportunity for students to access more personalised support through closer contact with staff, especially the Pastoral Team. We look forward to begining the Aspire programme once all students return to school. Students accessing this provision in future will be closely monitored so that we can review the successes once the programme has concluded.
<b>Total spend</b>	<b>£180,422</b>			