



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 2018-2019					
Academy	Bishop Alexander				
Pupil Premium Leader	Nicky Spencelayh/Sara Tyers				
Academic Year		Total PP budget	£97,000	Date of most recent PP Review	July 2019
Total number of pupils	325	Number of pupils eligible for PP	60	Date for next internal review of this strategy	Feb 2020



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				
				GLD PP	GLD Non-PP	Reading PP	Reading Non PP	Writing PP	Writing Non PP	Number PP		Number Non PP			
R	0	Boromi £1200		0	78% (19% Exceeding)	0	78% (19% Exceeding)		78% (19% Exceeding)						<ul style="list-style-type: none"> All classes: pupil premium tracking sheets for pupil progress meetings
			Progress from starting points												
			Shows percentages of children achieving a Good Level of Development at the end of the Foundation Stage.												
			Attendance: Pupil Premium N/A Non-PP												
			Persistent Absence: Pupil Premium N/A Non-PP												
			Pupil Premium												
			Engage parents in learning with children:												
			100% feel more confident to support their child's learning at home.												
			94% of parents said it gave them new ideas of activities to do at home.												



Bishop Alexander L.E.A.D Academy

			<p>100% would recommend Boromi to other families with children aged 4-5 years old.</p> <p>PP/FSM Children are in line with Non PP Children in communication and language strands:</p> <p>Pupil premium/FSM - 5/6 83.3% (40-60S+) achieved GLD.</p> <p>Non PP/FSM 18/21 85.7% (40-60S+) achieved GLD.</p> <p>PP/FSM are broadly in line with non-PP/FSM.</p>																																					
1	8	TA phonics £13000	<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 2019</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>87%</td> <td>73%</td> <td>63%</td> <td>70%</td> <td>75%</td> <td>84%</td> <td>75%</td> <td>68%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>22%</td> <td>13%</td> <td>16%</td> <td>13%</td> <td>30%</td> <td>25%</td> <td>19%</td> </tr> <tr> <td>Progress from EYFS</td> <td>100%</td> <td>92%</td> <td>75%</td> <td>81%</td> <td>88%</td> <td>92%</td> <td>75%</td> <td>68%</td> </tr> </tbody> </table> <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 Reading and GPVS,</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	87%	73%	63%	70%	75%	84%	75%	68%	GD	25%	22%	13%	16%	13%	30%	25%	19%	Progress from EYFS	100%	92%	75%	81%	88%	92%	75%	68%	<p>All classes: pupil premium tracking sheets for pupil progress meetings</p>
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		Phonics Check Non PP		Phonics Check PP		Phonics Check National		Phonics Groups The 1:1																																						
		82%		66%		82%																																								
		<p>phonics intervention in afternoons daily was effective in ensuring the children achieved the phonics screening pass mark. The four children who didn't pass, 2 out of the 4 missed by 1 or 2 marks.</p> <p><u>Maths with parents –see Y2</u></p>																																												
2	5	Maths with parents £549 + £4000 TA		<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>60 %</td> <td>68%</td> <td>60%</td> <td>68%</td> <td>60%</td> <td>84%</td> <td>71%</td> <td>74%</td> </tr> <tr> <td>GD</td> <td>25%</td> <td>22%</td> <td>13%</td> <td>16%</td> <td>13%</td> <td>30%</td> <td>40%</td> <td>26%</td> </tr> <tr> <td>Progress from Y1</td> <td>60%</td> <td>93%</td> <td>80%</td> <td>100%</td> <td>97%</td> <td>84%</td> <td>60%</td> <td>87%</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	60 %	68%	60%	68%	60%	84%	71%	74%	GD	25%	22%	13%	16%	13%	30%	40%	26%	Progress from Y1	60%	93%	80%	100%	97%	84%	60%	87%	<ul style="list-style-type: none"> All classes: pupil premium tracking sheets for pupil progress meetings 	
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		<p>Positives Designated TA for the programme – led on the programme, organised activities and monitored the engagement. Provided support to parents. Targeted specific children and their families. Parents meeting to introduce at start of the year (poor attendance) Parents meeting mid-year to review (poor attendance) Useful as a 'pre-teach' tool Children prepared for the lessons Equipment and strategies linked to in class teaching Children enjoyed watching the videos as part of intervention Children enjoyed working with TA on this as an intervention At home activities linked to teaching in school – models to parents how to teach. Supported in school oracy project (see report) 218 activities completed at home 135 comments, feedback and photos uploaded 55 hours spent on at home activities</p>																																												



