

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	227
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	N.Spencelayh
Pupil Premium Lead	S. Ward
Governor / Trustee lead	K.Soares

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£82, 935
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£0
Total budget for this academic year <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>	£82, 935

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.

Our vision is to ensure that teaching and learning meets the needs of all pupils, and that appropriate provision is made for pupils in vulnerable groups. This also includes ensuring that the needs of socially disadvantaged pupils (FSM) are identified, and strategies put in place to narrow the gap in their attainment. We recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered, or qualify, for free school meals. As a result, we allocate pupil premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already high attainers. We recognise the importance of equipping children with the necessary skills and values required to succeed both academically and socially by providing them with access to a variety of exciting opportunities and a rich and varied curriculum. High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching;
- provide targeted intervention and support to quickly address identified gaps in learning, including the use of small group work;
- target funding to ensure that all pupils have access to trips, residential and first hand learning experiences;
- provide opportunities for all pupils to participate in enrichment activities including sport and music;
- provide appropriate nurture support.

Challenges

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

Challenge number	Detail of challenge
1	Reducing persistent absence of a number of pupils, in particular those also with SEND and Disadvantaged Pupils. Although, the attendance has been on the whole, closer to National Figures, 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 across 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 not higher than National Average. - Evidence shows improvement in attendance, across identified areas of concern, to be better than National Average
To improve attainment and progress in Reading across the Academy	<ul style="list-style-type: none"> - To raise outcomes for disadvantaged in reading by at least 8% using internal measures. - More disadvantaged pupils are reading at home and the profile and engagement with reading is higher, across all pupils - 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 combined, by at least 5%.
To support individual pupils, so that the impact of external factors on educational learning, is minimised.	<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 - Dialogue between, both internal and external professionals demonstrates positive impact.
To support the pupils and families to access wider opportunities and experiences.	<ul style="list-style-type: none"> - Clear pathway of experiences on offer. - Parents access opportunities beyond the school day.
To immerse our disadvantaged pupils in a bespoke curriculum which they can 'see themselves in'	<ul style="list-style-type: none"> - Pupils' speech and written work shows an increased use of higher level vocabulary, both applied and understood due to a feeling of ownership and empowerment from within the curriculum provision

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: £ 29,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading:</p> <p>Reading Scheme Purchased...</p> <p>Training around Implementation of Scheme</p> <p>PLUS:</p> <ul style="list-style-type: none"> - Develop use of phonics lead towards KS2 to ensure regular provision, monitoring and challenge. - This will raise the profile and ensure dedicated time to consider individual children and their provision. Good practice will be shared and momentum maintained. - Note: Phonics lead to have support and training - Regular fortnightly catch up, review, discuss and monitor children's phonic levels with the staff delivering provision. - Daily and high quality intervention reading for 	<p>Phonics/Reading Scheme has a positive impact overall (+5 months) progress as a minimum, 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> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Interventions will successfully meet the needs of identified pupils. Reading is planned in all sequences of work across all subjects Children who can not read make good progress in standardised tests against benchmarks There will be an upward trend in pupils achieving GLD in EYFS, passing the phonic screening check in year 1 and the attainment of pupils at KS1 and KS2 SATs will be at National Average</p> <p>Children have quality texts read to them regularly and join in class discussion about texts regardless of their attainment</p> <p>School Reading scheme links on the school website</p> <p>Clear variety of vocabulary activities in weekly planning. Children able to explain the what and why?</p>	<p>2,3,</p>

<p>children who cannot encode, decode and read with fluency</p> <ul style="list-style-type: none"> - Promote and develop parental links particularly in Early Years, through drop ins, coffee mornings, workshops, planned joint activities and celebrations. - Review the expectations, provision and communication for reading at home. - Timetable arrangements will be considered so that children have the opportunity to read more, increasing their exposure to vocabulary and stamina across other areas of the curriculum. - Use of weekly library time developed with purpose and organisation. 	<p>Modelling explicit on working walls/displays.</p>	
<p>Greater Depth:</p> <ul style="list-style-type: none"> - Resources – Power Maths as a mastery approach to learning. - CGP Homework Books - SUMDOG - CPD – External and internal training as part of NCETM regional hub. AFL CPD training and coaching as part 	<p>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/</p> <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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>2,3,4</p>

of the Academy Improvement Plan.		
<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: £ 28, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Interventions -</p> <p>Daily 1:1 interventions as part of RWI programme & Steps to Reading &</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> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p>	2

<p>Reading Plus</p>		
<p>Reading Interventions -targeted support for pupils underachieving/ not making expected progress (at least)</p>	<p>Reading Interventions promote considerable impact upon Reading for pleasure</p> <p>https://www.risingstars-uk.com/subjects/reading-and-ebooks/rising-stars-reading-planet/reading-planet-online-library?utm_source=google&utm_medium=PPC_landingpage&utm_campaign=Reading_ReadingPlanet_Online_PPC_search_22.9.20&qclid=EAlaIqobChMI_e_GjJm0gQMV-4IQBh1qgA-TEAAYASAAEgKASPD_BwE</p>	<p>2</p>
<p>Maths Tuition – 1:4 before school.</p>	<p>The average impact of the small group tuition is at least 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>	<p>3</p>
<p>Maths Intervention -identified as pupils 'at risk of not</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 	<p>3,4</p>

achieving ARE'	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Team: New Team for Sept 2023</p> <p>CPD required regarding knowledge and understanding of procedural expectations and processes</p>	<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> <p>Additional members of team – now x4 with Deputy Headteacher as the Leader</p>	4
<p>SUMDOG - maths and language games targeted to disadvantaged pupils to play at home.</p>	<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
<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 	<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</p>	4,5

