

# Bishop Alexander Academy Pupil Premium Statement

This statement details our school's use of pupil 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	190
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	N. Spencelayh
Pupil premium lead	M. Burgess
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87385.94
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£87385.94

## Part A: Pupil premium strategy plan

### Statement of intent

#### Context of the school

Bishop Alexander L.E.A.D. Academy is a larger than average primary school on the outskirts of Newark town. According to the English Indices of Deprivation 2025, students who attend our school is more deprived than most neighbourhoods in England. The particular type of deprivation refers to low levels of education and skills attainment in children, young people and adults. Approximately 45% of our children enter school below age related in all 4 areas of Speech, Language and Communication. Many pupils and their families have limited cultural enrichment or experiences beyond Newark and therefore fewer opportunities to understand the wider world. Despite this, the vast majority of families and children in this area are kind, hard working people who want the best for their families and their communities. Our staff are incredibly positive and with an unparalleled work ethic. The team at the school are constantly seeking to improve the lives of the children we work with and together we have one key intention:

**We will be the advantage to students who have experienced disadvantage.**

This strategy will outline exactly how we will do this.

#### Defining what Pupil Premium means to us

Pupil premium is the name of a national funding mechanism-it is not a label for children. At Bishop Alexander, we have instead developed definitions that represent a criteria which links explicitly to practical approaches that act as a leveller. Bishop Alexander must be the advantage for students who may be disadvantaged in some way but this advantage needs to be dynamic and responsive to the particular need of the student so that we might avoid bias through assumption and be more effective in removing any element of the disadvantage we have control over.

We have taken the advice of evidence-based research and the invaluable experience of our staff, parents, pupils and wider community to co-construct the definitions of disadvantage which our young people experience. From this definition, we have designed a strategy rooted in both national evidence and a profound knowledge of our children and the community in which they live.

Fundamentally then, this strategy represents one core vision, that our school's curriculum design is built on a knowledge of the wide range of barriers our students experience, and that in being so deliberate, every child will flourish in a way they never thought possible.

## **Definitions**

### **Educationally disadvantaged**

A student who is not meeting their academic age-related targets in the core disciplines of communication (oracy, reading, writing) or logical reasoning (mathematics) as well as students ability to compare and richly analyse powerful knowledge across the school's curriculum and beyond.

### **What does educational disadvantage look like in our pupils?**

Primarily, these students present in our classrooms as either avoidant, passive or defiant in their learning behaviours. We also see that, predominantly, it is significant gaps in what we call fundamental knowledge and fluency which are often the origin point of the disadvantage. If not identified early, student's relationships to learning and particularly how they view themselves as a learner can be negatively affected and hard to undo. Through a variety of methods, they may seek to avoid the discomfort of paying attention for extended periods of time or working through the vulnerability of learning something new. Students may appear quiet or avoidant of participating in discussion with their peers or with staff. Students may delay starting or finishing tasks in the worry that they will have to admit to themselves that they find it challenging or that someone else will find out.

Educationally disadvantaged students may lack the experience of rich and deep exploratory talk through discussion of topics with safe adults. They may therefore not have a well-developed schema of talk practises and thus a lack of the knowledge or language required to enjoy such discussion, challenge their thinking or to experience the opportunity to challenge the thinking of others in a productive and informed way.

These students often don't have experience of a wide range of story which affects their ability to make sense of their own lives or to connect to the world around them and as with social disadvantage, may be doubly affected by a lack of wider life experiences from which they can craft their thinking and/or make connections.

### **Socially disadvantaged**

A student who is not meeting their academic or personal development age-related targets due to a lack of social experiences with a range of other people and/or a rich experience of the world around them, both locally and nationally.

### **What does social disadvantage look like for our students?**

Without these experiences, students find it difficult to relate to stories set in unfamiliar places to them. They are limited by their own vocabulary and in turn find reading more challenging having been exposed, even just orally, to a lower range of words than their peers. They can't relate to others who have had wider experiences and may feel

excluded from conversations with peers so become dismissive, passive or even avoidant when faced with opportunity for conversation. They may develop negative oracy habits, in which they either feel excluded from conversations about topics they are unfamiliar with, or that they become rigid in their views in order to avoid the discomfort of limited knowledge of the discussion topic.

They may also develop narrowing views of the world, having only heard the opinions of a small number of people. Socially disadvantaged students are at higher risk of falling behind their academic targets in writing, which can lead to a negative relationship with the subject.

