

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
Bishop Alexander LEAD Academy	
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	30.11.21
Date on which it will be reviewed	25.03.22
Statement authorised by	Nicola Spencelayh
Pupil premium lead	Sara Tyers
Governor / Trustee lead	Anthony Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,150
Recovery premium funding allocation this academic year	£10,440
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	£104,590

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that we provide a broad and balanced education for **all** pupils, enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

We recognise that our vulnerable pupils face many challenges, and it is our role to help overcome these, in order that they achieve in line with their peers. We are passionate about raising aspirations for our pupils, and supporting them to achieve their career choice, irrespective of their own circumstances.

Our strategy is based on knowing our pupils well; this is both as a learner and as a person.

As a learner: we ensure that the pupils access high quality teaching. This may be in a whole class situation with all pupils, or through more personalised learning opportunities. Staff need to be highly trained and disadvantaged pupils will not feel different to non-disadvantaged pupils during their learning experiences. Our intention is to accelerate the progress of our disadvantaged pupils, so they achieve at the same level as non-disadvantaged pupils. This includes the pupils who are working as higher attainers.

As a person: we intend to understand our pupils, and the context they are faced with. We want to understand their lived experience and, where needed, support them and their families to overcome challenges, which may impact on their learning.

We will:

- Assume every child 'can', and ensure all learning is challenging.
- Provide interventions and individualised learning at the point of need.
- Provide, or signpost to other agencies, support that affects the ability to engage fully with education.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills including interaction – assessments show that these are typically low, especially for disadvantaged pupils, upon entry to school, creating barriers to achievement from the beginning of their learning journey.
2	Low self-regard as learners and curriculum demands – observations and discussions with pupils suggest there is a perception of difficulty to work. National Mobility report in 2017 highlighted the area as being amongst the lowest, for Social Mobility – this impacts upon aspirations and creates barriers towards goals for later life.
3	Below National figures for Maths, Combined and Greater Depth - with many of our disadvantaged pupils being affected by attainment outcomes.
4	Low attendance at school – statistics show that attendance can be an issue, especially for our disadvantaged pupils – creating further gaps in their learning, knowledge and understanding.
5	Disrupted Home Life – internal and external assessments show that many of our disadvantaged pupils are impacted by unsettled lives at home. This negatively impacts upon their learning mind-set and creates significant distractions and affects mental health and well-being.
6	Limited opportunities for wider experiences – discussions, assessments and observations suggest that our children suffer from limited experiences beyond their local community – impacting upon their emotional needs and aspirations. This particularly affects our disadvantaged pupils and their ability to draw upon experiences, outside of school, to enhance their connections with the curriculum on offer, and the wider world.
7	Financial barriers and limited learning support from home – Poverty locally is an issue. Limited support for children’s education and limited value given to education, especially for our disadvantaged pupils, creates barriers towards children’s progress and ability to achieve their potential.

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
Improved outcomes across Reading, Writing and Maths, across all pupils, with	Whole school outcomes, including Phonics Screening, show all children, including those

particular focus upon disadvantaged pupils	who are disadvantaged, are broadly in line with National Data Statistics/Outcomes
To achieve and sustain improved levels of mental well-being for all pupils, particularly those who are disadvantaged	<p>Qualitative data from:</p> <p>Pupil Voice</p> <p>Parent Surveys</p> <p>Teacher Observations show:</p> <p>High levels of mental well-being and mind-set.</p> <p>A reduction in allegations of bullying.</p> <p>An increase in enrichment (extra-curricular) activities, especially amongst disadvantaged pupils</p>
To sustain improved attendance for all pupils, particularly around persistent absenteeism, particularly those who are disadvantaged	Overall attendance rates are now more consistently around National Averages. PA improved during the last academic year, but more recently has risen again. PP and SEN are the groups who the SDP identifies as areas for work during this academic year.
To ensure children have a positive attitude to coming to school, feel safe in school and demonstrate good behaviour and attitudes at all times, particularly amongst disadvantaged pupils	<p>Qualitative data from:</p> <p>Pupil Voice</p> <p>Parent Surveys</p> <p>Teacher Observations show:</p> <p>High levels of engagement in lessons, improving levels of progress across all pupils and attainment levels rising from previous Year Group comparisons, to be in line with outcomes Nationally, especially at the end of KS2 and amongst disadvantaged pupils</p>
To support pupils to become active members of the school community, particularly those who are disadvantaged	Assessments, pupil voice, parental surveys and curriculum outcomes reflect significant impact of Active Citizen group, and pupils active involvement and impact within the community e.g. via community projects, improved parental engagement and value of schooling

