

## Pupil Premium Strategy Statement

This statement details our Academy's use of Pupil Premium (and recovery premium for the 2021/2022 academic year) 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 effect that last year's spending of Pupil Premium had within our school.

### School Overview

Detail	Data
School Name	Biggleswade Academy
Number of pupils in school	930
Proportion (%) of Pupil Premium eligible pupils	14%
Academic year/years that this current plan covers	3 years (2021/2022 to 2024/2025)
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Shelley Flynn (Principal)
Pupil Premium lead	Andy Whiteway, (Associate Principal)
Governor / Trustee lead	Chris Jones (Chair of Trustees)

### Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£152,845
Recovery funding allocation this academic year	£21,319.77
Pupil Premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£174,164.77</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress (socially, emotionally and academically) and achieve high standards of attainment across a variety of subject areas, including core subjects. The focus of our Pupil Premium strategy is to support disadvantaged pupils in achieving these goals, including those who are already high attainers.

We have ambitious plans to help raise the attainment of our disadvantaged children: most importantly we want to establish Biggleswade Academy as an *equitable* school for disadvantaged children. What this means in practice is:

- Staff make conscious, deliberate and individual choices for disadvantaged pupils, in order that they make the same (or better) progress than their peers;
- We act early to identify when a pupil needs additional support and use meaningful strategies to help close any gaps in learning and progress;
- Disadvantaged pupils are actively challenged and encouraged to succeed across the whole of their time with us - both academically and in the wider life of the school;
- We encourage a dialogue as our school community about not just sympathy but *empathy* - a recognition that not all of us may have the same advantages as others and work together to build and establish a culture of supporting one another at all times.

Ultimately, high-quality teaching is at the heart of this approach, with staff having specific training in how to best support disadvantaged pupils and move their learning forward. This approach will also take on board common challenges and individuals needs, using robust diagnostic assessments across the Academy to inform (not make assumptions) about the specific types of support that our disadvantaged pupils need.

# Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations of pupils (particularly those in Reception and Key Stage One) indicate underdeveloped oral language skills and fine motor skills amongst pupils in these year groups - with a greater proportion of disadvantaged children being affected than non disadvantaged.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers (internal 2020-21 data reflects this). This negatively impacts their development as readers - in Key Stage One, where they complete the Phonics Screening - but equally as pupils move into (and through) Key Stage Two.
3	<p>Assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils has been impacted by partial school closures to a greater extent than other pupils. These findings are supported by national studies.</p> <p>For Maths, QLAs (Question Level Analysis) completed on papers across the Academy (but particularly Key Stage Two) it is clear that missed learning owing to Covid-19 disruption has resulted in pupils missing a wider variety of key concepts and knowledge than before the pandemic.</p> <p>This has resulted in significant knowledge gaps for disadvantaged learners, with pupils falling further behind age related expectations in Reading and in Maths.</p>
4	<p>Assessments (including internal wellbeing surveys) with pupils and families have identified increased social and emotional issues for many of our pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals have increased since the beginning of the pandemic: quite often, with a higher proportion of them being disadvantaged children.</p>
5	Attendance data over the period 2018-19 indicated that attendance among disadvantaged pupils was 3.2% higher than for non-disadvantaged pupils and in 2020-21 it was 4.7%. Although all attendance has been negatively impacted by the coronavirus pandemic, it can be seen in the early part of the 2021-22 academic year that this gap remains similar.

<b>6</b>	<p>Due to the current nature of transition in Central Bedfordshire and owing to the fact that BA is a middle-deemed-Primary school, there are particular points of transition - both from Early Years providers into Reception and also from Year 4 into Year 5. For the latter, we take our own 3FE Biggleswade Academy Year 4 cohort plus a new 2FE intake from local Lower schools to create a 5FE cohort.</p> <p>This means that transition in these years needs to be as effective as possible.</p>
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## Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including:</p> <ul style="list-style-type: none"> <li>- Engagement in lessons;</li> <li>- Work Sampling (looking specifically at the work disadvantaged children have produced);</li> <li>- Ongoing formative assessment.</li> <li>- Planned activities within Schemes of Work.</li> </ul>
Improved Reading attainment among disadvantaged pupils	KS2 Reading outcomes in 2024/2025 to show that more than 75% (or the National Average of all pupils, whichever is higher) of disadvantaged pupils met the expected standard.
Improving Maths attainment for disadvantaged pupils	KS2 Maths outcomes in 2024/2025 to show that more than 75% (or the National Average of all pupils, whichever is higher) of disadvantaged pupils met the expected standard.
To achieve and sustain an <u>equitable</u> approach for all pupils at our school, particularly our disadvantaged pupils, where pupils are supported to realise their potential.	<p>Sustained high levels of wellbeing and engagement from 2024/25, which is demonstrated by:</p> <ul style="list-style-type: none"> <li>- Qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>- A significant increase in participation in enrichment activities, particularly among disadvantaged pupils;</li> <li>- For all staff at the Academy to take a conscious and deliberate approach into providing the best possible support, at the right time, for all disadvantaged pupils;</li> <li>- Increased engagement and attendance at parents evenings from the parents of disadvantaged children.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their</li> </ul>