### **Emotionally or behaviourally disadvantaged**

A student who is not meeting their academic or personal development age-related targets due to a deficit in age-related emotional or behavioural regulation skills. The reasons for this disadvantage are often complex. They can be due to a social disadvantage, special education need or the experience of trauma. It can often be a mixture of these.

### **What does emotional or behavioural disadvantage look like in our students?**

Fundamentally, these students find it difficult to regulate their emotions in order to be ready to learn. Where students are particularly explosive or dramatic in their behaviour, it can take some time to understand the triggers that led to a crisis point, and/or the amount of time required to rebalance afterwards. Families often tell us where a student is disadvantaged in this way, especially if they experience neurodivergence, it can be challenging to establish which boundaries to enforce and how to do so, as well as how to teach regulation techniques which will work for their child. Parents say they sometimes worry what other parents will think of them and may be reluctant to ask for help when they need it most.

## **Vision for disadvantaged pupils who attend our school**

At Bishop Alexander Academy, our role is to ensure that all pupils achieve the potential they never thought possible. We do this through recognising the individual, celebrating their diversity and supporting them to flourish as part of a connected and united community of learners. We know that when we design a curriculum which enables the disadvantaged to flourish, we enable all pupils to do so. In order that we bring this vision to life, we are constantly working to develop our subject knowledge as a staff so that we can accurately assess the needs of our students as well as deeply understand who they are and where they have come from. Then together, a strategy is built to provide them the knowledge they need to keep making connections, keep learning and to know that through positive relationships, hard work and attention they can build self-confidence through competency-that because they came to Bishop Alexander Academy, they gained the knowledge, behaviours and self-worth that provided them the keys to unlock a life they are proud of and excited by.

## **Mechanisms we will use**

### **Early identification of need**

**What you will see:** Research informed high-quality **assessment systems** with **clear and well-sequenced statements**, provide a deep understanding of where a student is in their learning journey so **we meet them where they are**. We will then offer breadth of resources which **provide practical next steps** to help all staff clearly articulate to students and parents why we are doing this work with the child and what will come next. A range of assessment systems will be used from the first few days of a child's education with our school to ensure the **individual needs of students are understood at the earliest possible opportunity**.

### **Communication through community**

**What you will see:** Once a range of assessments have been completed, school teams, parents and pupils will meet in **pupil conference** to discuss and agree the student's pathway in supportive and clear way. This cyclical process of **assessment-dialogue-pathway-educate** will continue throughout the school journey of the pupil so that we are able to **flight path student progress** as accurately as possible.

### **Confidence through competence**

**What you will see:** All students will experience a curriculum that ensures they have the **fundamental, powerful knowledge** they need to **access** the harder and deeper thinking processes required of our curriculum. This means that **no matter what their starting point**, students will consider themselves confident in the disciplines we teach, because they have **built an evidence base of knowledge** throughout their school career. **High expectations** on students will mean a focus on **high participation** in lessons and on **directing student attention** to the powerful, fundamental knowledge they need to develop more complex schema. **High quality explicit instruction** will develop **fundamental fluency in communication, literacy and mathematics**, and a carefully

crafted **curriculum of experiences** will develop learning and social behaviours through opportunities that **develop the habits** of mind required of the most successful learners.

### **Instil an aspirational mindset for personal flourishing**

**What you will see:** Staff use our **habits of a learner curriculum** to instil an aspirational mindset alongside leaders who priorities a **culture of belief and belonging**. Students are **explicitly taught about safeguarding, positive relationship building and learning behaviours** and then given the space, time and opportunities to make sense of the curriculum in their own way as well as developing themselves as a learner over time.

