

Pupil Premium Strategy Statement

This statement details our Academy's use of Pupil Premium (and recovery premium for the 2023/2024 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 | 941 (Reception - Year 8) |
| Proportion (%) of Pupil Premium eligible pupils | 18% |
| Academic year/years that this current plan covers | 3 years (2021/2022 to 2023/2024) |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Mark Steer (Principal) |
| Pupil Premium lead | Eduardo Lopes (Associate Principal) |
| Governor / Trustee lead | Chris Jones (Chair of Trustees) |

Funding Overview

| Detail | Data |
|---|-----------------|
| Pupil Premium funding allocation this academic year | £177,525 |
| Recovery funding allocation this academic year | £31,734 |
| Pupil Premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £209,259 |

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 |
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| 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 2022-23 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 | Assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than other pupils (particularly those in Year 3 and 4) who were in Reception and KS1 at the time. These findings are supported by national studies. 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. This has resulted in significant knowledge gaps for disadvantaged learners, with pupils falling further behind age-related expectations in Reading and in Maths. |
| 4 | 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. Teacher initial referrals have increased: quite often, with a higher proportion of them being disadvantaged children. |
| 5 | Attendance data over the 2022-23 academic year indicated that attendance among disadvantaged pupils was 8% lower than non-disadvantaged pupils. In 2021-22, it was 5% lower between the two. This trend shows that the attendance gap between disadvantaged pupils is increasing. |

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| 6 | <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 for all learners, whilst making extra provisions to disadvantaged pupils.</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 |
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| 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"> - Engagement in lessons; - Work Sampling (looking specifically at the work disadvantaged children have produced); - Ongoing formative assessment. - Planned activities within Schemes of Work to promote language and collaborative learning. |
| Improved Reading attainment among disadvantaged pupils | KS2 Reading outcomes in 2023/2024 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 2023/2024 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 2023/24, which is demonstrated by:</p> <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations; - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils; - 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; - Increased engagement and attendance at Parents Evenings from the parents of disadvantaged children. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance by the end of 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their 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. |

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: £87,889 (42%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| 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. Waterford - article highlighting the important distinction between equity and not just equality in education. | 1, 2, 3, 4, 5, 6 |
| For the SLT and the Middle Leaders 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. | Ambition Institute: a summary of why coaching teachers improves Teaching & Learning. | |
| Train staff in a variety of techniques to support learners to achieve their potential - including the use of Character Education, Restorative Conversations and Zones of Regulation - so that pupils improve their ability to regulate themselves and are able to learn effectively during a school day. | 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) | 1, 4, 5, 6 |
| To improve transition at entry points across the Academy by ensuring the SLT Pupil Premium lead works closely | There is a long established body of evidence that concludes that when done successfully, good transition | 4, 5, 6 |

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| <p>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>between year groups, key stages and new settings can result in reductions in lost learning and improve social and emotional bonds.</p> <p>EEF paper on successful school transitions</p> | |
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Targeted Academic Support

Budgeted cost: £73,241 (35%)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <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 sufficient progress, teaching staff provide additional support for Pupil Premium children, in order for them to reach Age Related Expectations (Equity Model).</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>EEF - why it has a high impact on educational outcomes.</p> | 1, 2, 3, 6 |
| <p>Embedding (particularly lower down the school) dialogic activities across the curriculum, in order to improve oral language skills.</p> | <p>There is a good evidence base that suggests oral language interventions, such as 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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> | 1, 2, 3 |

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| <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.</p> <p>The use of the Accelerated Reader program (Years 2-6) 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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>2, 3</p> |
| <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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | <p>2, 3</p> |
| <p>To provide additional support for phonics teaching through the use of an Academy Phonics Specialist in relevant year groups.,Particular focus on Years Two, Three, Four and Five, 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> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>2, 3</p> |

Wider Strategies

Budgeted cost: £48,129

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>A designated 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 inform parents of high absence and provide information and support when needed.</p> <p>Extra support given to monitoring the absence 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> | 5, 6 |
| <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>EEF_Social_and_Emotional_Learning.pdf(educ</p> | 1, 2, 3, 4, 5, 6 |
| <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</p> | | |

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| 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. | | |
| In some cases, when 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, school uniform allowance, materials for academic studies and music tuition. | 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): EEF Social and Emotional Learning.pdf(educ | 4, 5 |
| Opportunities to increase exposure to cultural capital will be created and disadvantaged pupils will be proactively selected to engage with these (e.g. rewards days, residential trips etc.) | 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): EEF Social and Emotional Learning.pdf(educ | 4, 5 |

Total budgeted cost: £209,259

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 2021 to 2022 academic year.

Internal assessments, including Comparative Judgement for Writing, which link to national samples of similar pupils in the Year 2022-23 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 on average 33% lower than Non Pupil Premium pupils. 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.

KS1 Phonics Screening data from the 2022-23 Academic Year showed that the percentage of disadvantaged pupils passing this assessment in Year 1 was at 56% which is 1% higher than the local authority figure for all pupils. As a cohort, all pupils achieved above the national figure by 1%.

KS2 SATs data from the 2022-23 Academic Year showed that the attainment levels for Premium Pupils were lower than non-disadvantaged pupils and this is in line with the national attainment statistics for disadvantaged pupils. For Reading, disadvantaged pupils achieved 4% lower than the national figure, 7% lower in Maths and 10% lower in Writing. As a result of this, English writing, and the English curriculum has become a focus for development across the Academy to support all learners, with extra emphasis on Pupil Premium pupils.

Overall attendance for the 2022/23 academic year was lower than the previous year at 92.58%, which is equal to the national statistic. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 8% 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 by Form Tutors, Progress Leaders and overseen by the school's Attendance Officer/member of the Senior Leadership Team. Current

school attendance data shows that attendance has already improved against the same time in the previous Academic Year (93.6% Autumn 2022 vs. 94.3% Autumn 2023).

Assessments and day-to-day observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted in the lead up to the 2022 Academic Year, as a result of the culmination of previous years and their disruptions to learning. 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 our Youth Support Worker and targeted, 1:1 sessions with the Behaviour and Pastoral Support Workers.