

Pupil premium strategy statement: Bishop Alexander L.E.A.D Academy

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	240
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	29.11.22
Date on which it will be reviewed	27.03.22
Statement authorised by	N.Spencelayh
Pupil Premium Lead	S. Ward
Governor / Trustee lead	Katherine Soanes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,908
Recovery premium funding allocation this academic year	£9353
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><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.</i></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£98,261

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 a variety of situations.

We recognise that our vulnerable pupils face many challenges, including the recent impact of the pandemic, 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.

We want to understand our pupils 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
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1	Reducing persistent absence of a number of pupils, in particular those also with SEND. Although, the attendance has been on the whole, positive, since the lockdown, there are some ongoing challenges relating to this.
2	Increase reading attainment and progress for disadvantaged pupils. The pupils read less at home and were more affected by the school closures in this area of learning. This has led to challenges across the curriculum in relation to comprehending what is being asked of them, and accessing learning.
3	Ensuring that there is an increase in the number of disadvantaged pupils working at Greater Depth in all subjects.
4	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.
5	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.

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
To reduce persistent absence across all groups.	<ul style="list-style-type: none"> - PA is no higher than National Average. - Evidence shows improvement in attendance, where there are multiple vulnerabilities.
To improve attainment and progress in reading	<ul style="list-style-type: none"> - To raise outcomes for disadvantaged in reading by at least 5% using internal measures. - More disadvantaged pupils are reading at home - Pupils make positive progress to enable them to attain well, at least 0.1 in all subjects.
To increase the number of Pupil Premium Pupils achieving Greater Depth in RWM	<ul style="list-style-type: none"> - To increase the number of disadvantaged pupils attaining GD in Reading Writing and Maths, by at least 5%.
To support individual pupils, so that the impact of external factors on educational learning, is minimised. We need to be clear how the support is	<ul style="list-style-type: none"> - To ensure that any support for pupils shows a clear rationale - Pupil voice demonstrates the impact of the support

targeted to be beneficial to both social and emotional well-being, as well as academic improvement.	- Dialogue between, both internal and external professionals demonstrates positive impact.
To support the pupils and families to access wider opportunities and experiences.	- Clear pathway of experiences on offer. - Parents access opportunities beyond the school day.
To immerse our disadvantaged pupils in a language rich environment.	- Pupils speech and written work shows an increased use of higher level vocabulary over time.

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: £ 29,603

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading: <ul style="list-style-type: none"> - Purchase of reading resources to support and engage pupils - Accelerated Reader, Read Write Inc phonics, phonics online books. - CPD linked to above resources - RWI INSET day this academic year, ongoing colleague leader support. - Reward – purchase of books as recognition for 75+ reads 	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics	2,3,
Greater Depth: <ul style="list-style-type: none"> - Resources – 	Mastery Specialists are classroom-based practitioners who develop expertise in mastery and lead Work Groups to support other schools and teachers locally. https://www.ncetm.org.uk/maths-hubs-projects/primary-mastery-specialists/	2,3,4

<p>Power Maths as a mastery approach to learning.</p> <ul style="list-style-type: none"> - CGP Homework Books - Century Online learning with videos (to support pupils at home) - CPD – External and internal training as part of NCETM regional hub. AFL CPD training and coaching as part of the Academy Improvement Plan. 	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>Assessment:</p> <ul style="list-style-type: none"> -embed assessment processes across school - staff release time to embed key elements of Quality First Teaching 	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/feedback-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p> <p>https://education.gov.scot/improvement/learning-resources/dylan-wiliam-using-assessment-strategies-to-support-feedback/</p>	2,3

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

Budgeted cost: £ 36,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Interventions-</p> <p>Daily 1:1 interventions as part of RWI programme</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics	
<p>Fresh Start -targeted support for pupils in Y5/Y6</p>	<p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/fresh-start?utm_source=/projects-and-evaluation/projects/fresh-start&utm_medium=search&utm_campaign=site_search&search_term=Fresh%20Start</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start?utm_source=/projects-and-evaluation/projects/read-write-inc-and-fresh-start&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2
<p>Maths Tuition – 1:4 before school.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
<p>Maths Intervention -identified as pupils 'at risk of not achieving ARE'</p>	<p>Two key findings from the research into the use of TAs for interventions shows:</p> <ul style="list-style-type: none"> - Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. - The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	3,4

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

Budgeted cost: £ 30,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer: and attendance awards	<p>Attendance Interventions: Rapid Evidence Assessment (March 2022)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>One of the findings from this report is that 'there is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance'</p>	4
Games Library – maths and language games targeted to disadvantaged pupils to play at home.	<p>Following some work with a small sample of pupils last academic year, we saw an increase in their progress following some game play with a TA daily at breakfast club.</p> <p>We would like to develop this with targeted families and encourage this to continue in the home.</p>	2,4
Yoga – maths and language games targeted to disadvantaged pupils to play at home.	<p>https://greatergood.berkeley.edu/article/item/seven_ways_that_yoga_is_good_for_schools</p> <p>Peaceful Possums Yoga aims to blend playfulness and essential well-being skills together to empower children and their families to face the challenges and stresses of an ever-changing world. A PPY class is filled with fun, laughter and nurturing through the use of traditional yoga poses, group/partner poses, sensory resources, songs and games, relaxation and mindfulness. Using age-appropriate adventures and stories, yoga and mindfulness is brought to life and made relevant to children.</p> <p>PPY classes offer a safe place for children to learn tools to help self-regulate their emotions as well as learn about who they are as individuals, ready to face life's challenges.</p> <p>Children from as young as 3-5 months old can feel stress. Learning early in life the mental and physical wellness skills to cope with every day stress and anxiety is essential.</p>	4

<p>Create a pathway of experiences journey of a pupil.</p> <ul style="list-style-type: none"> - Support for funding of trips for disadvantaged pupils - Increase the number of clubs available to pupils - Provide opportunities for pupil responsibility and direction of the school development - Resourcing of the pathway and associated training 	<p>Department for Education Research 2018 - A key finding from the research was that successful support for disadvantaged pupils was not about a single intervention. Rather it was about a suite of activities that, individually and together, made a positive impact. 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.</p>	<p>4,5</p>
<p>Family Worker</p>	<p>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</p> <p>There is evidence that parental support and engagement is more successful the younger the pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parental%20engagae</p>	<p>1,4</p>
<p>Marvellous Me App</p> <p>To share with parents the positive contributions the pupils are having during the school day.</p>	<p>This evaluation found a small positive impact on mathematics attainment and on decreasing absenteeism. While this result was small, the cost of sending texts parents is very low (a maximum of around £6 per pupil per year averaged over three years) making the intervention highly cost-effective.</p> <p>Several studies of previous interventions that aimed to increase the involvement of parents in their children's education have not found an impact on attainment, including more intensive and costly projects. The evidence in the Teaching and Learning Toolkit also suggests that changing parents' behaviour is challenging – especially for parents of older students, such as those who took part in this project. The cost effectiveness of the approach and the easy availability of the technology to schools mean that communicating with parents through text messaging is an approach that school leaders should consider.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents</p>	<p>4</p>

<p>Uniform</p> <p>Free sweatshirt and book bag</p>	<p>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.</p>	<p>4</p>
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Total budgeted cost: £ 98,261

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, for secondary schools, changes were made to GCSE and A level exams in 2022, including grading that reflected a midway point between grading in 2021 and 2019.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)