### **Sustainable systems of school development**

**What you will see:** Leaders work to design **systems of professional development** which share best practise on **lesson and units** that are **inclusive by design**. Over time, **a toolkit of pedagogical practices** then underpins our **shared language** for teaching all of which is supported by **external research** and **internal action research** projects.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment</b> The vast majority of our disadvantaged students come in with extremely low starting points. Though they make significant progress from these starting points due to the school's intensive intervention programme, disadvantaged students struggle to catch up to their age-related targets by the end of KS1.
2	<b>Increased level of SEND</b> The school has increasing numbers of children who have special educational needs. There is an increasing amount of research linking high levels of deprivation with increased likelihood of special needs. Within the last two years, a large volume of new families applying to our school have a child with significant SEND. Early identification of SEND needs has improved and this has led to a more rigorous assessment and intervention programme for these students. It has however also led to the requirement for more 1:1 staffing, as well as a fast changing and flexible approach to provision staffing across the school.
3	<b>Language and Communication</b> Starting points for Reception children are significantly low on entry to our school. Very often, disadvantaged students display poor language or communication skills and so find it difficult to access an age-related curriculum. This means that our teaching team regularly have a wide range of starting points to adapt for in provision.
4	<b>High number of students who find emotional regulation challenging</b> A rise in safeguarding issues for our PP students has also represented a rise in students who are dysregulated and unable to regulate without the support of an adult. In particular, this is affecting their mental health but also their ability to be in the right state of mind for learning. Dysregulation often happens at transitional points during the day for these students and when learning requires longer periods of attention.
5	<b>Enrichment and exposure to cultural capital</b> Disadvantaged students find it difficult to make connections between their own life experiences and the experiences they learn about in class through literature, the humanities and wider school life. This impacts them in their ability to articulate ideas verbally and their non-disadvantaged peers often hold a much wider vocabulary, particularly in writing. Disadvantaged pupils have
6	<b>Attendance</b> Although attendance trends have improved over time, we are still working to improve our persistent absenteeism and unauthorised absence. Our team always have to ensure that we keep a focus on improving attendance systems so that all pupils, but particularly our disadvantaged students, are attending school for more than 95% of the year, every year.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of this 3-year strategy plan (01.09.2025-20.07.2028)**, and how we will measure whether they have been achieved.

Intended outcome for disadvantaged students	Success criteria
<b>Increased Reading Outcomes</b> Students will be working in line with their non-disadvantaged peers.	<p><b>Fluency Programme</b>            Discussions with adults and moderation records will show that teachers understand the structure of teaching fluency lessons and can assess improvements in fluency accurately.</p> <p><b>Vocabulary Programme</b>            Discussions with adults and moderation records will show that teachers understand the structure and principles of teaching vocabulary lessons and can assess improvements in vocabulary knowledge accurately.</p> <p><b>Novel Study Programme</b>            Discussions with adults and moderation records will show that teachers understand the structure and principles of teaching both oral and text comprehension lessons and can assess improvements in knowledge accurately.</p> <p>Fluency, Vocabulary and Novel Study Programmes have been designed and verified by the EEF and The English Hub. Our implementation of them will be externally moderated using fidelity checklists which represent the external research used to design the programmes.</p> <p>Outcomes in 2027/28 show that 70% of disadvantaged students met the expected standard at the end of KS2.</p> <p>The school will budget to purchase 2 books per disadvantaged pupil per year.</p>
<b>Increased Maths Outcomes</b> Students will be working in line with their non-disadvantaged peers.	<p><b>Maths Fundamentals Programme</b>            Discussions with adults and moderation records will show that teachers understand the structure of teaching number and calculation fluency lessons and can assess improvements in fluency accurately.</p> <p><b>Making Connections Maths Programme</b>            Discussions with adults and moderation records will show that teachers understand the structure of teaching number and calculation fluency lessons and can assess improvements in fluency accurately.</p> <p>Outcomes in 2027/28 show that 70% of disadvantaged students met the expected standard at the end of KS2.</p>
<b>Increased Writing Outcomes</b>	<b>Grammar and Punctuation Programme</b>



Students will be working in line with their non-disadvantaged peers.	<p>Discussions with adults and moderation records will show that teachers understand the structure of teaching lessons and can assess improvements accurately.</p> <p>Outcomes in 2027/28 show that more than 70% of disadvantaged students met the expected standard at the end of KS2.</p> <p>Writing Composition Programme</p> <p>Discussions with adults and moderation records will show that teachers understand the structure of teaching lessons and can assess improvements in writing accurately.</p> <p>Outcomes in 2027/28 show that 70% of disadvantaged students met the expected standard at the end of KS2.</p>
<p><b>Increased quality of Oral Outcomes</b></p> <p>Students will be working in line with their non-disadvantaged peers.</p>	<p>Oracy Programme chosen with assessment system</p> <p>Experiences Curriculum designed and costed with agreed system for funding all disadvantaged students sustainably over the next 3 years.</p>
<p><b>Improved Learning Behaviours</b></p> <p>Students will be working in line with their non-disadvantaged peers.</p>	<p>Learning Behaviours Progression framework designed in conjunction with Trust Executive Function framework, Boxhall, Elklan, Welcomm, Nessi and Cognitive Science Research</p> <p>Personal Development Curriculum developed with external services to create opportunities for explicit teaching and opportunities to develop learning behaviours. This should stem from EYFS play all the way through to positive relationship work in year 6.</p>
<p><b>Increased outcomes for pupils with a Special Educational Need</b></p> <p>Students will be working in line with their non-disadvantaged peers.</p>	<p>Identification Processes clarified and quality assured in conjunction with the Local Authority and Trust specialist</p> <p>Dyslexia Diagnostic Assessments undertaken for all EYFS and KS1 students.</p> <p>WELCOMM programme purchased and all students in EYFS assessed within the first term.</p> <p>Disadvantaged students with phonics gaps will have 1:1 tutoring to ensure they catch up to working in line with non-disadvantaged peers.</p> <p>Early Identification processes undertaken for all students in Reception, Year 1 and Year 2.</p>
<b>Increased Attendance</b>	The overall unauthorised absence rate for all pupils being no more than 6%, and the attendance gap