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: £ 12,145£

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Outstanding teacher programme	<p>EEF - The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>Sutton Trust was commissioned to conduct a research project to develop policy proposals for improving the effectiveness of teachers in England, with a particular focus on teachers serving disadvantaged pupils. The research evidence shows that improving the effectiveness of teachers would have a major impact on the performance of the country's schools; this work aims to develop specific, evidence-based proposals to achieve this.</p>	£250
Outstanding teaching and learning for teaching assistants	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising task completion and instead concentrate on helping pupils develop ownership of tasks.</p> <p>TAs should aim to give pupils the least amount of help first. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs should intervene appropriately when pupils demonstrate they are unable to proceed.</p>	£900

	Schools should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback.	
EYFS development programme	<p>1 in 2 low income families start school already behind where they should be. Evidence indicates that these children are likely to remain behind throughout their school life. Evidence shows that improving learning opportunities before 5 is critical to improving future life outcomes.</p> <p>Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</p>	£400
The Impact of Feedback	Research Evidence suggest that effective feedback appears to have slightly greater effects for primary school age pupils (+7 months) compared to secondary (+5months).	£100
Active Programme	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	£200
Phonics Portal	EEF evidence suggests the average impact of the adoption of phonics approaches is about an additional 5 months progress over the course of a year. Research suggests that phonics is particularly beneficial for younger learners (4-7yrs) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading, though it should be effective phonics techniques are usually embedded in a rich literacy environment.	£1800
GD staff CPD	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	£105 – NACE £200

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

Budgeted cost: £ 43,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Easy-Peasy - app	High % of pupils from disadvantaged backgrounds which have lower attainment on entry to school than those more socioeconomically advantaged, with children's language and communication skills at this point showing a low level for school readiness. Hart and Risley (1995) have shown that by the age of four, children from disadvantaged	£1500

	backgrounds have been exposed to as many as 30 million fewer words than children from advantaged background. This app is designed to improve early child development through increasing positive parent child interactions and learning at home. The EasyPeasy app presents as a lowcost, accessible, non-intrusive intervention that does not place great demands on parents' time or resources. As the content is evidence-based, covering all areas of the Early Years curriculum, the app shows potential as a quality learning resource to support parents and positively impact on the home learning environment and early year's attainment.	
<p>PALs – 50%</p> <ul style="list-style-type: none"> - Training - Resources - Books - TA intervention for SEN who are unable to access 	Reading is about engaging and immersing the reader in a wide range of high quality texts to be informed, entertained, make sense of themselves and the world around them and appreciate the writer's craft. Reading aloud to children can help develop a love of reading. It enriches their language, develops their comprehension and provides a model for their own writing. It helps create enthusiastic readers enhance and accelerate language development and comprehension, give the children virtual experiences of situations and events that they have not experienced for themselves and develop their sense of the world and their place within it.	<p>Training £250</p> <p>£100 – teacher books</p> <p>£15 x 20 weeks =£300</p>
<p>Neli</p> <ul style="list-style-type: none"> - Resources - TA to intervention 	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. 1 in 2 low income families start school already behind where they should be. Evidence indicates that these children are likely to remain behind throughout their school life. Evidence shows that improving learning opportunities before 5 is critical to improving future life outcomes. This initiative has identified that 3 factors why parents may find this difficult: Lack of time; knowledge; and how to do it	<p>£6000</p> <p>3 x 30mins</p> <p>2 x 1hr</p> <p>x 20 weeks</p>
<p>CGP</p> <ul style="list-style-type: none"> - Home learning - Staffing for in-school homework club 	EEF evidence that homework has a positive impact on average (+3 months). In order to do so, 3 key areas must be ensured. 1. Homework club - some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported. 2. Homework linked to classroom learning and feedback given - It stated that homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. 3. Clear purpose to pupils. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.	£1500
<p>Century</p> <ul style="list-style-type: none"> - Home learning - Pre-teach, post-teach, intervention 	Refer to above.	£3000
<p>Interventions TA</p> <ul style="list-style-type: none"> - Phonics Intervention 	Evidence (EEF) suggests that schools should use structured interventions with reliable evidence of effectiveness.	£12000

