The context of our Academy

• 3% of students have statements and 31% of students receive School Support

• The students are from a wide range of cultural and ethnic backgrounds

• The proportion of students who are eligible for pupil premium is well above the national average at 58%; 45% of students are in receipt of FSM

• A high proportion of students have English as an additional language (EAL) at 26%
The student population has experienced a significant amount of mobility, 15% since the Academy opened in September 2013.

The mobility of students in year 8 is particularly high, 40% of the cohort have joined since September 2013.

The area served by the Academy has a high level of deprivation (inclusive of education and health). 80% of households have some measure of deprivation.
Let’s get ready to work / learn / enjoy / succeed / go

• 44% of population aged 16+ living in the area have no formal qualifications
• 52% of the population are either unemployed or are economically inactive resulting in 40% of the 16+ persons claiming benefits
• 52% of the homes and dwellings are terraced and judged to be overcrowded
• 14% of the population consist of lone parent families with dependent children
• The area is classified as having a high level of crime

Source, Office for National Statistics
Putting Literacy at the Heart of Learning

• A core belief that a child’s level of literacy directly affects their ability to access and gain knowledge

• Curriculum aims to deliver an English Baccalaureate

• Transition Phase Curriculum designed to promote a genuine ‘Stage not Age’ approach

• Students taught by no more then 6 staff including specialists for Music, MFL, Science, Physical Education
• Students are only set targets for Literacy and Numeracy

• All staff, including specialists, accept Literacy and Numeracy outcomes as Performance Management targets

• Accelerated Reader and Accelerated Maths are used to establish baselines for student progress

• Our target-setting protocol is based on a minimum of six points of progress per academic year

• Last year all students achieved their end of year target by the end of the spring term
Let’s get ready to work / learn / enjoy / succeed / go

Flight Path to show Year 7 Progress in Literacy

Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2
--- | --- | --- | --- | --- | ---
23   | 25   | 26   | 27   | 28   | 29   | 30

- Literacy Baseline Target Points
- Actual Literacy
Let’s get ready to work / learn / enjoy / succeed / go

**Flight Path to show Year 7 Progress in Numeracy**

- Numeracy Baseline Target Points
- Actual Numeracy

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A Need for Accelerated Literacy

• The Boulevard Academy is situated in one of the most deprived areas of the country

• 55% of students began their studies this year behind the national average in literacy

• 25% started behind a ‘Level 3’ standard

• We must ‘take responsibility for promoting high standards
Renaissance Learning in the Transition Phase Curriculum

• The Transition Phase is for students who are academically within a traditional Key Stage 3 stage of study.

• Literacy and Numeracy encompass the entirety of this phase, with 60% of curriculum time discretely dedicated to these disciplines.
Renaissance Learning for Target Setting

• STAR Reading and STAR Maths baseline all students entering the Academy.
• A NC level is given, which we convert to our own assessment rubric. A reading age is also calculated.
• All students are set ambitious targets from these baseline data.
• Instant data production makes the baseline assessment process very rapid.
Renaissance Learning for Reading

- Accelerated Reader gives every student a personalised reading range.
- Computer based comprehension tests for each book.
- Instant feedback for students in relation to their personal targets.
- 20 minutes of dedicated reading time a day for each student, monitored by two adults.
Renaissance Learning for Maths

• Students have 3 hours a week dedicated to Accelerated Maths.

• Students take computer based exercises based on topics covered in Maths lessons earlier in the day.

• Students consolidate theory from their earlier lessons, mastering up to four objectives per week.

• Instant feedback for students, closely monitored by two adults to ensure students get sustained support.
Renaissance Learning for Intervention

- TOPS Reports – A personalised diagnosis for students.
- Reading/Maths Dashboard – Provides whole class curriculum planning points.
- Growth Planning – Informs staff of areas of Literacy that require teaching, personal to each student.
Renaissance Learning for CPD

• Weekly telephone calls between RenLearn and the “Core Team” at TBA
• RenLearn-led training sessions for all staff
• Any member of staff can request telephone training
• Support in getting our records “OfSTED ready”
Student Engagement at the Heart of Progress

- Students are fully aware of their progress and future targets.
- Competitions between students for highest reading scores and most overall words read.
- A desire to reach “Model Class” status.
Renaissance Learning and Progress

• Last year, all students made 50% better progress than the national average in Literacy and Numeracy (a full NC level)

• Credible and reliable testing- quality assured against KS2 results and internal CAT testing

• Our year 7 cohort started their year 8 program of study a term early

• “Closing the gap”. All pupil premium students make as good or better progress than the rest of the cohort
‘Putting Literacy at the Heart of Learning’

The Education Show

Saturday 21\textsuperscript{st} March 2015

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