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			<p><u>Negatives</u> Few parents engaging with the programme at home Lack of engagement with school support and parent meetings. Parents report not enjoying the activities and fact that the children cannot get on independently Activities do not progress – same activities based around an objective all year Lack of variety of tasks and activities – usually only one activity per objective Not all families signed up – reluctance to put own details in.</p> <p><u>Of the 5 PP children in Y2:</u> 100% of the PP children in Y2 made at least expected progress in maths. 80% made accelerated progress. 60% met ARE or above. 40% achieved GDS. One child made better than expected progress (1 point) but did not meet ARE – 1EXS One child (WS) made accelerated progress in maths (more than 2 points progress) but did not meet age related expectations – 2WTS One child made expected progress and achieved 2EXS Two children made accelerated progress (1 point) and exceeded ARE – 2GDS</p>	
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Bishop Alexander L.E.A.D Academy



2018 19

Impact Summary

This summary reviews Bishop Alexander LEAD Academy's engagement with Maths with Parents so far this year. We are delighted to see so many engaging in the activities and giving feedback to teachers. We hope you enjoy reading your school's achievements, comments and looking at some of our favourite photos from the year.

Parent Survey: What do you enjoy about using Maths with Parents?

I enjoy working as a team with my child. I enjoy that the tasks are fun & it's different to doing just text book maths. It's something we enjoy doing together

Spending time with my daughter, understanding what she is learning and it opens up discussions about other learning.

Bishop Alexander LEAD Academy

- 218 Maths games and activities completed by parents and pupils at Bishop Alexander LEAD Academy
- 135 Feedback comments and photos for class teachers to check understanding, engagement and enjoyment of the activities
- 55 Hours spent learning Maths at home by Bishop Alexander LEAD Academy pupils
- 78% Activities rated four or five stars by parents and pupils
- 122,299 Maths games and activities played across the country this year on Maths with Parents

Thank you for being part of the Maths with Parents movement

I enjoyed trying to beat my mummy it was excellent - Kobey-jay Mills

I enjoyed this activity and I had a good understanding of what to do. - Alfie Miller

Laura enjoyed very much...it's really good for learning - Laura Velozoviana's family playing Place Value Battle



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3	Times table rock stars	£200	<table border="1" data-bbox="607 252 1655 491"> <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>71%</td> <td>79%</td> <td>57%</td> <td>68%</td> <td>71%</td> <td>82%</td> <td>71%</td> <td>74%</td> </tr> <tr> <td>GD</td> <td>14%</td> <td>24%</td> <td>14%</td> <td>13%</td> <td>29%</td> <td>13%</td> <td>14%</td> <td>29%</td> </tr> <tr> <td>Progress from y2</td> <td>100%</td> <td>92%</td> <td>86%</td> <td>97%</td> <td>86%</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> </tbody> </table> <p data-bbox="607 531 1637 560">Due to IT issues we were unable to use this program as planned. So limited impact but:</p> <p data-bbox="607 603 757 632"><u>TT Rockstars</u></p> <p data-bbox="607 639 1417 668">In total 138 out of 167 =83% of children have accessed TT Rockstars.</p> <p data-bbox="607 676 1731 738">All have gained points throughout the year showing improvements in their multiplication table recall.</p> <p data-bbox="607 746 1225 775">32 out of the 45 were PP = 71% have gained points.</p> <p data-bbox="607 783 1256 812">Of those 45, 15/24 63% were boys and 17/21 girls 81%</p>		Reading PP	Reading Non PP	Writing PP	Writing Non PP	Maths PP	Maths Non PP	GPVS PP	GPVS Non PP	ARE	71%	79%	57%	68%	71%	82%	71%	74%	GD	14%	24%	14%	13%	29%	13%	14%	29%	Progress from y2	100%	92%	86%	97%	86%	100%	100%	100%	<p data-bbox="1809 221 2018 751">TA intervention change of strategy for next academic year. Every day, short focused interventions. Focus on x tables All classes: pupil premium tracking sheets for pupil progress meetings</p>
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			<p>32 out of the 45 were PP = 71% have gained points. Of those 45, 15/24 63% were boys and 17/21 girls 81%</p> <p>Invested in Y6 Mathletics instead.</p>	meetings																																				
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Bishop Alexander L.E.A.D Academy

