

# Pupil premium strategy statement – BOA Digital Technologies Academy 2025-2028

This statement details our school's use of pupil premium (and recovery 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	437
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	Sept 2025 – August 2028
Date this statement was published	September 2025
Date on which it will be reviewed	August 2026
Statement authorised by	AGB
Pupil premium lead	James Hardwick
Governor / Trustee lead	Sonya Russell-Saunders

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,690
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£0
<b>Total budget for this academic year</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>	£205,690

# Part A: Pupil premium strategy plan

## Statement of intent

At BOA Digital Technologies Academy, we believe that all learners are entitled to the highest quality of teaching, enabling them to master the powerful knowledge and skills that will allow them to lead successful and prosperous lives. High-quality teaching is therefore at the heart of our approach, with a deliberate focus on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap while simultaneously benefiting their non-disadvantaged peers.

The aim of the Pupil Premium (PP) funding is to reduce the gap in attainment between learners eligible for PP and those who are not. We believe that the highest possible standards can only be achieved when we hold the highest expectations of all learners. Accordingly, our PP strategy prioritises the achievement and progress of learners from disadvantaged backgrounds, ensuring that robust strategies are in place to help every learner succeed. While some learners require additional support to reach their potential, we will use all resources available — including PP funding — to provide this, extending support to those who do not qualify for PP but who may be vulnerable or in need (for example, learners with a social worker or previously known to social care).

Our approach is holistic, and evidence informed. We recognise that no single strategy can close the attainment gap; rather, a combination of complementary approaches, rooted in research and diagnostic assessment, is required. Our strategy is therefore closely aligned with our School Improvement Plan (SIP), ensuring that whole-school priorities drive improvements that have a meaningful impact on disadvantaged learners.

To ensure the effectiveness of our approach, we will:

- Ensure disadvantaged pupils are actively engaged and challenged in the work that they are set
- Act early to intervene at the point of need, selecting the most effective support and strategy
- Adopt a whole-school approach in which all staff take collective responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Implicit in our intended outcomes is the expectation that the attainment of non-disadvantaged pupils will also be sustained and improved, alongside the accelerated progress of their disadvantaged peers. In this way, our approach benefits all learners and reinforces our belief that equity and excellence are inseparable.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Lower attainment on entry to our school.</b></p> <p>For many reasons such as hunger, lack of space to study, role as a young carer, lack of role models, our disadvantaged learners have underperformed in previous assessments and have gaps in knowledge, skills and understanding when compared to their non-disadvantaged peers.</p>
2	<p><b>Reading and lower literacy levels.</b></p> <p>Our disadvantaged learners are less likely to read widely and often, less likely to have access to a wide range of reading resources outside of school, less likely to use public libraries or read journals or newspapers. This has an impact on their cultural capital, understanding of local and national issues as well as impact on their ability to access the curriculum.</p>
3	<p><b>Attendance and punctuality.</b></p> <p>There are often additional blocks in the way of our disadvantaged learners reaching the high levels of attendance we expect at BOA Digital Technologies Academy. This is due to a wide range of issues that may include: parent/carer support, transport issues, caring responsibilities, more incidents of ill health or financial pressures.</p>
4	<p><b>Aspirations and wider participation.</b></p> <p>Sometimes our disadvantaged learners have lower or narrower expectations of themselves in terms of what they can achieve now and in the future. This can be shaped by experiences outside of school. Some of our disadvantaged learners find it more difficult to take up wider participation opportunities we offer at school due to (for example) financial pressures, peer expectations or lack of experience.</p>
5	<p><b>Attitude to learning and behaviour.</b></p> <p>Internal information tells us that our disadvantaged learners are on average less likely to show a positive attitude to learning and/or reach our high standards for behaviour. This can be for reasons including lack of role modelling outside of school, poor health or nutrition, adverse childhood experiences or attachment issues.</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
Learners will improve their reading skills, they will be encouraged to read widely and often, experience a wide range of genres and	Once baselines on reading ages are established, success criteria will be detailed. This will include percentage of PP learners

understands the benefits a love of reading can bring. (Challenge 1, 2)	in line with and above chronological reading age.
Average standardised scores in GL assessments for PP learners improve to be at least in line with age expectations and in line with non-PP peers. (Challenge 1)	Once baselines are established, success criteria will be detailed.
Life chances and life choices for PP learners at BOA Digital will be improved because of improved exam results, broader aspirations and engagement in wider aspects of school life (Challenge 1, 4)	Over the next 3 years, progress for PP learners will improve. PP learners will make accelerated progress (positive P8) so that their attainment is in line with non-PP peers.
PP learners will attend well in both lessons and enrichment opportunities. (Challenge 3, 4)	Attendance of PP learners will move from 88.6% (July 2025) to 94% (by July 2026). Persistent Absence will drop from 33.7% to <20% (by July 26). In enrichment opportunities (including school teams, council and trips/visits) PP learners will be at least proportionally represented.
PP learners will be able to reach the same high standards of behaviour as all other students in the school. (Challenge 5).	Suspensions will decline from their current position and PP learners will be no more than proportionally represented in these figures. In house monitoring of attitude to learning and detentions will show improvements in attitude to learning scores and decline in detentions.

