



Pupil Premium Report and Strategy Statement

In Bishop Alexander L.E.A.D Academy we endeavour to fulfil the Pupil Premium Policy set out by the L.E.A.D Academy Trust by deploying the following Trust strategies to diminish the difference in attainment for pupils in receipt of the Pupil Premium funding.

- clear, responsive leadership
- having a whole-school ethos of attainment for all
- addressing behaviours for learning and conduct behaviours that prevent pupils from learning
- monitoring and addressing low attendance
- facilitating high quality teaching for all through continued professional development of staff.
- meeting individual learning needs including those pupils who are the most-able and seemingly need no support
- deploying staff effectively, both teaching and support staff
- using pupil progress data to inform the planning of interventions and provision.

Each Academy reviews the barriers and outcomes for the pupils in receipt of Pupil Premium to understand the strategies that they to use to raise attainment. Each Academy explains their rationale for choosing the strategies and provides a cost breakdown. If you wish this statement to be explained, then please ask to speak with Pupil Premium Leader via the main office. If you wish to find out more about the DfE policy for Pupil Premium then follow this link: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

1. Summary information 2017-18					
Academy	Bishop Alexander				
Pupil Premium Leader	Nicky Spencelayh/Sara Tyers				
Academic Year		Total PP budget	£120,000	Date of most recent PP Review	April 2018
Total number of pupils	265	Number of pupils eligible for PP	60	Date for next internal review of this strategy	September 2019



