

Pupil Premium Evaluation 2024-2025

Progress against intended outcomes																					
Intended outcome	Strategies used	Impact to date	Next steps/recommendations																		
To reduce persistent absence across all groups	<p>Attendance Team Training:</p> <ul style="list-style-type: none">‘Attendance Matters’ National Programme/Intervention supportWhole school approachAttendance Team weekly coaching	<p>Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025 , compared to the same period in the previous academic year.</p> <table><tr><th>Pupil group</th><th>Attendance 2023/4</th><th>Attendance 2024/5</th></tr><tr><td>All pupils</td><td>91.7%</td><td>93.4%</td></tr><tr><td>Pupils with free school meals (FSM)</td><td>89.4%</td><td>90.9%</td></tr><tr><td>Pupils with no FSM</td><td>92.6%</td><td>94.3%</td></tr><tr><td>Pupils with special educational needs (SEN) support</td><td>87.1%</td><td>88.7%</td></tr><tr><td>Pupils with no SEN support</td><td>93%</td><td>94.8%</td></tr></table> <p>A new attendance team was formed in the Spring Term. There has been an immediate impact.</p>	Pupil group	Attendance 2023/4	Attendance 2024/5	All pupils	91.7%	93.4%	Pupils with free school meals (FSM)	89.4%	90.9%	Pupils with no FSM	92.6%	94.3%	Pupils with special educational needs (SEN) support	87.1%	88.7%	Pupils with no SEN support	93%	94.8%	With the strategy, policies and procedures now fully in place, we expect the next full academic year to improve even further.
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To improve attainment and progress in Reading & Writing across the Academy	<p>Reading</p> <ul style="list-style-type: none">Accelerated Reader – Reading Comprehension SoftwareReading Plus Reading Scheme embeddedInterventions will successfully meet the needs of identified pupils.Reading is planned in all sequences of work across all subjects	<p>KS2 Results: Reading – 79% with 25% GD Of the 7 pupils, 5 achieved ARE. The two remaining pupils made accelerated progress through the year.</p> <p>The sample report (below) taken from identified assessment points throughout the year, allowed staff to monitor closely the progress being made across a variety of reading elements. The daily fluency practice by tracking and increasing the speed of text reading, allowed pupils to me more confident and quicker at accessing the words during the SATs. The exposure to a variety of genres allowed the pupils to feel confident when faced with unfamiliar texts. The ability to have exposure to these texts also allowed pupils who did not have books at home to still access and participate in this strategy, and pupil voice showed pupils were able to identify their favourite genre (monitoring April 25)</p>	Based on the impact of reading plus, look to extend the number of licenses and target pupils lower in KS2																		

		<table><tr><th>Student</th><th>Year</th><th>Progress to Current Use Goal</th><th>Progress to Guided Rate Goal (wpm)</th><th>I-Rate (wpm)</th><th>Progress to Reading Level Goal</th><th>Level Gain</th><th>Current Combos</th><th>Avg Comp</th></tr><tr><td></td><td>6th</td><td>68</td><td>145 172</td><td>185</td><td>7</td><td>0.0 1.0</td><td>6</td><td>1.0</td><td>0/5</td><td>76%</td></tr><tr><td></td><td>6th</td><td>68</td><td>143 185</td><td>185</td><td>202</td><td>1.0 5.6</td><td>6</td><td>4.6</td><td>6/10</td><td>87%</td></tr><tr><td></td><td>6th</td><td>3</td><td>In Start-Up</td><td>-</td><td>1.0 1.0</td><td>6</td><td>0.0</td><td>0/1</td><td>93%</td><td></td></tr><tr><td></td><td>6th</td><td>32</td><td>177 219</td><td>185</td><td>7</td><td>0.0 1.8</td><td>6</td><td>1.8</td><td>4/5</td><td>87%</td></tr><tr><td></td><td>6th</td><td>57</td><td>165 189</td><td>185</td><td>186</td><td>1.0 3.7</td><td>6</td><td>2.7</td><td>5/7</td><td>84%</td></tr><tr><td></td><td>6th</td><td>61</td><td>138 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	<p>Writing</p> <ul style="list-style-type: none">Bespoke Writing Model developed and createdDaily handwriting scheme implementation across the Academy.	<p>Writing – 79% with 13% GD</p> <p>Out of 7 PP pupils, 4 achieved ARE. The remaining 3 pupils made accelerated progress during this academic year.</p> <p>GPVS – 83% with 33% GD</p> <p>Of the 7 PP pupils 6 achieved ARE. One pupil did not, but made accelerated progress through the year.</p> <p>EYFS: 33% of pupils achieved ARE. Of the 6 pupils who did not achieve 5 were also on the SEN register.</p> <p>Y1 Phonics: 98% overall. 2 pupils did not pass 1 who was PP.</p> <p>Y2 Reading: 7 PP pupils – 4 achieved ARE</p> <p>Y2 Writing: 7 PP pupils – 4 achieved ARE</p>	Focus on EY/ KS1 writing model based on the writing framework.																																																																																																																																																																																																																																																																																												
To increase the number of Pupil Premium Pupils achieving Greater Depth across the	<p>NCETM</p> <ul style="list-style-type: none">Maths Mastery Hub for Maths Leader and SLAM project implementedCPD – External and internal training as part of NCETM regional hub.	<p>Y6 GD Maths – 25% which was in line with National average. This is the highest it has been for a number of years.</p> <p>Reading 7% of the PP pupils across all years groups achieved GD</p> <p>Writing 5% of the PP pupils across all years groups achieved GD</p> <p>Maths 7% of the PP pupils across all years groups achieved GD</p>																																																																																																																																																																																																																																																																																													