			<p>The next groups results showed an impact with each child on average improving their score by 6 from the baseline test.</p> <p>The next group had more of an impact with each child on average improving their score by 11 marks.</p> <p>Of the 16 taking part 2 achieved standard in the SATs.</p> <p>In the summer term, groups haven't completed the full programme, although there has been improvements from the baseline.</p> <p>All children showed an improvement in being able to explain their mathematical thinking when solving a problem.</p>																																					
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			Mathletics	
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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	<p>Overall: July 2018 on roll figures showed attendance at 94.71% . This year the figure is 95.7% very close to the national average PA has reduced dramatically from 14% to 8.4% over the academic year as a result of procedures such as family support, referrals to Early Help and home visits. This targeted challenge and support around these families, and case studies have shown improvements over the year The attendance of PP pupils has risen since last year by 0.6%.</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>Late</th> <th>Unauthorised</th> <th>Authorised</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>94.5</td> <td>1.33</td> <td>2.47</td> <td>3.06</td> <td>12.07</td> </tr> <tr> <td>Non-PP</td> <td>95.92</td> <td>0.55</td> <td>1.51</td> <td>2.57</td> <td>7.37</td> </tr> </tbody> </table>		Attendance	Late	Unauthorised	Authorised	PA	PP	94.5	1.33	2.47	3.06	12.07	Non-PP	95.92	0.55	1.51	2.57	7.37	<p>Focus for SDP next academic year 2019-2020. PM target for Pastoral Leader.</p>
	Attendance	Late	Unauthorised	Authorised	PA																	
PP	94.5	1.33	2.47	3.06	12.07																	
Non-PP	95.92	0.55	1.51	2.57	7.37																	



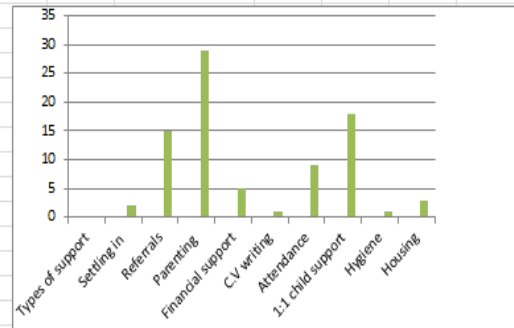
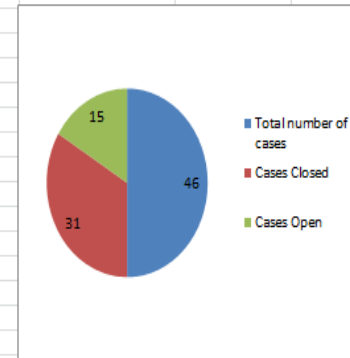
Bishop Alexander L.E.A.D Academy

Family Worker

Parent Support 2018-2019

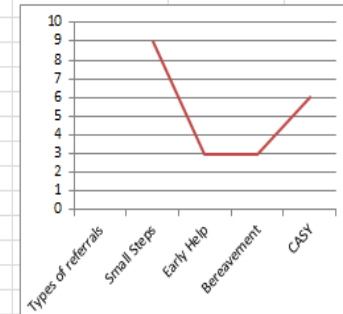
<u>Types of support</u>	
Settling in	2
Referrals	15
Parenting	29
Financial support	5
C.V writing	1
Attendance	9
1:1 child support	18
Hygiene	1
Housing	3

Total number of case	Cases Closed	Cases Open
46	31	15



Types of referrals

Small Steps	9
Early Help	3
Bereavement	3
CASY	6



School Visits



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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 2019/20

- Review and Re-organise the TA intervention role/structure
- Numicon transition programme to plug maths gaps to continue
- Accelerated reader re-introduce
- Family worker and Attendance officer to continue. Attendance focus on Pupil Premium gap.