Review of impact of Quality First Teaching and Interventions

Year Group	Numbers of Pupils eligible for Pupil Premium/ percentage	Cost of initiatives/ projects	Achievement Review and Evaluation of Impact	Next Steps																											
R	0		<p>Early Years Foundation stage children are expected to reach a Good Level of Development by the end of the academic year. These are the Teacher Assessments for July 2018:</p> <table border="1" data-bbox="674 667 1711 922"> <thead> <tr> <th></th> <th>GLD PP</th> <th>GLD Non-PP</th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Number PP</th> <th>Number Non PP</th> </tr> </thead> <tbody> <tr> <td></td> <td>0</td> <td>73%</td> <td>0</td> <td>73%</td> <td></td> <td>75%</td> <td></td> <td>79%</td> </tr> <tr> <td>Progress from starting points</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Shows percentages of children achieving a Good Level of Development at the end of the Foundation Stage.</p> <p>Attendance: Pupil Premium N/A Non-PP Persistent Absence: Pupil Premium N/A Non-PP</p>		GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP		0	73%	0	73%		75%		79%	Progress from starting points									<ul style="list-style-type: none"> • Writing is the area where children made the least progress. Barriers to learning in school relate to insufficient opportunities for modelled writing. • External barriers relate to exposure to writing by adults. Fine motor within physical development is lower for all pupils and particularly low for Pupil Premium group. Focus of intervention should also include
	GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP	Number Non PP																							
	0	73%	0	73%		75%		79%																							
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				<p>a writing project.</p> <ul style="list-style-type: none"> Look at research on the EEF to develop early intervention initiatives for basic skills. Explore strategies for improving attendance of Pupil Premium pupils. 																																										
1	5 8%	TA phonics (£13,000)	<p>In Year 1 Pupils are assessed in Reading, writing, grammar, punctuation and spelling and in mathematics. Pupils are expected to meet the expected age related standard (ARE) and for some pupils they will show that they are working at greater depth (GD). These are teacher assessments. Year 1 pupils are expected to pass a national phonics screening check. This a short assessment which checks if your child knows the first sounds and blends of sounds. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>100%</td> <td>71%</td> <td>80%</td> <td>71%</td> <td>60%</td> <td>79%</td> <td>60%</td> <td>47%</td> </tr> <tr> <td>GD</td> <td>20%</td> <td>15%</td> <td>20%</td> <td>12%</td> <td>0%</td> <td>6%</td> <td>20%</td> <td>6%</td> </tr> <tr> <td>Progress from EYFS</td> <td>60%</td> <td>73%</td> <td>60%</td> <td>73%</td> <td>60%</td> <td>76%</td> <td>-</td> <td>-</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>Phonics Check Non PP</th> <th>Phonics Check PP</th> <th>Phonics Check National</th> </tr> </thead> <tbody> <tr> <td>82%</td> <td>100%</td> <td>81% (2017)</td> </tr> </tbody> </table>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	100%	71%	80%	71%	60%	79%	60%	47%	GD	20%	15%	20%	12%	0%	6%	20%	6%	Progress from EYFS	60%	73%	60%	73%	60%	76%	-	-	Phonics Check Non PP	Phonics Check PP	Phonics Check National	82%	100%	81% (2017)	<ul style="list-style-type: none"> Ensure the one child for maths is targeted via the Maths with parents app and if non-engagement use as intervention weekly Continue phonics 1:1 intervention for Year 1 next year.
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			<p>Evaluation of the strategy</p> <p>Attainment from Early Years Foundation Stage has been at least maintained and Pupil Premium group are achieving better than non-Pupil Premium group except in Maths, however this represents one child</p> <p><u>Phonics Groups</u></p> <p>The 1:1 phonics intervention in afternoons daily was effective in ensuring all the children achieved the phonics screening pass mark</p>																																					
2	7 15%	TA Phonics (£3500)	<p>In Year 2 pupils are assessed in reading, Writing and mathematics and these results are submitted nationally and compared. These are known as Key Stage 1 assessments. We also test in grammar, punctuation and spelling. These tests provide a starting point to measure progress for the pupils as they move through the school. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>57 %</td> <td>76%</td> <td>71%</td> <td>63%</td> <td>71%</td> <td>66%</td> <td>57%</td> <td>55%</td> </tr> <tr> <td>GD</td> <td>0%</td> <td>24%</td> <td>0%</td> <td>11%</td> <td>0%</td> <td>9%</td> <td>0%</td> <td>5%</td> </tr> <tr> <td>Progress from Y1</td> <td>86%</td> <td>76%</td> <td>86%</td> <td>78%</td> <td>86%</td> <td>84%</td> <td>86%</td> <td>86%</td> </tr> </tbody> </table> <p>Evaluation of the strategy</p> <p>The 1:1 phonics intervention in afternoons daily was effective in ensuring that 95% of Yr 2 children achieved the phonics screening pass mark. (Last year this was was 36% at year 2). Only one PP child didn't pass and this was a child new to school.</p> <p>Attendance officer successful in raising attendance of two children from being PA to 95%</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	57 %	76%	71%	63%	71%	66%	57%	55%	GD	0%	24%	0%	11%	0%	9%	0%	5%	Progress from Y1	86%	76%	86%	78%	86%	84%	86%	86%	<ul style="list-style-type: none"> • Continue phonics 1:1 intervention for Year 1 next year. • attendance 1:1 support to continue with identified children
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3	12 27%	£8500 (Feedback	<p>In Year 3 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p>	<ul style="list-style-type: none"> • Feedback model for Y3 A1 in place. 																																				