<ul style="list-style-type: none"> - 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>financial barriers to achievement. These intervention areas were supported by schools' partnership work with parents, universities, local businesses and others.</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>

Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review 2022-23:

Reading/Phonics:

The school has worked hard to identify early those Key Stage 1 children in need of support via the RWI program. Entry and Exit data evidenced progress made. In addition to the RWI program, the Phonics Leader ran tailored programmes to meet the individual needs of identified pupils, focusing on phonics support, language development and reading comprehension as well as supporting parents on an individual basis. Phonics videos have been made available via the school website. Teaching assistants, in all year groups, have provided additional reading support (on an individual basis) to Pupil Premium children and other vulnerable pupils. This is evidenced via the weekly targeted support plans. Small group support is also offered in the form of individual and small group work in pre-teaching sessions, guided reading lessons and short interventions. Interventions are predominantly run to quickly plug gaps in learning, often stemming from needs identified in lessons or past papers.

Writing:

High quality texts and interesting writing stimuli have been selected to support quality first teaching. It has been noted by all teachers that, since the partial school closures, children's grammatical accuracy and ability to write for a sustained period, has been impacted. On that basis, much of the focus this year has been to motivate children's desire to write and subsequently edit their work. Teachers provide helpful and timely feedback to support children's learning and additional support is given to identified vulnerable pupils (either by teaching assistants or the teacher) to embed and improve spellings and handwriting.

Maths:

Teaching assistants support Pupil Premium children, or others identified as vulnerable, with their times tables practice within their weekly targeted support plans. They also pre-teach key concepts as directed by the class teacher. The teaching videos are available to parents on the Bishop You Tube Channel for use as a pre-teaching or consolidating tool. Teaching assistants also address individual or small group misconceptions or gaps in learning, through intervention work linked to question level analysis of past papers and daily, ongoing AfL and AofL.

KS2		WRITING EXS				WRITING GDS				WRITING Progress	
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/Peer Gap Comparison +/-	
		NA EXS+: 58%		NA Gap: -19%		NA GDS: 17%		NA Gap: -15%			
Y6	33%	-25%	-19%	=	6%	-11%	-7%	+8%	80%	-12%	
Y5	50%	-8%	+5%	+24%	0%	-17%	-15%	=	94%	-2%	
Y4	31%	-27%	-21%	-2%	0%	-17%	-9%	+6%	100%	+11%	
Y3	80%	+22%	+12%	+31%	0%	-17%	-26%	-11%	100%	=	
KS1		WRITING EXS				WRITING GDS				WRITING Progress	
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/Peer Gap Comparison +/-	
		NA EXS+: 61%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*			
Y2	50%	-11%	-36%	-20%	13%	-1%	-6%	+8%	67%	-12%	
Y1	38%	-39%	-52%	-36%	0%	-14%	0%	-14%	100%	+10%	

*KS1 outcomes based on 2019 as no NA data for KS1 given in 2022, unlike KS2.

Key	Outstanding	Good	Expected	Just Below	Below
Attainment	10% or above	1% to 9% above	At	1% to 5% Below	6% or more below
Progress %	100%	99% to 95%		95% to 90%	Below 90% or

KS2		READING EXS			READING GDS				READING Progress	
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/Peer Gap Comparison +/-
		NA EXS+: 60%		NA Gap: -18%		NA GDS: 17%		NA Gap: -15%		
Y6	39%	-21%	-22%	-4%	11%	-5%	-11%	+4%	100%	+4%
Y5	50%	-10%	-15%	-3%	0%	-17%	-5%	+10%	89%	+2%
Y4	46%	-14%	-24%	-6%	8%	-11%	-14%	+1%	100%	=
Y3	100%	+40%	+42%	+24%	0%	-17%	-16%	-2%	100%	4%

KS1		READING EXS			READING GDS				READING Progress	
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/Peer Gap Comparison +/-
		NA EXS+: 69%*		NA Gap: -16%*		NA GDS: 14%*		NA Gap: -14%*		
Y2	50%	-19%	-36%	-20%	13%	-1%	+3%	+17%	100%	+37%
Y1	63%	-7%	-37%	-21%	0%	-14%	=		100%	+10%

*KS1 outcomes based on 2019 as no NA data for KS1 given in 2022, unlike KS2.