Strategy for 2019-2020

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 2019-20					
Academy	Bishop Alexander				
Pupil Premium Leader	Nicky Spencelayh/Sara Tyers				
Academic Year	19-2020	Total PP budget	£113,520	Date of most recent PP Review	July 2019
Total number of pupils	286	Number of pupils eligible for PP	77	Date for next internal review of this strategy	Feb 2020

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
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	
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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?
Year Group	What do you want to achieve and how they will be measured	Success criteria	How will the intervention or provision be delivered?	Refer to research from EEF or other research to justify the choice of strategy.		Provide simple breakdown of proportionate or full costs.
Nursery (if applicable and Early Years Foundation Stage Pupil Premium has been identified)	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) 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. This app is designed to improve early child development through increasing positive parent-child interactions and learning at home. 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.	Targeted families – pupil data collection/engagement data.	£1000 (inc monitoring/set up)



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			<p>Listening and attention/SLC targetted interventions</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</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. Boromi helps parents focus play, and talk together more</p>		£7000
Year R	<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>Boromi – to support Speech. Language and Communication and also parental engagement and learning.</p> <p>Part of weekly homework. Identified families targeted. TA to model and give parents confidence to use</p>	<p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <p>1 in 2 low income families start school already behind where they should be. Evidence indicates</p>	<p>Targeted families – pupil data collection/engagement data.</p>	<p>£1500</p> <p>+ targeted TA work with hard to reach families £500</p> <p>£9000</p>



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			<p>Targeted TA intervention daily for listening and attentions and SLC</p>	<p>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>		
Year 1	<p>To raise attainment in Phonics</p> <p>To engage parents with reading at home</p>	<p>Target of 85%</p> <p>All children heard read regularly at home</p>	<p>RWI groups through TA use and 1:1 TA afternoon session interventions</p> <p>TA support regarding organisation of reading books/reading records. Regular monitoring and support.</p> <p>Family worker to support with engagement strategies /parental groups</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.</p>	<p>Data screening</p> <p>Reading logs</p>	<p>£8500</p> <p>£1600</p>
Year 2	<p>To raise attainment in Maths</p>	<p>Target of 75%</p>	<p>TA targeted interventions re number bonds</p>	<p>Fluency development remains a priority in the school</p> <p>Research which focuses on teaching assistants who provide one to one or small group support shows a</p>	<p>TA impact sheet during and end of allocated intervention</p>	<p>£9000</p>



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	To ensure all children who did not pass phonics screening pass achieve it this year	Target 100%	TA targeted 1:1 phonics RWI	stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.		
Year 3	To raise attainment in Maths	Children know all times tables	<p>Timetable Rockstars Lunchtime club – league (targeted children)</p> <p>TA targeted interventions re x tables</p> <p>TA targeted interventions re Spelling/reading</p>	<p>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 previously</p> <p>Newly organised interventions for short term daily practise/teaching using physical resources</p>	<p>Data collected in league table</p> <p>Impact sheets collected every 3 weeks/end of intervention</p>	<p>£200</p> <p>£6000</p>
Year 4	To raise attainment in Maths	Children know all times tables	<p>Timetable Rockstars Lunchtime club – league(targeted children)</p> <p>TA targeted interventions re x tables</p> <p>TA targeted interventions re x tables</p> <p>TA targeted</p>	<p>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 previously</p> <p>Newly organised interventions for short term daily practise/teaching using physical resources</p>	<p>Data collected in league table</p> <p>Impact sheets collected every 3 weeks/end of intervention</p>	<p>£200</p> <p>£6000</p>



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			interventions re Spelling/reading			
Year 5	To raise attainment in Maths	Children know all times tables Children are confident with mental calculations and knowledge TA targeted interventions re fluency/mental arithmetic TA targeted interventions re Spelling/reading	Timetable Rockstars Lunchtime club - league(targeted children) TA targeted interventions re fluency	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 Athletics previously. Newly organised interventions for short term daily practise/teaching using physical resources	Data collected in league table Impact sheets collected every 3 weeks/end of intervention	£200 £6000
Year 6	To raise attainment in Maths To raise attainment in reading/Writing	Children to achieve at least 76% in maths and have a progress core of 0 or above Children to achieve at least 76% in reading	Numicon Big Ideas Daily sessions 2 x groups of 4 children RWI Fresh Start 3x Weekly Focused objectives	<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. The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the	Pupil data Children baseline to end assessments Weekly assessments included in the package Ongoing assessment through the programme.	Numicon Big Ideas TA £7000 With intervention Teacher £4000