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		model) TA booster/phonics (£6500)	<table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>66%</td> <td>53%</td> <td>43%</td> <td>40%</td> <td>58%</td> <td>59%</td> <td>50%</td> <td>44%</td> </tr> <tr> <td>GD</td> <td>0%</td> <td>9%</td> <td>0%</td> <td>3%</td> <td>8%</td> <td>9%</td> <td>8%</td> <td>9%</td> </tr> <tr> <td>Progress from KS1</td> <td>67%</td> <td>53%</td> <td>67%</td> <td>50%</td> <td>75%</td> <td>69%</td> <td>91%</td> <td>48%</td> </tr> </tbody> </table> <p>Evaluation of the strategy The feedback model used in KS2 demonstrates that the PP generally are attaining in line or above non-pp. The progress of PP is significantly higher than nonPP. The use of phonics 1:1 support has been effective in writing.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	66%	53%	43%	40%	58%	59%	50%	44%	GD	0%	9%	0%	3%	8%	9%	8%	9%	Progress from KS1	67%	53%	67%	50%	75%	69%	91%	48%	
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4	10 29%	£8500 (Feedback model) TA booster/phonics (£6500)	<p>In Year 4 pupils are given teacher assessments and their progress is tracked from their Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>80 %</td> <td>72%</td> <td>60%</td> <td>44%</td> <td>80%</td> <td>80%</td> <td>80%</td> <td>52%</td> </tr> <tr> <td>GD</td> <td>0%</td> <td>4%</td> <td>0%</td> <td>8%</td> <td>0%</td> <td>8%</td> <td>0%</td> <td>12%</td> </tr> <tr> <td>Progress from Y3</td> <td>100%</td> <td>68%</td> <td>80%</td> <td>64%</td> <td>70%</td> <td>64%</td> <td>80%</td> <td>48%</td> </tr> </tbody> </table> <p>Evaluation of the strategy The feedback model used in KS2 demonstrates that the PP generally are attaining in line or above non-pp. The progress of PP is significantly higher than non. The use of phonics 1:1 support has been effective in writing.</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	80 %	72%	60%	44%	80%	80%	80%	52%	GD	0%	4%	0%	8%	0%	8%	0%	12%	Progress from Y3	100%	68%	80%	64%	70%	64%	80%	48%	
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Progress from Y3	100%	68%	80%	64%	70%	64%	80%	48%																																
5	12	£8500	In Year 5 pupils are given teacher assessments and their progress is tracked from their																																					



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	27%	(Feedback model) £3250 (TA booster)	<p>Key stage 1 assessments. These are the Teacher Assessments for July 2018:</p> <table border="1" data-bbox="674 288 1709 528"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>41%</td> <td>50%</td> <td>33%</td> <td>41%</td> <td>50%</td> <td>50%</td> <td>42%</td> <td>44%</td> </tr> <tr> <td>GD</td> <td>0%</td> <td>3%</td> <td>0%</td> <td>3%</td> <td>17%</td> <td>3%</td> <td>0%</td> <td>3%</td> </tr> <tr> <td>Progress from Y4</td> <td>67%</td> <td>59%</td> <td>50%</td> <td>72%</td> <td>75%</td> <td>71%</td> <td>50%</td> <td>53%</td> </tr> </tbody> </table> <p>Evaluation of the strategy The feedback model used in KS2 demonstrates that the PP has been more successful in maths than English. The progress of PP is generally better than non- except in writing</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	41%	50%	33%	41%	50%	50%	42%	44%	GD	0%	3%	0%	3%	17%	3%	0%	3%	Progress from Y4	67%	59%	50%	72%	75%	71%	50%	53%	<ul style="list-style-type: none"> • Ensure feedback model for Y6 includes English focus. • RWI Fresh Start Programme for identified children
	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP																																
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Progress from Y4	67%	59%	50%	72%	75%	71%	50%	53%																																
6	12 33%	£8500 (Feedback model) TA £13,000 (booster) RWI programme +teacher £5050	<p>In Year 6 the pupils take tests that are externally marked in Reading and Mathematics, Grammar, punctuation and spelling. Writing remains a teacher assessment which if moderated, often by the Local Authority. These are the results for 2018:</p> <table border="1" data-bbox="674 1034 1709 1273"> <thead> <tr> <th></th> <th>Reading PP</th> <th>Reading Non PP</th> <th>Writing PP</th> <th>Writing Non PP</th> <th>Maths PP</th> <th>Maths Non PP</th> <th>GPVS PP</th> <th>GPVS Non PP</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>75%</td> <td>78%</td> <td>83%</td> <td>86%</td> <td>75%</td> <td>64%</td> <td>67%</td> <td>83%</td> </tr> <tr> <td>GD</td> <td>17%</td> <td>14%</td> <td>17%</td> <td>8%</td> <td>3%</td> <td>10%</td> <td>33%</td> <td>28%</td> </tr> <tr> <td>Progress from Y5</td> <td>100%</td> <td>96%</td> <td>91%</td> <td>96%</td> <td>100%</td> <td>96%</td> <td>100%</td> <td>96%</td> </tr> </tbody> </table> <p>Evaluation of the strategy</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	75%	78%	83%	86%	75%	64%	67%	83%	GD	17%	14%	17%	8%	3%	10%	33%	28%	Progress from Y5	100%	96%	91%	96%	100%	96%	100%	96%	
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			<p>The feedback model used in KS2 demonstrates that the PP generally are attaining in line or above non-pp. The progress of PP is significantly higher than non, except in writing.</p> <p>The use of a teacher doing the Fresh Start RWI programme ensured that 5/6 children who were not on track to achieve ARE (and two very significantly behind) reached ARE.</p>	
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Review and evaluation of the impact of whole school strategies not already mentioned.

