

School Allocation of Pupil Premium 2016-2017

Bishop Alexander has an allocation of £104,940 pupil premium for this academic year. The table below shows how the money will be spent and the planned impact. At regular intervals throughout the year, the spending is evaluated and the impact monitored.

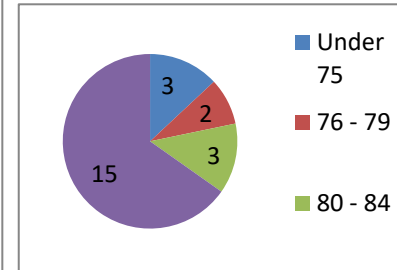
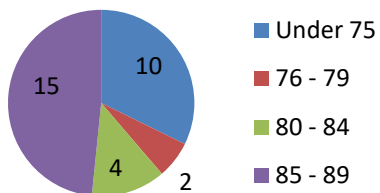
Our Main Objectives are as follows:

- Curriculum – to further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – further improve teaching and learning
- Wider outcomes – provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

Total number of pupils on roll	325
Total number of pupils eligible	84

Barriers to future attainment	
<u>External-Barriers</u>	
a) Low attendance at school	
b) Disrupted home life for some identified children	
c) Wider experiences for some children are limited	
d) financial barriers	
<u>In-School Barriers</u>	
a) Communication and language skills on entry to school are low.	
b) Parental support for out of school learning	
c) Low self-esteem	
d) Pupil Premium children not achieving as highly as non-pupil premium	

<u>Actions to Overcome Barriers</u>	<u>Cost</u>	<u>Rationale</u>	<u>Proposed Impact and Measures</u>	<u>Impact</u>																																																									
Actions-(External Barriers)																																																													
a) Attendance officer employed: -monitor attendance -first day calling/home visits -change parental attitude to school attendance	£5,000	Around 40% of our persistent absentees are pupil premium children. We feel that a single point of contact who can both challenge and support with attendance will raise attendance and ensure an on-going change in attitude	At least 96% attendance by pupil premium children. Parental attitude change to school and learning Monitoring Informally on a weekly basis. Formal report each half term.	<p>Year on year comparison</p> <table border="1" data-bbox="913 344 1809 719"> <thead> <tr> <th>Group</th> <th>2015/2016 %</th> <th>2016/2017 %</th> </tr> </thead> <tbody> <tr><td>Maple</td><td>91.1</td><td>94.5</td></tr> <tr><td>Ash</td><td>92.9</td><td>93.2</td></tr> <tr><td>Willow</td><td>96.0</td><td>94.7</td></tr> <tr><td>Sycamore</td><td>94.9</td><td>95.4</td></tr> <tr><td>Elm</td><td>92.6</td><td>95.2</td></tr> <tr><td>Fir</td><td>94.3</td><td>94.4</td></tr> <tr><td>Horse Chestnut</td><td>92.2</td><td>92.9</td></tr> <tr><td>Pine</td><td>94.4</td><td>96.0</td></tr> <tr><td>Oak</td><td>90.9</td><td>95.9</td></tr> <tr><td>School</td><td>93.3</td><td>94.7</td></tr> </tbody> </table> <p>Persistent absenteeism year on year comparison</p> <table data-bbox="925 863 1776 1281"> <thead> <tr> <th colspan="2" data-bbox="925 863 1290 903"><u>2015 - 2016</u></th> <th colspan="2" data-bbox="1417 863 1776 903"><u>2016 - 2017</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="925 954 1117 1018">Under 75</td> <td data-bbox="1117 954 1290 1018">10</td> <td data-bbox="1417 954 1610 1018">Under 75</td> <td data-bbox="1610 954 1776 1018">3</td> </tr> <tr> <td data-bbox="925 1018 1117 1058">76 - 79</td> <td data-bbox="1117 1018 1290 1058">2</td> <td data-bbox="1417 1018 1610 1058">76 - 79</td> <td data-bbox="1610 1018 1776 1058">2</td> </tr> <tr> <td data-bbox="925 1058 1117 1098">80 - 84</td> <td data-bbox="1117 1058 1290 1098">4</td> <td data-bbox="1417 1058 1610 1098">80 - 84</td> <td data-bbox="1610 1058 1776 1098">3</td> </tr> <tr> <td data-bbox="925 1098 1117 1225">85 - 89</td> <td data-bbox="1117 1098 1290 1225">15</td> <td data-bbox="1417 1098 1610 1225">85 - 89</td> <td data-bbox="1610 1098 1776 1225">15</td> </tr> <tr> <td colspan="2" data-bbox="925 1225 1290 1281">Total 31</td> <td colspan="2" data-bbox="1417 1225 1776 1281">Total 23</td> </tr> </tbody> </table>	Group	2015/2016 %	2016/2017 %	Maple	91.1	94.5	Ash	92.9	93.2	Willow	96.0	94.7	Sycamore	94.9	95.4	Elm	92.6	95.2	Fir	94.3	94.4	Horse Chestnut	92.2	92.9	Pine	94.4	96.0	Oak	90.9	95.9	School	93.3	94.7	<u>2015 - 2016</u>		<u>2016 - 2017</u>		Under 75	10	Under 75	3	76 - 79	2	76 - 79	2	80 - 84	4	80 - 84	3	85 - 89	15	85 - 89	15	Total 31		Total 23	
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Pupil Premium children who were PA's in 2015
- 2016 - year on year comparison