- Maths Intervention	Fluency development remains a priority in the school Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.	
Fresh start	Evidence (EEF) suggests that schools should use structured interventions with reliable evidence of effectiveness. The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for lowattaining readers at the transition phase from primary to secondary school. Pupils on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.	£600
AR reader	Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement. Accelerated Reader has also been tested through a previous EEF efficacy trial involving four secondary schools and 350 Year 7 pupils. The study randomised pupils within each of the schools and focused particularly on pupils who did not achieve a level 4 on their Key Stage 2 SATs. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress, however due to the smaller sample size this result was less secure. This project will now test the intervention in more schools	£4000
TT-rockstars	Fluency development remains a priority in the school. PP boys' attainment in maths is particularly low. Competition is proven to be a driver for boys and PP children responded well to competitive element of Mathletics previously Newly organised interventions for short term daily practise/teaching using physical resources Fluency development remains a priority in the school. PP boys' attainment in maths is particularly low. Competition is proven to be a driver for boys and PP children responded well to competitive element of Mathletics previously Newly organised interventions for short term daily practise/teaching using physical resources	£200
1Billion app 1:1	A study funded by the Education Endowment Foundation found that Year 1 children using the maths apps across schools in England made – on average – an increase of three months' progress compared to control groups. The children used our numeracy software for 30 minutes per day, 4 days a week, for 12 weeks. The children were assisted by teaching assistants trained by the University of Nottingham. Independent researchers from the University of Oxford monitored and evaluated learning outcomes.	£500

Pastoral Interventions	EEF has stated that, on average, behaviour interventions can produce moderate improvements (+3 months accelerated progress) in academic performance along with a decrease in problematic behaviours. Reducing challenging behaviours in school can have a direct and lasting effect on pupils learning.	£5000
PP club – educational games with Parent and child.	EFF evidence suggests that the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.	£600
Phonics online books	A proportion of children at school have a limited number of books to access at home due to a range of reasons. We know that both having books that children can access at their level and with a range of varied content is important to motivate pupils and encourage pupils to read for pleasure. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). • International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). •	£1200
English for the more able – rising star booklets yr2,yr3,yr4,yr5,yr6.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	£90x5 = £450 £15 per week x 36 =£540.
Sitting on chair difficulties – inflatable ball seat.	E Al-Eisa · 2013 · Cited by 26 — Results showed that there was a significant improvement ($P \leq 0.05$) in sitting discomfort and student's performance when seated on therapy balls	£100
Processing speed – pupil training – home, school and pupil	Evidence suggests that Slow processing speed can considerably affect performance both during school years and in adulthood. It can cause pupils to experience frustration, as they know how to do their schoolwork, but just can't make a decision about the next steps. As a result, they may develop a poor self-concept and run the risk of disengaging or dropping out of school, since they feel unable to compete academically with peers. Processing speed deficits may also mask the abilities of gifted children and affect the development of social relations (friendship ties).	£300