Strategy	Number of pupils	Cost	Impact	Next Steps/recommendations
Attendance Officer	All years 60	£12,000 Attendance officer	The difference between PP and Non-PP children is only 0.27%	Raise the attendance figure of all children including PP



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September 17 - September 18

Family Worker

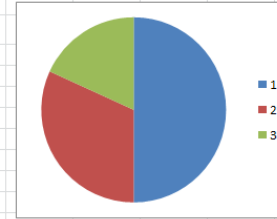
Across year groups
84

2 x days
£12,000

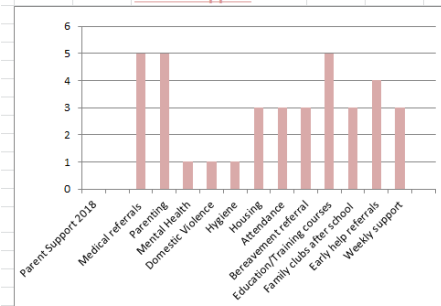
Parent Support 2018

Medical referrals	5
Parenting	5
Mental Health	1
Domestic Violence	1
Hygiene	1
Housing	3
Attendance	3
Bereavement referral	3
Education/Training courses	5
Family clubs after school	3
Early help referrals	4
Weekly support	3

Total number of cases 22
Cases closed 14
Cases open 8

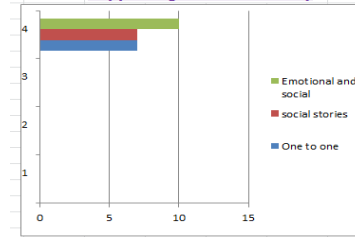


Parent support



Supporting children weekly 24
One to one 7
social stories Reception 7
Emotional and social 10

Supporting children weekly



Impact of pupil weekly support groups (based on staff q'naires – split into 3 broad areas: behaviour, learning and Social/emotional. Each of these areas are split down further with a 10point Likert scale for each statement).

	Overall Areas Point increase		Behaviour Point increase		Learning Point increase		Social Point increase	
	1+ pt	2+pt	1+pt	2+pt	1+pt	2+pt	1+pt	2+pt
sp	83%	33%	83%	33%	67%	25%	75%	42%
Su	81%	45%	79%	29%	79%	50%	86%	57%

Improve parental engagement in relation to courses, pupil learning, attendance and involvement in school life.

Improve parental attitudes to school (with regards to pupils with poor attendance and pupils with poor learning behaviours).