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		and writing and have a progress core of 1 or above Teacher 3 x a week to support writing	under guidance of class teachers	transition phase from primary to secondary school. Pupils on <i>Read Write Inc.</i> Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial.	Impact sheets	
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Whole School Initiatives	How?	What is the rationale for this chosen strategy?	How will it be monitored?	Cost?
Accelerated Reader	Daily reading programme and tracking	<p>Accelerated Reader is one of 24 effective reading interventions listed by the What Works Clearinghouse. According to the findings of their systematic review, Accelerated Reader has positive effects on reading comprehension and reading achievement.</p> <p>Accelerated Reader has also been tested through a previous EEF efficacy trial involving four secondary schools and 350 Year 7 pupils. The study randomised pupils within each of the schools and focused particularly on pupils who did not achieve a level 4 on their Key Stage 2 SATs. The project found a positive impact on all pupils of an additional three months' progress over the course of an academic year. The results also suggested that AR was particularly beneficial for children eligible for free school meals, with these pupils making an additional five months' progress, however due to the smaller sample size this result was less secure. This project will now test the intervention in more schools</p>	English Leader to monitor reading statistics from on-line information. Report to SLT.	<p>£1800 + £2000 new books +£1000 monitoring</p>



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<p>Novels allocated per year group based on areas of development relevant to the context of the school</p>	<p>Class reading</p>	<p>Reading is about engaging and immersing the reader in a wide range of high quality texts to be informed, entertained, make sense of themselves and the world around them and appreciate the writer’s craft.</p> <p>Reading aloud to children can help develop a love of reading. It enriches their language, develops their comprehension and provides a model for their own writing. It helps create enthusiastic readers enhance and accelerate language development and comprehension, give the children virtual experiences of situations and events that they have not experienced for themselves and develop their sense of the world and their place within it.</p>	<p>Children are able to name a wide range of books and authors</p> <p>Children show enjoyment in the books (pupil voice)</p> <p>Data analysis</p>	<p>£2000</p>
<p>Raise attendance</p>	<p>Attendance officer</p> <p>Target 96% Reduce gap between PP/Non PP pupils by 1% at least.</p>	<p>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 95.6%.</p>	<p>Half termly reports including evaluations and actions.</p>	<p>£9,000</p>
<p>Inclusion and supporting confidence</p>	<p>Uniform contribution</p> <p>Trip contributions/payments</p>	<p>Whilst it is acknowledged that uniform does not on its own increase attainment (EEF research) we believe it is important to support the inclusion and well-being of our pupils who are eligible by removing this barrier.</p>	<p>Uptake of uniform</p> <p>Pupil Voice Curriculum Engagement</p>	<p>£1,500</p> <p>£3000</p>



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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)	£550
Family Worker	2 days a week	Refer to impact above.		£13,000
Chill zone	Every lunch	For children who find difficulty outside at lunch times. Optional and for targeted pupils. Opportunity for social interactions/learning games/reading and arts	SLT walks	£2300 Staffing £1000 resourcing
Oracy Project (voice 21)	Phase 2 training Action plan for school Implementation	For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. Similarly, approaches that use technology are most effective when the technology is used as a medium to encourage collaborative work and interaction between pupils, rather than in a direct teaching or tutoring role. Most studies comment on the importance of training and teacher development or support with implementation	Trust oracy lead SLT monitoring calendar	£3000 training for leader/participation £8000 training staff/development/coaching/and monitoring
Access to Music Tuition	Individual tuition	Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science. Benefits have	Pupil voice/participation numbers/Attitude to	£500



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		<p>been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of a positive link between music and spatial awareness and between drama and writing.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	school via PASS	
		Total		£105,850

Date: _____

Pupil Premium Leader: ___Nicky Spencelayh/Sara Tyers