Name	Attendance at end of 2015 - 2016	Attendance at end of 2016 - 2017
Child 1	86.58%	79.40%
Child 2	87.63%	91%
Child 3	79.47%	92.10%
Child 4	72.37%	90.20%
Child 5	75.79%	90%
Child 6	60.26%	86%
Child 7	73.68%	73.70%

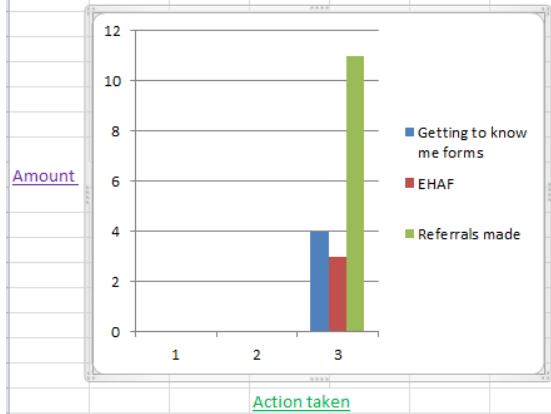
<p>b) Family support worker employed: -Build positive relationships between home and school - work with parents to understand the importance of their role in</p>	<p>£10,000</p>	<p>Some parent express concern about poor experiences of school when they were young, and feel concern for understanding how to help their children. We have evidence that</p>	<p>Children are 'ready to learn' on entry to school at the start of the day. Children's academic achievement is in line with non-pupil premium children and they make accelerated</p>	<p>Feedback: Parents-100% of parents who responded they felt better with the situations at home after the sessions Children's feedback – All children supported said they felt behaviour at home had improved.</p>
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child's education
-empower parents to support children
-be a first point of call for parents

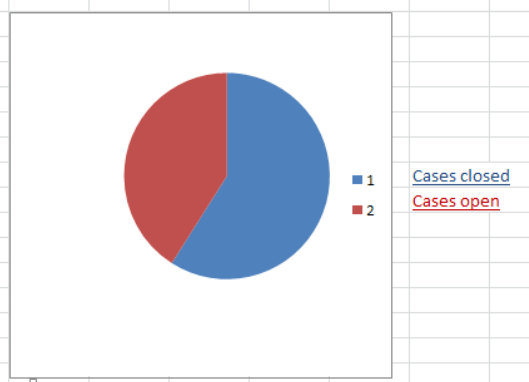
other factors in lives of the family have impact on the behaviour and learning of children.

progress to achieve this
Parents take an active role in their child's education.
Monitoring
Targeted families to be monitored for impact academic and emotional.