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			<p><u>Parental Courses organised and provided</u></p> <ul style="list-style-type: none"> • Parent drop-ins for EAL parents to come in to discuss religious leave and celebrations. • Parent ‘child safety’ presentation on protecting your child on the internet. • The ‘Feel good families’ course – Seal (8 parents attended) • The Librarian was arranged and came into Nursery and Reception. • Paediatric Course for parents for 6 weeks. (5 parents completed qualification) • After school club on a Wednesday for families 6 weeks (4-6 families) • 2 Parents attendance forum groups • School Nurse drop in/ meetings with parents am • The Bridge Centre are offered us 3 sessions for parents and toddlers in school eg. Therapy play, Music and Movement. • Traveller meeting with parents to get some background info from them on school. • Active 4 today- After Easter we offered an after school 6 week sports club for the ks2 children with a range of sessions. • Dave came into school for 6 weeks in a morning and took those ‘harder to reach’ children for outdoor sports. • Newark College provided us with a Maths and English taster course. 	
School Visits	All children	£10,000	<p>All PP children able to attend visits</p> <p>Residential Y2 – 5/7 children went to Rand Farm and experienced working on a far</p> <p>Residential Y6 – 10/12 went camping and learnt to be self-sufficient and independent.</p> <p>Teachers report children discussing experiences they haven’t had before including one family who are now going camping together this summer for the first time.</p>	<p>An effective use of Pupil Premium funding. Recommend this visit next year.</p> <p>Exploring other experiences/Extra-curricular for children</p>
Music tuition	12	£3000	<p>66% of pupils receiving music tuition are PP. This is fully funded including instrument hire. All have taken the offer for the full year and had opportunities</p>	<p>Continue to make available</p> <p>Investigate whole class tuition for</p>



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			to perform in front of the school	ukele as this was very successful for one class and really engaged al pupils in the class, therefore all PP in the class accessed music tuition																	
Uniform/other 'need basis'	38 children	£950	These children took up the offer of a sweatshirt and school bag. 3 children were supported with having a snack paid for each day at tuck shop 1 child received free breakfast club access. (attended school on time and attendance improved significantly)	Continue next year Investigate funding for breakfast club																	
Easy Peasy App	All nursery –inc 4 PP	£1500	<ul style="list-style-type: none"> • Feedback from majority of parents has said it supported them supporting their pupils (especially with EAL families) with their learning and development. • Supported GLD and prime areas for N1 pupils. • Improved pupil readiness • Easy to follow up and discuss with families as emails sent on Saturday, so staff can discuss and engage with families on the following Monday. <p>Attainment</p> <table border="1"> <thead> <tr> <th>Sample pupils</th> <th>Baseline (Av. across areas)</th> <th>Summer (Av. across areas)</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>22E</td> <td>40E</td> </tr> <tr> <td>2</td> <td>22D</td> <td>30S</td> </tr> </tbody> </table> <p>Progress Overview</p> <table border="1"> <thead> <tr> <th>2 steps (below expected)</th> <th>3+ steps</th> <th>4+ steps</th> <th>6 steps</th> </tr> </thead> <tbody> <tr> <td>40%</td> <td>60%</td> <td>40%</td> <td>20%</td> </tr> </tbody> </table>	Sample pupils	Baseline (Av. across areas)	Summer (Av. across areas)	1	22E	40E	2	22D	30S	2 steps (below expected)	3+ steps	4+ steps	6 steps	40%	60%	40%	20%	Improve access for parents with issues to access on phones and engagement of all vulnerable groups. Ensure engagement stays high for all groups during duration of whole course, linking with new home learning model. Continue developing and linking with Mini Leaders within school.
Sample pupils	Baseline (Av. across areas)	Summer (Av. across areas)																			
1	22E	40E																			
2	22D	30S																			
2 steps (below expected)	3+ steps	4+ steps	6 steps																		
40%	60%	40%	20%																		

Summary: how well are eligible pupils doing? Is the difference diminishing?