disadvantaged pupils.	non-disadvantaged peers being reduced to equal or less than 1%. - The percentage of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being no more than 1% lower than their peers.
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## Activity This Academic Year

This details how we intend to spend our Pupil Premium (and recovery premium funding) this academic year to address the challenges previously listed.

### Teaching & Learning

Budgeted cost: £73,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted staff training on supporting children - specifically Pupil Premium - in order to develop an equitable approach for all disadvantaged pupils that has consistently high expectations across the Academy.	There is a growing body of evidence that teachers using explicit approaches to support disadvantaged pupils have the most impact on those pupils compared to other strategies schools might employ.  <a href="#">Waterford - article highlighting the important distinction between equity and not just equality in education.</a>	1, 2, 3, 4, 5, 6
For the SLT and the three Lead Practitioners within the Academy to support improvement of disadvantaged pupils by mentoring staff and giving them specific goals that improve the progress & attainment for disadvantaged children in their class.	<a href="#">Ambition Institute: a summary of why coaching teachers improves Teaching &amp; Learning.</a>	
Train staff in a variety of techniques to support learners to achieve their potential - including the use of Restorative Conversations and Zones of Regulation - so that pupils improve their ability to regulate themselves and are able to	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1, 4, 5, 6

learn effectively during a school day.	<a href="https://www.eef.org.uk/EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	
<p>To improve transition at entry points across the Academy by ensuring the SLT Pupil Premium lead works closely with the Progress Leader for Year 5 and the Progress Leader for Reception to ensure orderly and effective transition for disadvantaged pupils.</p> <p>This will also apply across all year groups, so that key strategies that work well with specific disadvantaged pupils are recorded and reviewed regularly.</p> <p>To do this, a Pupil Premium register will be created, shared and reviewed on a regular basis, by the Pupil Premium lead.</p>	<p>There is a long established body of evidence that concludes that when done successfully, good transition between year groups, key stages and new settings can result in reductions in lost learning and improve social and emotional bonds.</p> <p><a href="#">EEF paper on successful school transitions</a></p>	4, 5, 6

## Targeted Academic Support

Budgeted cost: £61,319.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff know the Pupil Premium children in their class and specifically track their progress over the course of the year by giving them regular, meaningful feedback.</p> <p>Where Pupil Premium children are identified as not making the appropriate progress, teaching staff provide additional support for Pupil Premium children, in order for them to reach ARE (Equity).</p>	<p>There is a good evidence base to suggest that feedback motivates and inspires learners to close gaps in their learning and make increased progress.</p> <p>In turn, the SLT of the school will monitor and support staff through termly discussions on the progress of disadvantaged children.</p> <p><a href="#">EEF - why it has a high impact on educational outcomes.</a></p>	1, 2, 3, 6
<p>Embedding (particularly lower down the school) dialogic activities across the curriculum,</p>	<p>There is a good evidence base that suggests oral language interventions, such as</p>	1, 2, 3

<p>in order to improve oral language skills.</p>	<p>high-quality classroom discussion are cost-effective to implement and have a high impact on pupils' oracy. This is a particular priority for Reception and KS1.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Ensure that staff use assessment systems (such as NFER, which compare a child's attainment against national contexts) to accurately check the Progress and Attainment of Pupil Premium children. The use of the Accelerated Reader program (Years 1-6) to provide additional support with Pupil Premium children in developing their reading skills and attainment.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3
<p>To conduct a review of the current maths curriculum and continue to ensure that elements of lost learning are prioritised as teachers develop the curriculum for the year groups that they are teaching in, using qualitative data to draw definitive conclusions about it.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	2, 3
<p>To provide additional support for phonics teaching in relevant year groups, but particularly Years One, Two, Three and Four, with priority given to disadvantaged pupils who need to become secure in their phonics knowledge and be able to use and apply it in their wider school life.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p>	2, 3