Chart to show the action taken from Parent Support



Pie-chart to show open and closed cases

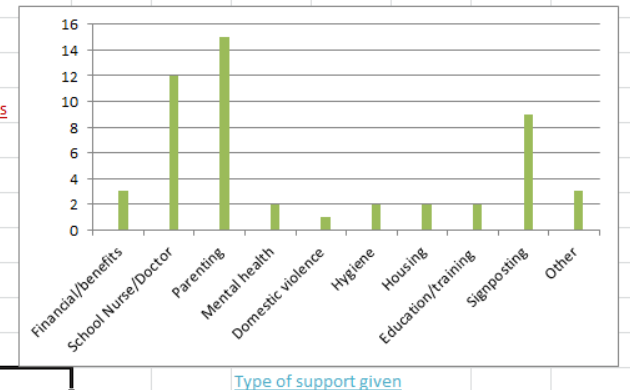


Parent Support 2017

What support has been given

Financial/benefits	3
School Nurse	12
Parenting	15
Mental health	2
Domestic violence	1
Hygiene	2
Housing	2
Education/training	2
Signposting	9
Other	3

No. of cases



Type of support given

c) Opportunities for wider experiences are funded
- all school trips
- extra-curricular clubs where provided

£12,000

Evidence that some children were missing school on days of school trips
Pupil premium children are not disadvantaged by

All pupil premium children access wider opportunities
Monitoring
Half termly

Music Tuition accessed by: 14 children for the whole year
All PP children offered full funding to attend visits/workshops at school.