<p>curriculum, including the</p>	<ul style="list-style-type: none"> ○ CGP Homework Books for EYFS ○ SUMDOG ○ CPD training and coaching as part of the Academy Improvement Plan. <p><i>Writing Model</i></p> <ul style="list-style-type: none"> ○ Implementation of model inc writing leader coaching and monitoring <p><i>Structural Learning</i></p> <ul style="list-style-type: none"> ○ Implementation including internal and external training 	<p>Bishop Alexander joined the NCETM at the initial level of 'Mastery Readiness' and over the last three years has progressed through the phases of 'Developing' and 'Embedding'. With the progress made over the last three years, we are now proudly signed off as working within the sustaining phase of the NCETM's professional development programme.</p> <p>Lead Practitioner for Maths (Trust) has worked closely with the Academy, and noted the improvement in teaching and providing at mastery level. PP book look (Jan 25) notes 'No significant difference between the sample of PP children and non-PP.'</p> <p>Structural Learning:</p> <ul style="list-style-type: none"> - Lesson observations showed 100% of lessons judged as good, when the focus was on Structural Learning pedagogy. The observations showed a particularly high engagement with some of the vulnerable pupils, who may have historically shown some passivity to lessons. - QA reports that looked at lessons involving Structural Learning: <i>'Pupils explained how the structural learning techniques are helping them with their learning. They could explain the types of activities and shared these in their books. All pupils felt the blocks were particularly helpful.'</i> (Summer 2025) <p><i>'The teaching assistants observed, both used the structural learning effectively. In sessions, there were opportunities for pupils to connect their learning. This was stronger in the woodland activity.'</i> (Summer 2025)</p>	
<p>To support individual pupils and families, so that the impact of external factors on educational learning, is minimised.</p>	<p><i>Uniform</i></p> <ul style="list-style-type: none"> ○ Book bag and school jumper <p><i>Family Worker</i></p> <ul style="list-style-type: none"> ○ Support for parenting courses ○ Support for pupils – targeted pastoral interventions ○ Targeted family attendance strategies <p><i>Marvellous Me! App</i></p> <ul style="list-style-type: none"> ○ Positive links between home and family 	<p>91% of pupil premium families took up the offer of a free school sweatshirt and bag.</p> <p><u>Family Worker Interventions</u></p>	

- Support parents re
organsation/learning

Pupils used emoji scale to self – assess a number of statements. The scale of 1-10 was used. The number of statements at 4 and above at the start and end of the intervention was recorded.

Staff

Pupil Premium					
		Beginning	End	Beginning	End
Pupil	Intervention	Pupil voice 4 and above	Pupil voice 4 and above	Teacher percentage	Teacher percentage
	The Anger Gremlin	3	9	77%	80%
	The Anger Gremlin	5	9	64%	70%
	The Anger Gremlin	1	4	71%	76%
	Doodle time	7	10	87%	42%
	Time to Talk	8	12	78%	85%
	The Anger Gremlin	2 left		63 left	
	ELSA	8	10	88%	96%
	ELSA	7	9	85%	89%
	ELSA	6	11	90%	90%
	Attendance	10	13	85%	92%
	1:1 time	8	10	37%	68%
	ELSA	9	11	62%	84%
	Time to Talk	8	12	63%	92%
	ELSA	12	13	67%	81%

completed a questionnaire looking at positive statements - percentage recorded at the start and end.

Child	Attendance September 2023-2024	Attendance September 2023-2024
Y1	83%	92%
Y1	91%	95%
Y3	92%	94%
R	88%	92%
Y4	82%	93%
Y4	88%	95%
Y5	89%	93%

Pupil Premium Attendance improved from the previous year with a 1% improvement in attendance over the academic year and a 5% reduction in Persistent Absence.


Bishop Alexander LEAD Academy Trust

How marvellous are we at engaging parents?

Here's a total of how many people are enjoying MarvellousMe news about their children's learning and character development. MarvellousMe updates help parents to have better home conversations about school and improve their children's happiness, motivation and success.