Improved attendance of disadvantaged students	<p>between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</p> <p>The percentage of all pupils who are persistently absent will have decreased by 4% for disadvantaged students.</p> <p>Attendance of disadvantaged pupils with special educational needs will have increased by 10% was 83.4%, lower than at least a quarter of similar schools.</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £57,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading Fluency</b></p> <p>Purchase the online training for Herts4Learning</p> <p>Purchase the GL York Reading Assessment</p> <p>Train support member of staff and Year 2 teacher in how to assess using York Reading Assessment</p> <p>Train Year 2 and 3 teacher in how to deliver Fluency Intervention</p> <p><b>Vocabulary</b></p> <p>Purchase training and resources for training for Y5&amp;6</p> <p><b>Novel Study Reading Spine</b></p> <p>chosen and purchased for school</p>	<p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial?utm_source=/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=rEAD">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial?utm_source=/projects-and-evaluation/projects/ks2-reading-fluency-project-2024-25-trial&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=rEAD</a></p> <p><a href="https://my.chartered.college/impact_article/reading-for-pleasure-a-catalyst-for-connection/">https://my.chartered.college/impact_article/reading-for-pleasure-a-catalyst-for-connection/</a></p>	1/2/3

<p><b>Library re-designed</b> as phase one of re-location.</p> <p>The school will budget to purchase 2 books per disadvantaged pupil per year.</p>		
<p><b>Mastering Number training</b> for EYFS &amp; Year 1</p> <p>Year 2 teacher placed on Y2/3</p> <p><b>Mastering Number programme</b></p> <p><b>Maths Fundamentals Programme</b> designed for KS2</p>	<p><a href="https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/">https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</a></p>	1/2/3
<p><b>Grammar &amp; Punctuation training</b> for all staff under new Writing Framework design with Writing Moderator &amp; Trust English Specialist</p> <p><b>Handwriting training</b> for EYFS/KS1 team from English Hub Specialist</p>	<p><a href="https://www.gov.uk/government/publications/the-writing-framework">https://www.gov.uk/government/publications/the-writing-framework</a></p>	1/2/3
<p>Purchase <b>Oracy programme</b> and trial in Year 3</p> <p>Develop an Experiences Curriculum and establish the cost implications to ensure a sustainable model which exposes students to out of the normal range</p>	<p><a href="https://voice21.org/">https://voice21.org/</a></p>	1/2/3

<b>Pedagogy Principles</b> designed with SLT team  Attention and 100% participation training delivered	<a href="https://steplab.co.uk/">https://steplab.co.uk/</a>	1/2/3/4
<b>Adapted provision resources</b> purchased for Roots Reset  <b>Bsquared assessment resource</b> purchased.	<a href="https://bsquared.co.uk/">https://bsquared.co.uk/</a>	1/2/3/4

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

Budgeted cost: £30,170.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the size of the <b>Attendance team</b> to ensure all children are supported and strategic plans are put in place for any students losing learning time.  <b>Establish a system</b> of supporting families with low attendance so that they are identified earlier and addressed with support.  Employ the Trust <b>Attendance Specialist</b> on a monthly basis to review school systems	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a>	6
<b>Improved Learning Behaviours</b>	<a href="https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them">https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them</a>	4/5/6

<p>Students will be working in line with their non-disadvantaged peers.</p> <p><b>Learning Behaviours Progression framework</b> designed in conjunction with Trust Executive Function framework, Boxhall, Elklan, Welcomm, Nessi and Cognitive Science Research</p>		
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**Total budgeted cost: £87385.94**