Key	Outstanding	Good	Expected	Just Below	Below
Attainment	10% or above	1% to 9% above	At	1% to 5% Below	6% or more below
Progress %	100%	99% to 95%		95% to 90%	Below 90% or more

KS2		MATHS EXS			MATHS GDS				MATHS Progress	
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP / Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/Peer Gap Comparison +/-
		NA EXS+: 57%		NA Gap: -20%		NA GDS: 15%		NA Gap: -8%		
Y6	39%	-18%	-31%	-13%	11%	-4%	-15%	-7%	100%	+4%
Y5	75%	18%	+10%	+30%	13%	-2%	-7%	+1%	94%	-6%
Y4	38%	-19%	-27%	-7%	0%	-15%	-13%	-5%	100%	+16%
Y3	100%	+43%	+32%	+52%	20%	+5%	-6%	+2%	85%	-6%

KS1		MATHS EXS			MATHS GDS				MATHS Progress	
Year Group	PP at EXS+ (%)	NA EXS+ Comparison +/-	Non-PP/Peer Gap Comparison +/-	NA Gap Comparison	PP at GDS (%)	NA GDS Comparison +/-	Non-PP Peer Gap Comparison +/-	NA Gap Comparison	PP Expected Progress	Non-PP/Peer Gap Comparison +/-
		NA EXS+: 62%*		NA Gap: -20%*		NA GDS: 15%*		NA Gap: -14%*		
Y2	50%	-15%	-36%	-16%	25%	+10%	+6%	+20%	100%	+21%
Y1	50%	-27%	-45%	-25%	0%	-15%	0%	0	100%	+5%

*KS1 outcomes based on 2019 as no NA data for KS1 given in 2022, unlike KS2.

Key	Outstanding	Good	Expected	Just Below	Below
Attainment	10% or above	1% to 9% above	At	1% to 5% Below	6% or more below
Progress %	100%	99% to 95%		95% to 90%	Below 90% or more

Attendance Impact:



Bishop Alexander L.E.A.D. Academy
Attendance School Between:
01 September 2022 and 28 July 2023

Filters:
FSM: No, Yes **EAL:** No, Yes **Pupil Premium:** Yes **Gender:** Girls, Boys
SEN: No Special Need, Special Provision, EHCP **Term of Birth:** Autumn, Spring, Summer

Overall		Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	
Cohort						Number	Percent
☒ All Pupils	ALL (62)	92.31%	4.43%	3.25%	1.58%	14	22.58%
☒ Gender	Male (32)	92.63%	3.99%	3.37%	1.61%	7	21.88%
	Female (30)	91.99%	4.87%	3.13%	1.56%	7	23.33%
	Difference:	0.64%	-0.87%	0.23%	0.05%	0	-1.46%
☒ PP	Yes (62)	92.31%	4.43%	3.25%	1.58%	14	22.58%
	Difference:	-	-	-	-	0	-
☒ EAL	Yes (2)	93.99%	3.73%	2.11%	0.32%	0	-
	No (60)	92.26%	4.45%	3.28%	1.62%	14	23.33%
	Difference:	1.73%	-0.71%	-1.17%	-1.3%	-14	-23.33%
☒ SEN	Yes (21)	90.46%	6.13%	3.39%	1.92%	6	28.57%
	No (41)	93.28%	3.54%	3.18%	1.41%	8	19.51%
	Difference:	-2.81%	2.59%	0.21%	0.5%	-2	9.06%



Bishop Alexander L.E.A.D. Academy
Attendance School Between:
01 September 2021 and 28 July 2022

Filters:

FSM: No, Yes **EAL:** No, Yes **Pupil Premium:** Yes **Gender:** Girls, Boys

SEN: No Special Need, Special Provision, EHCP **Term of Birth:** Autumn, Spring, Summer

Overall		Attendance	Late	Unauthorised Absence	Authorised Absence	Persistent Absence	
Cohort						Number	Percent
☑ All Pupils	ALL (52)	93.81%	2.4%	3.78%	0.63%	9	17.31%
☑ Gender	Male (24)	94.86%	2.09%	3.05%	0.53%	3	12.5%
	Female (28)	92.93%	2.67%	4.39%	0.71%	6	21.43%
	Difference:	1.92%	-0.58%	-1.34%	-0.19%	-3	-8.93%
☑ PP	Yes (52)	93.81%	2.4%	3.78%	0.63%	9	17.31%
	Difference:	-	-	-	-	0	-
☑ EAL	Yes (1)	96.76%	1.62%	1.62%	-	0	-
	No (51)	93.78%	2.41%	3.8%	0.63%	9	17.65%
	Difference:	2.97%	-0.79%	-2.18%	-0.63%	-9	-17.65%
☑ SEN	Yes (17)	92.89%	3.67%	3.45%	0.3%	5	29.41%
	No (35)	94.21%	1.87%	3.91%	0.77%	4	11.43%
	Difference:	-1.32%	1.8%	-0.47%	-0.47%	1	17.98%

Impact upon PPM absence has not had the impact we would have wanted, overall, however a case study shows us –

KS1 pupil's Attendance for 22/23 was 79.8%. This time last year it was 65.5%, it is currently 93%. Working closely with parent over the academic year has made a huge improvement to this child's attendance.

The attendance team for 2023-24 has reduced the whole school gap significantly, since September.

In most year groups, as of Dec 2023, Pupil Premium are now out performing Non-Pupil Premium, with attendance.

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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)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

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