

3 Year Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic years) 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	Venn Boulevard Centre
Number of pupils in school	64
Proportion (%) of pupil premium eligible pupils	36.7%
Academic year/years that our current pupil premium strategy plan covers	2022–2023 2023-2024 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	S Sargieson
Pupil premium lead	T Atkinson
Governor / Trustee lead	Lee Fallin

Funding overview (academic year 2022-2023)

Detail	Amount
Pupil premium funding allocation this academic year	£23,998
Recovery premium funding allocation this academic year	£ 20,148
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	£44,146

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

- Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

The nature of the barriers to learning are very specific to individual pupil needs, for this reason each student has a personalised 360 assessment. This is evaluated to specify the individual approaches that will be provided to overcome the barriers to learning for each child. Some specific barriers are explained below.

There is growing evidence around the impact of school closures on the learning outcomes of pupils. Research shows a consistent pattern:

Pupils have made less academic progress compared with previous year groups

There is a large attainment gap for disadvantaged pupils, which seems to have grown.

Whilst much of the research is primary based, the in-school tracking and data analysis demonstrates a greater gap between PP and non-PP students in all areas: Academic, Social, Attendance and Reading.

The EEF Guidance on using Pupil Premium further supports this, as it states that disadvantaged students have been the worst affected by the pandemic.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Focused intent:

- Pupil Premium students to achieve and sustain average attendances, which are in line with their non-PP peer averages.
- Pupil Premium students, with a reading age on entry that is more than 3 years below their chronological age, to receive targeted intervention or identification and strategies for reading difficulties to bring reading age averages in line with their on-PP peers by the end of year 11.
- Pupil Premium students make progress in their Personal Development Profile, bringing them in line with their non-PP peers.
- Pupil Premium students have increased enrichment opportunities, bringing them in line with their non-PP peers.
- PP students require professional support services, such as counselling and mental health nurse support, to be identified and referred for relevant services

Challenges

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

Challenge number	Detail of challenge
1	<p>Engagement</p> <p>Pupils that attend Venn Boulevard Centre have had previous negative experiences in education. Many students have been out of education for some time, levels of engagement will be a barrier for some and the challenge within school is for the staff to encourage the students to reengage in a number of ways, inspiring the students and getting them</p>

	excited about their learning again. The lack of engagement also affects the attendance.
2	<p>Previous Missed Education</p> <p>All pupils that attend the Venn Boulevard Centre have missed education at some time, this is varied weeks, months and for some pupils - years. These gaps need filling to ensure the pupils can achieve their full potential. Most students arrive at Venn Boulevard Centre in KS4 and have missed vital curriculum areas and opportunities for exam preparation.</p>
3	<p>Social and Emotional Difficulties</p> <p>All students that arrive at Venn Boulevard Centre have social and emotional needs. Many students are working with many other agencies out of school to support this, in particular CAMHS. Our setting targets these areas to ensure that the students are ready to learn and are ready for their next stage in their education or working life. All Venn Boulevard students are vulnerable and most have experienced some trauma in their life.</p>
4	<p>Young Parents</p> <p>Some of our students are pregnant teenagers and also teenage parents. Students may be absent from school due to pregnancy related illness and appointments. The young parents may be absent from school due to the illness of their babies and young children. The pregnant teenagers miss a huge period of schooling due to maternity leave, although the Boulevard Nursery can care for pupils as young as 2 weeks not although students choose this as an option. Lateness can also be a barrier as the pupils have to dress and care for their baby/child.</p>

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
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<p>PP pupils make progress at a rate, which is in line with their non-PP peers. 1:1 and small group delivered by external subject specialised tutors.</p>	<p>Progress rate differences between PP and non-PP students are reduced to less than 8%.</p>
<p>To support PP pupils in their morning routines and preparing for the school day. Staff to carry out home visits, collect pupils and Life Coaches meet and greet in school to support with transition. Specific monitoring and staff intervention for identified PP students whose attendance is below that of the non-PP student average</p>	<p>PP pupil attendance is in line with their non-PP peers.</p> <p>Increased parental engagement – working with the families to ensure all relevant services are involved.</p> <p>Increased performance in the classroom.</p>
<p>To increase the ‘therapeutic’ interventions for PP pupils to reduce the gap between them and their peers using the PDPs.</p>	<p>Reduction in incidences on behaviour log. Visible progress seen on PDP assessments each half term.</p>
<p>PP pupils in year 7 or those who are displaying reading ages that are lower than their chronological age will receive additional reading interventions.</p>	<p>100% of PP pupils demonstrate reading progress which maintains the gap or closes the gap. Where progress is not made at this rate, further investigation determines appropriate support and referral (e.g., Speech and Language).</p>
<p>Dyslexia testing in place for identified PP pupils.</p>	<p>Qualified external provider delivering screening, outcomes and collated and access arrangements adapted if required for testing.</p>
<p>External commissioning opportunities in places for identified PP pupils.</p>	<p>Increased attendance for PP pupils on these external courses. Completion of course and possible further courses.</p>
<p>All PP pupils have access to increased enrichment opportunities, with discussed and reviewed strategies focussed on their PDP targets to increased progress on SEMH curriculum.</p>	<p>100% PP pupils access increased enrichment opportunities.</p> <p>100% of PP students make progress in their PDP baselines.</p>
<p>PP pupils effectively and timely referred to external and internal professionals support, as a result of effective CPOMS reporting and monitoring. Adapt the services and resources on site to suit the needs of the PP pupils resulting in an increased level of regulation and performance in class.</p>	<p>100% of identified PP pupils, through effective CPOMS monitoring and analysis, signposted to relevant and appropriate professionals.</p>