## Activity in this academic year (25-26)

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD to improve Quality First Teaching. Including knowledge recall and repeated practice.</p> <p>This will also involve increasing access to high quality internal and external CPD and more subject specific CPD.</p>	Findings from EEF - Teacher Toolkit – based on mastery of learning approach, reveals a low cost, high impact strategy, which is the basis for the Academy teaching model.	1, 2, 4

<p>Dedicated leadership to drive progress, aspiration and experiences of pupil premium pupils.</p> <p>This will also involve the leader ensuring that pupil premium students have a high profile.</p>	<p>EEF - Putting evidence to work: a school's guide to implementation, reveals that school leaders play a central role for improving education practices and implementing strategies</p>	<p>1, 2, 3, 4, 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £54,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standardised testing. Lack of KS2 data for some cohorts has meant lack of accurate baseline tests. All students will complete GL assessments annually.</p>	<p>DfE guidance (March 2022) 'Using pupil premium: guidance for school leaders' outlines that schools must use evidence to identify appropriate and effective responses. The GL assessments will give us the required accurate information to close gaps in knowledge, skills and understanding.</p>	<p>1</p>
<p>1:1 and small group tuition for identified learners in addition to lessons.</p>	<p>On average, one to one tuition is very effective at improving learner outcomes. One to one tuition might be an effective strategy for providing targeted support for learners that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons." EEF, Teaching and learning toolkit</p> <p>"Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support." EEF, Teaching and learning toolkit</p>	<p>1, 2, 3, 4, 5</p>

Facilitate targeted coaching interventions for KS4.	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	1, 2, 4, 5
Intervention strategies to improve reading.	Small group and individual support, targeting support for low reading age students, weekly reading form session, reading interventions in lessons.	1, 2, 3
Work experience placements/industry interactions  Every student will have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks. All PP students will be supported through this process by their form tutors/Progress Leader/Careers advisor	“The impact of work experience on student outcomes: implications for policy and practice” (McCulloch et al, 2014) outlines the range of positives including employability that learners gain from a quality work experience placement.  The uptake in work experience/industry interactions opportunities from PP students to be proportionate to that of None PP  Impact from student voice on FE and careers fayres.	4, 5
Year 11 intervention groups. Additional study periods for Year 11 learners.	Evidence shows that PP learners have responded positively to additional opportunities to study in school.	1, 4
Work with Careers advisors to provide aspirational workshops, advice on CV writing and revision skills	Careers advisers’ evaluation of impact shows that learners engaging in workshops are twice as likely to apply for university.	1, 4

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

Budgeted cost: £120,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	There are numerous papers showing the link between attendance and	3

	attainment. In May 2022 the government published 'the link between absence and attainment at KS2 and KS4' which contained this headline fact "among pupils with no missed sessions over KS4, 83.7% achieved grades 9 to 4 in English and maths compared to 35.6% of pupils who were persistently absent."	
Evaluate the take up of wider curriculum opportunities including clubs and student leadership and act where PP learners are under-represented.	An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility (Department of Education (England) and Institute for Policy Research) presents huge amounts of evidence of the impact of wider participation on PP learners	3, 4, 5
Continue to subsidise and/or provide uniform for those who need it.	Learners at our school need to be dressed in uniform in line with school expectations. Our standards should not be lower for those who cannot afford to purchase uniform and therefore we will provide this if required. It also means that students do not feel different from their peers and helps them to fit in.	3, 4, 5
Provide subsidies and/or total funding for learners to attend curriculum-linked visits and experiences	In house evidence shows that those who are able to participate in meaningful, curriculum-linked visits are more positively engaged in their studies.	3, 4, 5
Provide therapeutic services through The SEN Hub (On Site)	Social Worker in School, Forward thinking Birmingham, Bouncing statistics, BEP, Malachi, LA inclusion manager	1, 2, 3, 4, 5

**Total budgeted cost: £205,690**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance data for 2024/2025 is displayed below showing a 2.1% difference between the attendance of all students and the PP students. The biggest difference is Year 9 where PP attendance is 4

	Autumn	Spring	Summer	2024/2025
<b>ALL</b>	92.0	91.0	88.9	90.5
<b>ALL PP</b>	90.2	88.9	86.5	88.6
<b>ALL SEN</b>	89.3	87.5	83.5	87.1
<b>Year 7</b>	93.8	91.8	89.3	91.5
<b>Year 7 PP</b>	92.9	90.6	87.8	90.4
<b>Year 7 SEN</b>	93.9	89.8	82.1	90.1
<b>Year 8</b>	91.3	90.3	88.6	90.2
<b>Year 8 PP</b>	90.5	87.9	85.3	88.3
<b>Year 8 SEN</b>	87.8	86.8	85.8	86.4
<b>Year 9</b>	90.5	90.7	88.9	89.6
<b>Year 9 PP</b>	84.7	87.9	86.6	85.9
<b>Year 9 SEN</b>	86.6	86.2	82	85.2

### Suspensions and Permanent Exclusions

74% of all suspensions last year were for PP students. There were 2 permanent exclusions and both were for Pupil Premium students.

Exclusions Dashboard								
	Number of Students		Total Suspensions		Total Suspended Days		Total PEx	
Year	All	PP	All	PP	All	PP	All	PP
Year 7	131	79	28	21	59.5	52	0	0
Year 8	132	74	20	14	36	26	1	1
Year 9	133	66	40	30	105	92	1	1
	396	219	88	65	201	170	2	2

Exclusions Dashboard %								
	Number of Students		Total Suspensions		Total Suspended Days		Total PEx	
Year	All	PP	All	PP	All	PP	All	PP
Year 7	131	60%	28	75%	59.5	87%	0	0%
Year 8	132	56%	20	70%	36	72%	1	100%
Year 9	133	50%	40	75%	105	88%	1	100%
	396	55%	88	74%	201	85%	2	100%