## Wider Strategies

Budgeted cost: £39,395

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>An Associate Principal to strategically manage the attendance across the Academy (Attendance Officer).</p> <p>Class teachers to regularly monitor the attendance of children in their class, following a clear process to notify parents of low absence and provide information and support where needed.</p> <p>Extra support given to monitoring the attendance of Pupil Premium children through dedicated additional office administration hours.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 6</p>
<p>Promote inclusiveness and tolerance with the Academy's system of values, in order that pupils at Biggleswade Academy develop a shared and mutual approach that reflects not just a sympathetic approach but an empathic one too.</p> <p>This will be an important distinction to build in our school community with the intention to ensure the disadvantaged pupils feel secure and valued in their school and know that they will be supported: not just by staff, but by their peers as well.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educ</a></p>	<p>1, 2, 3, 4, 5, 6</p>



<p>Where appropriate, Pupil Premium children to have access to our Youth Support Worker (YSW), who provides one-on-one or small group session support with a focus on improving confidence and self-esteem in the children that they work with. The YSW can also support parents in seeking appropriate advice from within and outside of the Academy.</p> <p>Where appropriate, Pupil Premium children will have support from Behavioural and Pastoral Support Workers (BAPSW) with a focus on supporting behaviour for learning in and outside of the classroom</p>		
<p>In some cases, where appropriate, parents of Pupil Premium children will be directed towards the Academy's Hardship Fund, which will enable them to apply for additional funding in order to support them with sending their children on Academy educational visits.</p>		4, 5

**Total budgeted cost: £174,164.77**

## Part B: Review of Outcomes in the Previous Academic Year

This details the impact that our Pupil Premium activity had on our pupils in the 2020 to 2021 academic year.

Internal assessments, including Comparative Judgement for Writing, which link to national samples of similar pupils in the Year 2020-21 provided specific data on the attainment of the disadvantaged pupils in Years 1-6. It showed that, as an average across the year groups, Pupil Premium children achieved 33% lower than Non Pupil Premium pupils. This therefore gave a firm indication that previous successes in reducing the gap had been exacerbated by current circumstances (Covid-19). Other assessments, although internally run, indicated a similar gap. As a result of this, specialist training on supporting and raising the attainment of disadvantaged pupils was given to staff and a new register created to monitor and support disadvantaged pupils at the Academy. The impact of this was that staff had more definitive ways for supporting disadvantaged pupils in their classrooms and the information about what worked best for supporting them could be transferred across year groups as transition points occur.

Continued assessment of the reasons for these outcomes points strongly to Covid-19 impact, which disrupted all subject areas to various degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils - and therefore in the period following Christmas (January 2021) we prioritised an asynchronous approach to our online learning while pupils were working from home. A strong line of reasoning for developing this approach was that we had spoken to parents (including disadvantaged parents) and concluded that:

- An asynchronous approach meant that families who had more than one child and not many suitable devices at home, would be able to manage the expectations of online learning more effectively.
- The families of Pupil Premium children could be prioritised to be lent devices, in order to support online learning at home. We also prioritised Pupil Premium funding to ensure that staff had access to handheld devices and technology that meant they could easily record and make high-quality resources.
- An asynchronous approach meant that staff could still offer a full teaching timetable of lessons across the day (and prioritise feedback and communication to disadvantaged learners as a result of this), while providing suitable support for the reduced numbers of pupils who were still in school,

due to being the children of key workers.

Although overall attendance 2020/21 was lower than preceding years at 95.7%, it was just short of the national target of 96%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.7% higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of the current plan. As a result of this, we prioritised the monitoring of Pupil Premium children's attendance (and early communication with parents) via the regular monitoring of attendance, overseen by the school's Attendance Officer/member of the Senior Leadership Team.

Assessments and day-to-day observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The impact has been particularly acute for disadvantaged pupils. We therefore used our Pupil Premium funding to provide targeted and appropriate support for both learning and wellbeing for our Pupil Premium pupils through use of access to Youth Support Worker and targeted, 1:1 sessions with the Behaviour and Pastoral Support Workers. We are continuing to develop and refine this approach with the activities detailed in this plan.