- The PP children in Bishop Alexander L.E.A.D Academy generally attain in line with or better than Non-Pupil Premium children



Summary of Proposed Actions for the 2018/19

- Feedback model to be used again, but targeted to year groups at different times of the year and subject specific (not all KS2 teachers every week of the year). It will also be used for KS1.
- Numicon transition programme to plug maths gaps
- Book blog – to engage children in reading and refresh
- Family worker and Attendance officer to continue. Attendance focus on PA

Strategy for 2018-9

Based upon the evaluation of the outcomes from the previous academic year, research of projects for raising attainment and our own knowledge of what has worked well in our own academy the following strategy has been agreed:

1. Summary information for 2018-19					
Academy	Bishop Alexander				
Pupil Premium Leader	Nicky Spencelayh/Sara Tyers				
Academic Year	18-19	Total PP budget	£97,000	Date of most recent PP Review	July 2018
Total number of pupils	325	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Dec 2018

2. Barriers to future attainment (for pupils eligible for PP including high ability)



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In-school barriers (<i>issues to be addressed in school, such as weak teaching, low attainment of whole cohort, etc</i>)	External barriers (<i>issues which also require action outside school, such as low attendance rates, high new EAL, mobility, social care and safeguarding</i>)
Communication and Language skills including social interaction on entry to school are low	Low attendance at school
Low –self-regard as learners	Disrupted Home life
Low response to curriculum demands i.e. perception of difficulty of work	Limited opportunities for wider experiences
Below national figures in maths	Financial barriers
Below national figures combined statistics	Support for learning outside of school
Below national figures for GD	

3. Outcomes – separate for each year group as each cohort has its own profile and needs						
What do we want to achieve?			How?	What is the rationale for this chosen strategy?	How will it be monitored	Cost?
<i>Year Group</i>	<i>What do you want to achieve and how they will be measured</i>	<i>Success criteria</i>	<i>How will the intervention or provision be delivered?</i>	<i>Refer to research from EEF or other research to justify the choice of strategy.</i>		<i>Provide simple breakdown of proportionate or full costs.</i>
Nursery (if applicable and Early Years Foundation Stage Pupil Premium)	Raise attainment in Speech, Language and communication Engage parents in learning with children	Children’s achievements are in line with non-PP and make rapid progress over their time in nursery	EASY PEASY APP Weekly activities sent via text alert	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)	Targeted families – pupil data collection/engagement data.	£1500



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<p>has been identified)</p>				<p>have shown that by the age of four, children from disadvantaged backgrounds have been exposed to as many as 30 million fewer words than children from advantaged background.</p> <p>This app is designed to improve early child development through increasing positive parent-child interactions and learning at home.</p> <p>The EasyPeasy app presents as a low-cost, 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 years attainment.</p>		
<p>Year R</p>	<p>Raise attainment in Speech, Language and communication</p> <p>Engage parents in learning with children</p>	<p>PP Children are in line with Non PP Children in communication and language strands</p>	<p>Part of weekly homework. Identified families targeted. TA to model and give parents confidence to use</p>	<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>This initiative has identified that 3 factors why parents may find this difficult: Lack of time; knowledge; and how to do it.</p> <p>Boromi helps parents focus play, and talk together more</p>	<p>Targeted families – pupil data collection/engagement data.</p>	<p>£1200</p>