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: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professionals Support, Strategies and CPD Approx £3,000	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send As a specialist provision, it is vital that all staff at Venn Boulevard Centre understand individual learning needs. The CPD required is determined on specific assessment of individual students from tutors, SENCO and professionals. This equips staff to meet need, in addition to the quality first teaching provision that is already a requirement.	1 2 3 4 5
Opportunities for External Commissioning £5,000	Not all PP pupils are engaged in 'classroom' based work, some need a more vocational approach with 'hands on' activities.	1 2 3 4 5

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

Budgeted cost: £ 11,642

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 English Tutor (1.5 afternoons per week x32 =£6,052) – see below for breakdown of costing to cover	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1 2 3 4 5

<p>this amount under 'total budgeted cost'</p> <p>£6,052- tutoring fund= £1,152</p> <p>1-1 Maths Tutor (2 mornings per week (5 hours per week x £30) x32 = £4,800)</p>		
<p>Reading/Phonics Intervention tutor</p> <p>2 days per week x32 = 146.57 x 32 = £4,690 plus oncost</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Reading intervention, focussing on reading comprehension, demonstrates high impact results. It enables effective identification of reading difficulties which can then be assessed by the wider SEND team or professionals where required.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Reading aloud and book discussion is one form of effective intervention for progress.</p> <p>Reading interventions include Fresh Start Fresh Start EEF (educationendowmentfoundation.org.uk)</p>	<p>1 2 3 4 5</p>
<p>Dyslexia screening/ OT Assessment</p> <p>£100 per student £1000 approx</p>	<p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>The summary of recommendations for literacy in secondary schools includes the developing students' ability to read complex academic texts, to achieve this, students reading skills must be supported through the diagnosis of any unidentified additional needs. This will also support students with access arrangements for any formal exams undertaken.</p>	<p>1 2 3 4 5</p>

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

Budgeted cost: £ 22,635

Acti vity	Evidence that supports this approach	Cha llen ge nu mb er(s) add res sed
<p>Targ eted indi vidual ised SEM H inter venti ons</p> <p>Pet Resp ect £50 per sessi on 2 sessi ons per week Appr ox. £3,2 00</p> <p>Arom athera py £35 per hour</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p>	<p>1 2 3 4 5</p>

<p>1 hour a week. Appro x. £1,120</p>		
<p>PP safeg uardi ng and welfa re office r (2 days per week £23,2 89 FT = £9,315.60)</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p> <p>Discusses the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. Disadvantaged students have been most impacted on during Covid.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</p> <p>This makes the distinct link between attendance and attainment.</p> <p>https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_dropout_092617.pdf</p> <p>Notes that to sustain improvement at an individual level, support must be targeted for individual students.</p>	<p>1 2 3 4 5</p>
<p>Incre ased enric hmen t oppor tuniti es £8,000</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>Social skills are essential for student development.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond.</p> <p>Bespoke enrichment opportunities for PP pupils after gathering pupil voice and looking at interests.</p>	<p>123 45</p>
<p>Badg er Book s £1,000</p>	<p>Banded books to support those who have been identified as having a reading age much lower than their chronological age. Content of book to be age appropriate.</p> <p>Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>



Total budgeted cost: £42,277 (including other budgets- see below for more information)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Pupil Premium – Venn Boulevard Centre 2021-22

Overall, female students performed better in KS3 and KS4 in both English and maths. Intervention for both subjects was directed more towards male students to boost their confidence and achieve their target grades.

Students with EHCPs were automatically given intervention to link in with the objectives of their plan.

Pupils tended to make more marginal progress in English and with their reading than in maths. Intervention sessions were given and offered to all students. Evidence of progress in books.

Intervention, particularly for KS4 students, was paramount to the success of the exam results in the core subjects. Of the Year 11 students, who took the English Language exam, graded at a level 3 or above with 5 of those students from PP receiving extra intervention sessions since September 2021. As for maths, the Year 11 students, who sat the GCSE Maths Foundation exam, graded at a level 3 or above. This subject too had 5 PP students received extra intervention sessions since September 2021.

The majority of the baseline group reading and spelling data for all students increased from the start of the school year. With more students accessing reading for pleasure books, the introduction of the STAR and Accelerated Reader programmes which have identified the students who struggle the most with reader, a dedicated Step Up to English Entry Level curriculum for the STARS students and an increase in students accessing intervention for the core subjects, have all contributed to the progress made by all students in Venn Boulevard Centre.

This shows an example of six Boulevard students who increased their reading age over the school period. The reading tests are taken termly and as you can see, these highlighted students made progress.

Y7 non-binary student 8.06 10.01 10.11

Y10 transgender student 12.01 15 17

Y11 female student 10.01 11.01 14.07

Y11 female student 6.08 10.08 10.1

Y 11 female student 7.1 10.08 16.01

Our bottom 20% of underperforming readers from Venn Boulevard Centre showed that the all but one student were from the specialist classrooms, with the other being CLA who joined in Year 11 after missing a number of years of education.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Times Tables Rockstars	Times Tables Rockstars
Talk About for Teenagers	Talk About for Teenagers
Book Taco	Book Taco
Maths Whizz	Whizz Education
Words First	Words First
Toe by Toe	Toe by Toe
Write from the Start	The Dyslexia Shop
Fresh Start	Ruth Miskin
Numicon	Numicon