Autumn	PP
KS2	%
Football	18%
Dance (Fee)	27%
Art	40%

<p>by an external provider -music tuition.</p>		<p>charging for certain clubs or music tuition</p>		<table border="1"> <tr> <td>Recorders</td> <td>33%</td> </tr> <tr> <td>Choir</td> <td>45%</td> </tr> <tr> <td>Netball</td> <td>21%</td> </tr> <tr> <td><i>KS1</i></td> <td><i>PP</i></td> </tr> <tr> <td>Football</td> <td>13%</td> </tr> <tr> <td>Gymnastics</td> <td>23%</td> </tr> <tr> <td>Multi-sports</td> <td>0%</td> </tr> <tr> <td>Recorders</td> <td>25%</td> </tr> <tr> <td>Gardening</td> <td>18%</td> </tr> <tr> <td>Summer</td> <td>PP</td> </tr> <tr> <td><i>KS2</i></td> <td>%</td> </tr> <tr> <td>Football</td> <td>5%</td> </tr> <tr> <td>Choir</td> <td>42%</td> </tr> <tr> <td>Pop lacrosse</td> <td>22%</td> </tr> <tr> <td>Film</td> <td>16%</td> </tr> <tr> <td>Cooking</td> <td>37%</td> </tr> <tr> <td>Active 4 today</td> <td>17%</td> </tr> <tr> <td>Cheerleading</td> <td>13%</td> </tr> <tr> <td>Science</td> <td>8%</td> </tr> <tr> <td><i>KS1</i></td> <td>%</td> </tr> <tr> <td>Football</td> <td>9%</td> </tr> <tr> <td>Forest Friends</td> <td>21%</td> </tr> </table>	Recorders	33%	Choir	45%	Netball	21%	<i>KS1</i>	<i>PP</i>	Football	13%	Gymnastics	23%	Multi-sports	0%	Recorders	25%	Gardening	18%	Summer	PP	<i>KS2</i>	%	Football	5%	Choir	42%	Pop lacrosse	22%	Film	16%	Cooking	37%	Active 4 today	17%	Cheerleading	13%	Science	8%	<i>KS1</i>	%	Football	9%	Forest Friends	21%	
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<p>d) Uniform provided. Other subsidised expenses -uniform provided annually -Other on a 'need' basis</p>	<p>£4,000</p>	<p>Uniform helps children feel a sense of belonging in the school community and helps children have high expectations of themselves along with a sense of pride. There are circumstances where a child or family are in need of support in other ways that help ensure school learning is effective.</p>	<p>To ensure inclusivity and children's sense of well being</p> <p>Pupil premium children are in correct uniform</p>	<p>40% of parents took up this offer</p>																																													
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<p>a)Intervention and staff CPD for EYFS -language lead training -TA intervention for speech and language</p>	<p>£7,000</p>	<p>Language and communication intervention during the year for identified children is crucial for all aspects of the children’s learning.</p>	<p>Language and communication area of foundation stage profile is in line with national figures Monitoring Termly data packs</p>	<p>Unit received national award for Speech Language and Communication Development.</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="974 140 1411 438"> <table border="1"> <caption>Fig 1. Entry To Foundation 1</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Children Below Age Expected</td> <td>75%</td> </tr> <tr> <td>Children At Age Expected</td> <td>25%</td> </tr> </tbody> </table> </div> <div data-bbox="1590 159 2072 518"> <table border="1"> <caption>Fig 2. Entry To Foundation 2</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Children Below Age Expected</td> <td>20%</td> </tr> <tr> <td>Children At Age Expected</td> <td>58%</td> </tr> <tr> <td>Children Above Age Expected</td> <td>22%</td> </tr> </tbody> </table> </div> </div>	Category	Percentage	Children Below Age Expected	75%	Children At Age Expected	25%	Category	Percentage	Children Below Age Expected	20%	Children At Age Expected	58%	Children Above Age Expected	22%
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<p>b)Achievement for All programme - structured conversations module including training staff new staff -Welcoming and including families module</p>	<p>£13,000</p>	<p>Parent’s welcomed the opportunities for structured conversations last year. Some good evidence of individual cases of improved relationships and support with children’s learning</p>	<p>Children are ‘ready to learn’ on entry to school at the start of the day. Children’s academic achievement is in line with non-pupil premium children and they make accelerated progress to achieve this Parents take an active role in their child’s</p>	<p>Extracts from Achievement for All end of project report written by Assessor:</p> <p>Spring Success</p> <ol style="list-style-type: none"> 1. Leadership of Achievement for All Framework - New IEP format/discussions with parents introduced using the structured conversation format. 2. Structured conversations <p>Summer Success</p> <ol style="list-style-type: none"> 1. High quality teaching and learning - Time is built in for TA’s to meet with class teacher every week to discuss plan (not phase meeting). 2. High quality teaching and learning - All teachers complete daily plan for TA’s with specifics as to key Q’s, teaching points & outcomes with a feedback box for TA’s to complete <p>c. Parental engagement - Maths and English taster courses for parents have been completed and sign up is currently underway for full course</p>														