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Year 1	To raise attainment in Maths Engage parents and give them confidence to support children's learning	As children enter a new curriculum for them to be in line with end of KS national figures, in particular those for greater depth	Maths with Parents App KS1 initiative. 80% engagement at least. Use for 1:1 support for targeted children Use to support TA/Teacher subject knowledge	Evidence that this initiative develops positive experiences learning maths at home. Ensures that Parents are learning alongside and supporting children with current methods. All resources are readily available in the home. Online engagement via YouTube video. Linked to current or upcoming learning.	Engagement data Parental survey Pupil data PF to support TA via coaching	£549
	To raise attainment in Phonics	Target of 83%	RWI groups through TA use and 1:1 TA afternoon session interventions		Data screening	£8000
Year 2	To raise attainment in Maths Engage parents and give them confidence to support children's learning	Children to be in line with end of KS national figures, in particular those for greater depth	Maths with Parents App KS1 initiative. 80% engagement at least. Use for 1:1 support for targeted children Use to support TA/Teacher subject knowledge	Evidence that this initiative develops positive experiences learning maths at home. Ensures that Parents are learning alongside and supporting children with current methods. All resources are readily available in the home. Online engagement via YouTube video. Linked to current or upcoming learning	Engagement data Parental survey Pupil data PF to support TA via coaching	£549
Year 3	To raise attainment in Maths	Children know all times tables	Timetable Rockstars Lunchtime club – league (targeted children)	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	Data collected in league table	£200
Year 4	To raise attainment in Maths	Children know all times tables	Timetable Rockstars Lunchtime club – league(targeted children)	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	Data collected in league table	£200
Year 5	To raise attainment in Maths	Children know all times tables	Timetable Rockstars Lunchtime club - league(targeted	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	Data collected in league table	£200



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			children)	and PP children responded well to competitive element of Mathletics		
Year 6	To raise attainment in Maths	Children to achieve at least 65% in maths and have a progress core of 0 or above (Current cohort comprises of nearly a third SEN)	Numicon Big Ideas 3 groups x 4children -delivered 4 x a week by a TA. NS to coach through programme	<i>Numicon</i> Big Ideas is a programme of additional sessions for small groups, focusing on key elements of the Primary maths curriculum for pupils not meeting age-related expectations in Upper Key Stage 2 or Key Stage 3 (aged 10 upwards), and laying the foundation for success at Secondary level as well as in end-of-Primary assessments <i>Numicon</i> is research-based and proven to have a significant and lasting impact on results.	Pupil data Children baseline to end assessments Weekly assessments included in the package	Numicon Big Ideas package £325 TA £13,500
	To raise attainment in reading/Writing	Children to achieve at least 75% in reading and 72% in writing and have a progress core of 0 or above (Current cohort comprises of nearly a third SEN)	RWI Fresh Start 8xchildren 3x a week RWI English			With TA £12,500 With TA (autumn term only) £4000

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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Book Blog	On-line tool to monitor and encourage pupils to read more books. KS2	We have used accelerated reader for 4 years and feel it is time for a re-refresh and also feel this will encourage our boys with the idea of 'collections' and fact based activities KS 2 initially	English Leader to monitor reading statistics from on-line information. Report to SLT.	£1500 + £4000 new books



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Raise attendance	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 93.9%. Target 95.5%	Half termly reports including evaluations and actions.	£13000
Inclusion and supporting confidence	Uniform contribution	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.	Uptake of uniform	£1,500
Marvellous Me App	Positive messages to family including separated families Via 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 positive behaviours , as well as giving leaders insight and tools to ensure it's consistent and sustained in every class.	In app monitoring via data collection (termly)	£1000 in training/monitoring
Intervention (feedback model)	3 days a week Autumn 1 term	Feedback intervention – KS2 Identified PP children based on individual data. Mostly writing based	A1 data/book monitoring	£1700
Family Worker	2 days a week	Refer to impact above.		£13,000
White Rose Maths	Implementation of White Rose Curriculum.	Research by the EEF has shown that both collaborative and mastery learning approaches have positive outcomes + 5	Lesson observations	£9,000



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	Access White Rose maths training sessions. Maths leader time for support Manipulative resources	months (each). Through the continued development of a curriculum that supports a mastery/greater depth approach alongside the skilling and knowledge development curriculum will be enriched and support rapid progress to diminish the difference.	Data and learning walks	
Access to Music Tuition	Whole class ukele lessons. KS2	Whole Year Music Lesson by trained music teacher. This was trialled with class last year and hugely successful in terms of enjoyment/engagement of PP pupils. Extended to all KS2 Classes	Pupil voice survey/learning walks	£84,525
		Total		92,525

Date: _____ 5.9.18 _____

Pupil Premium Leader: ___Nicky Spencelayh/Sara Tyers