Strategies/techniques to support children re-centre.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. However, while the potential impact of these approaches is very high, particularly for disadvantaged pupils, less is known about how to apply them effectively in the classroom.	£300
Tutoring – Small group – reading and maths yr4 and yr6	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.	£25 per hour x 2 groups x 15 weeks = £750 £25 per hour x 4 days x 15 weeks = £1500
Tutoring small group – external tutor	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.	£10,000
Maths and English Games Club	MDPI completed a systematic review of research into game based learning which indicated the mostly positive influences of gamebased learning on students' affective domain (84% of studies).	TA x 2 (English and Maths) 2 x TA (approx £15per hour) 2 x 6 weeks for each subject (2 groups of pupils) = £360
Tutoring 1:1	There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils.	Tutor x 2 pupils 2x £25 an hour x 15 weeks £750

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Managing Behaviour of midday staff	<p>OFSTED produced a report in 2014 saying that the average pupil loses 38 days of learning a year due to low-level disruption to the classroom. This is an average of 1 hour a day. The report mentions low level disruption, the chair swinging, shouting out, talking over each other, lack of materials ready for the lesson. Imagine what we lose on top of this to sorting out the more major playground fights and even bullying every single day!</p> <p>Those lunchtime behaviours will also have a direct impact on your class that afternoon. We all know that children learn best if they are calm, happy, relaxed and interested. They're not going to learn if they are still thinking about that incident at lunchtime. It will still be on their mind and they will not be able to concentrate or, they will still be full of adrenaline and need time to physically recover from the break. Did you know that it takes two seconds for adrenaline to course around your body in response to an incident but over 90 minutes for it to fully leave your blood stream? No one is going to learn if we still have to deal with the behaviours created by a poor lunchtime. (inspired schools.co.uk)</p>	£495
Subsidies for trips, uniform, PE equipment	Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.	£4000
Family Worker	EFF evidence suggests that the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	£13000
Attendance officer	Attendance has been identified as being a barrier to learning. Too many of our eligible Pupil Premium pupils are not in school enough. The dedicated time to support our families has and will continue to improve the attendance rates. Current attendance 95.6%.	£12000
Support worker – activities with parent/child during breakfast club	EFF evidence suggests that the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	£500
Engage parents with Reading at home, home learning	EFF evidence suggests that the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	£1000

Chillzone	For children who find difficulty outside at lunch times. Optional and for targeted pupils. Opportunity for social interactions/learning games/reading and arts	£2300 £1000
PP club – educational games with Parent and child.	<p>EEF evidence suggests that the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>	£800
PP Adventure club	Department for Education Research 2018 - A key finding from the research was that successful support for the most academically able disadvantaged pupils was not about a single intervention. Rather it was about a suite of activities that, individually and together, made a positive impact (Figure 1). Strong leadership and strategic focus on this cohort was required. In addition, interventions across four areas were needed: academic extension; cultural enrichment ; personal development; and removal of financial barriers to achievement. These intervention areas were supported by schools' partnership work with parents, universities, local businesses and others.	£300
Transition support approach	Psychological Impact of Research from primary to secondary (Evans, Borriello and Field 2018) - The transition from primary to secondary education is one of the most stressful events in a young person's life (Zeedyk et al., 2003) and can have a negative impact on psychological well-being and academic achievement. Other evidence has suggested a similar impact for all transitions throughout school.	£240
Myhappymind – app/programme	Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions. The EEF has stated that SEL interventions have identifiable and valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of 4mnths accelerated progress.	£10 per child = £2,000
Marvellous Me app	The parents are kept updated with positive messages and children's self-regard as a learner is improved Marvellous Me engages parents in their children's learning and character development. It boosts family conversations about school and makes it easy for parents to help their children's education and say: 'Well done!' MarvellousMe is special because it encourages and helps teachers to focus parent communication on learning and	£600

	positive behaviours, as well as giving leaders insight and tools to ensure it's consistent and sustained in every class.	
Maths and English Games Club	MDPI completed a systematic review of research into game based learning which indicated the mostly positive influences of gamebased learning on students' affective domain (84% of studies).	TA x 2 (English and Maths) 2 x TA (approx £15per hour) 2 x 6 weeks for each subject (2 groups of pupils) = £360
Breakfast club- targeted reading/activities	Our updated evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security	£1500

Total budgeted cost: £ 95,855

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.