			<p>education.</p> <p>Monitoring</p> <p>Parent survey</p> <p>Data analysis</p>	<p>General summary from data numbers from target group</p> <p>Reading - Percentage making expected or greater progress in Autumn term 43%, which increased to 68% in Summer term. 25% increase</p> <p>Writing - Percentage making expected or greater progress in Autumn term = 47%, which increased to 72% in Summer term. 25% increase</p> <p>Maths - Percentage making expected or greater progress in Autumn term = 39%, which increased to 85%. 46% increase</p>
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<p>c) Casy Counsellor</p> <p>-work with identified children on a one to one basis</p> <p>-work with groups of children on specific identified needs (nurture group programme)</p>	<p>£5,000</p>	<p>External factors are presenting barriers to learning for some children. This has manifested in a variety of ways including behavioural and emotional</p>	<p>Children are able to express and discuss issues which may be a barrier to learning. Children make expected or better progress</p> <p>Monitoring</p> <p>Start and end assessment graphs provided by the counselling service</p>	<p>The radar chart, titled 'Client Journey', displays scores for 15 quarters (Q1 to Q15) on a scale of 0 to 10. Two data series are shown: 'first assessment' (red line) and 'final assessment' (green line). The final assessment scores are consistently higher than the first assessment scores across all quarters, indicating positive progress. The legend indicates that the red line represents the first assessment and the green line represents the final assessment.</p> <table border="1"> <caption>Approximate data from Client Journey radar chart</caption> <thead> <tr> <th>Quarter</th> <th>First Assessment</th> <th>Final Assessment</th> </tr> </thead> <tbody> <tr><td>Q1</td><td>5.5</td><td>6.5</td></tr> <tr><td>Q2</td><td>5.0</td><td>6.0</td></tr> <tr><td>Q3</td><td>4.5</td><td>5.5</td></tr> <tr><td>Q4</td><td>4.0</td><td>5.0</td></tr> <tr><td>Q5</td><td>4.5</td><td>5.5</td></tr> <tr><td>Q6</td><td>5.0</td><td>6.0</td></tr> <tr><td>Q7</td><td>5.5</td><td>6.5</td></tr> <tr><td>Q8</td><td>5.0</td><td>6.0</td></tr> <tr><td>Q9</td><td>4.5</td><td>5.5</td></tr> <tr><td>Q10</td><td>4.0</td><td>5.0</td></tr> <tr><td>Q11</td><td>4.5</td><td>5.5</td></tr> <tr><td>Q12</td><td>5.0</td><td>6.0</td></tr> <tr><td>Q13</td><td>5.5</td><td>6.5</td></tr> <tr><td>Q14</td><td>6.0</td><td>7.0</td></tr> <tr><td>Q15</td><td>6.5</td><td>7.5</td></tr> </tbody> </table>	Quarter	First Assessment	Final Assessment	Q1	5.5	6.5	Q2	5.0	6.0	Q3	4.5	5.5	Q4	4.0	5.0	Q5	4.5	5.5	Q6	5.0	6.0	Q7	5.5	6.5	Q8	5.0	6.0	Q9	4.5	5.5	Q10	4.0	5.0	Q11	4.5	5.5	Q12	5.0	6.0	Q13	5.5	6.5	Q14	6.0	7.0	Q15	6.5	7.5
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Category	% Change First to Final Assessment	Explanation
Q1	75%	I can make myself better when I feel upset / I am in control of my feelings
Q2	17%	I worry about what people think of me / I feel judged by others
Q3	0%	When I have a problem I feel funny in my tummy / when I have a problem I feel it in my body
Q4	33%	I feel sad
Q5	167%	I have too many bad days
Q6	0%	I like myself
Q7	33%	Other children like playing with me / I feel comfortable around other people
Q8	14%	I like to help others / I care about the people in my life
Q9	33%	I have friends who I can ask for help / I have people I can turn to
Q10	75%	I find it hard to sit still / I find it hard to concentrate
Q11	67%	I get bored easily
Q12	0%	I enjoy the things I do
Q13	14%	My best is good enough / I have pride in myself
Q14	13%	There is plenty of stuff I am good at / I feel a sense of achievement
Q15	40%	I worry that I will do badly at school / I worry that I will not reach my goals

d) Feedback model for teaching intervention	£25,000	Intervention by the class teacher has proven most effective during the past year as it targets immediate intervention and high quality feedback	Pupils achievement is getting closer to national figures over the key stages with accelerated progress Maths data improved at	
d) Achievement for All programme - Provision to close the gap – Numeracy and Maths module - Conducting Effective	As above (b) £10,000	Maths has been the lowest area of achievement and shown least progress. It is the key priority on the SDP. High quality teaching is required	EYFS, KS1 and KS2 assessment Monitoring Pupil progress meetings 6 x a year Data pack analysis	