Parent and family engagement	
Pupils at school:	225
Pupils with at least one parent engaged with MarvellousMe (%):	213 (95 %)
Total family members and carers engaged with MarvellousMe:	204

Scorecard - School Year							
Group	Pupils	Primary Parents	All Followers	Activities	Badges	Messages	Total Updates
Acorn AM	22	22	27	431	698	2247	3376
Elm	34	32	39	173	610	3160	3943
Fir	24	24	32	137	677	2726	3540
Horse Chestnut	37	32	41	336	711	3618	4665
Larch	27	26	34	236	364	3158	3758
Maple	26	26	31	132	326	2063	2521
Oak	24	23	30	373	844	2945	4162

		<table><tr><td>Willow</td><td>30</td><td>28</td><td>43</td><td>150</td><td>428</td><td>2395</td><td>2973</td></tr></table>	Willow	30	28	43	150	428	2395	2973					
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To support the pupils and families to access wider opportunities and experiences	<p><i>Play Leaders</i></p> <ul style="list-style-type: none">Positive play coaches 2 x a week for targeted intervention. <p><i>Yoga</i></p> <ul style="list-style-type: none">In school sessionsReserved/targeted places in after school club <p><i>Enrichment</i></p> <ul style="list-style-type: none">Expand club offer <p><i>Responsibility</i></p> <ul style="list-style-type: none">Leadership opportunities	<p>One half of lunch session was for whole class sport. The other session was for pupils on SEND register (SEMH) and targeted for PP as appropriate.</p> <p>Yoga:</p> <table><tr><th>Term</th><th>Total pupils attending</th><th>PP pupils attending</th></tr><tr><td>Autum Term 24</td><td>18 pupils</td><td>12</td></tr><tr><td>Spring Term 25</td><td>18 pupils</td><td>9</td></tr><tr><td>Summer Term 25</td><td>19 pupils</td><td>11</td></tr></table> <p>Club maximum 15 pupils with 7 places reserved for PP pupils.</p> <ul style="list-style-type: none">Because of the non-competitive element, we found the some pupils were more able to participate in this.Dealing with stress and anxiety, supporting emotional management and helping to build resilience helped pupils to regulate their emotions. The techniques were shared with staff involved with those pupils to allow them to encourage them using the techniques throughout the week.For pupils who may not participate in out of school enrichment opportunities due to cost being a barrier, this supported pupils physical health by Improving co-ordination, flexibility, balance and strength.A total of 22 clubs were offered during the academic year. 6 of these clubs were offered throughout the year. 8 were offered for more than one term and the others were offered once during the academic year. They were run by both qualified sports coaches and school staff.27% of PP pupils attended 1 or more club during the academic year.	Term	Total pupils attending	PP pupils attending	Autum Term 24	18 pupils	12	Spring Term 25	18 pupils	9	Summer Term 25	19 pupils	11	More competitive competitions to be entered.
Term	Total pupils attending	PP pupils attending													
Autum Term 24	18 pupils	12													
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Summer Term 25	19 pupils	11													
To immerse our disadvantaged families in a bespoke curriculum which they	<p><i>Books</i></p> <ul style="list-style-type: none">Purchase books which reflect all aspects of the community including socio-economic, ethnicity, disability,														

<p>can 'see and feel themselves in'</p>	<p>gender etc</p> <p><i>Curriculum</i></p> <ul style="list-style-type: none"> ○ Review curriculum offer to reflect the above – resource changes/enrichment <p><i>Daily Life/Inclusion</i></p> <ul style="list-style-type: none"> ○ Working party to focus on the above elements 	<div data-bbox="712 71 1019 303" data-label="Image"> </div> <p>Multiple packs of EDI books purchases. These were shared in assembly and made available to all pupils. The books had a focus on a variety of contexts: for example - EAL, culture, disability, family set up, bullying, anti-bullying, mutism etc.</p> <p>A working party was set up and led by a Governor. The focus was on 'small changes' and making 'tweaks to what we already do'. The curriculum has been reviewed and changes were made – for example the 'Can you run a restaurant' theme was adapted to look at menus and dishes from around the world, but with a focus on countries represented by our pupils. The inclusivity of the theme also included food allergies and disability (access).</p> <div data-bbox="705 518 1003 893" data-label="Image"> </div> <ul style="list-style-type: none"> ▶ Children's interest clear – excitement and engagement high. Extra work done at home voluntarily. ▶ Pupils/Families started to engage (LEANNE) with recipes etc. ▶ Pupils felt able to share more information re their families/culture ▶ Writing standard higher as a result of their interest/choice in the independent writing. ▶ Better understanding of other's medical/lifestyle choice needs re food eg gluten free/dairy free. <p>Curriculum and assembly time given to looking at how others celebrate Christmas. This was not just focused on culture, but on differences in households. Different groups of pupils chose to share this in assembly including some PP pupils. Active pride and celebration of similarities and difference.</p>	
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