Progress Meetings module		throughout the school. Parents find this area the hardest to support their children with Staff and leaders need to ensure accurate assessment of achievement and progress so the gap is closed between pupil premium and none pupil premium children.		<table border="1"> <thead> <tr> <th rowspan="2">Criteria</th> <th rowspan="2">Subject</th> <th colspan="2">Years 1 - 6</th> </tr> <tr> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: right;">Cohort Size</td> <td>37</td> <td>205</td> </tr> <tr> <td rowspan="5">On Track to Achieve Age Related Expectation</td> <td>Reading</td> <td>97.30%</td> <td>47.80%</td> </tr> <tr> <td>Writing</td> <td>70.27%</td> <td>38.05%</td> </tr> <tr> <td>Mathematics</td> <td>97.30%</td> <td>51.71%</td> </tr> <tr> <td>GPVS</td> <td>78.38%</td> <td>40.00%</td> </tr> <tr> <td>Combined (Re,Wr,Ma)</td> <td>51.35%</td> <td>31.22%</td> </tr> <tr> <td rowspan="5">Currently Achieving Age Related Expectation</td> <td>Reading</td> <td>97.30%</td> <td>47.80%</td> </tr> <tr> <td>Writing</td> <td>70.27%</td> <td>38.05%</td> </tr> <tr> <td>Mathematics</td> <td>97.30%</td> <td>51.71%</td> </tr> <tr> <td>GPVS</td> <td>78.38%</td> <td>40.00%</td> </tr> <tr> <td>Combined (Re,Wr,Ma)</td> <td>51.35%</td> <td>31.22%</td> </tr> <tr> <td rowspan="5">On Track to Achieve Above Age Related Expectation</td> <td>Reading</td> <td>48.65%</td> <td>22.93%</td> </tr> <tr> <td>Writing</td> <td>43.24%</td> <td>18.54%</td> </tr> <tr> <td>Mathematics</td> <td>45.95%</td> <td>19.02%</td> </tr> <tr> <td>GPVS</td> <td>32.43%</td> <td>15.12%</td> </tr> <tr> <td>Combined (Re,Wr,Ma)</td> <td>18.92%</td> <td>9.27%</td> </tr> <tr> <td rowspan="5">Currently Achieving Above Age Related Expectation</td> <td>Reading</td> <td>48.65%</td> <td>22.93%</td> </tr> <tr> <td>Writing</td> <td>43.24%</td> <td>18.54%</td> </tr> <tr> <td>Mathematics</td> <td>45.95%</td> <td>19.02%</td> </tr> <tr> <td>GPVS</td> <td>32.43%</td> <td>15.12%</td> </tr> <tr> <td>Combined (Re,Wr,Ma)</td> <td>18.92%</td> <td>9.27%</td> </tr> </tbody> </table>	Criteria	Subject	Years 1 - 6		PP	Non-PP	Cohort Size		37	205	On Track to Achieve Age Related Expectation	Reading	97.30%	47.80%	Writing	70.27%	38.05%	Mathematics	97.30%	51.71%	GPVS	78.38%	40.00%	Combined (Re,Wr,Ma)	51.35%	31.22%	Currently Achieving Age Related Expectation	Reading	97.30%	47.80%	Writing	70.27%	38.05%	Mathematics	97.30%	51.71%	GPVS	78.38%	40.00%	Combined (Re,Wr,Ma)	51.35%	31.22%	On Track to Achieve Above Age Related Expectation	Reading	48.65%	22.93%	Writing	43.24%	18.54%	Mathematics	45.95%	19.02%	GPVS	32.43%	15.12%	Combined (Re,Wr,Ma)	18.92%	9.27%	Currently Achieving Above Age Related Expectation	Reading	48.65%	22.93%	Writing	43.24%	18.54%	Mathematics	45.95%	19.02%	GPVS	32.43%	15.12%	Combined (Re,Wr,Ma)	18.92%	9.27%
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