

## Pupil Premium Strategy Statement

This statement details our Academy's use of Pupil Premium (and recovery premium for the 2024/2025 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	633 (Reception - Year 6)
Proportion (%) of Pupil Premium eligible pupils	15% (94 pupils)
Academic year/years that this current plan covers	3 years (2024/2025 to 2026/2027)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
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	£195,740
Recovery funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£195,740</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	<p>Assessments and observations of pupils (particularly those in Reception and Key Stage One) indicate underdeveloped listening and 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.</p> <p>40% of disadvantaged pupils in Reception during 2024/25 had a Good Level of Development (GLD) in Listening, Attention and Understanding. 60% had a GLD in Speaking</p> <p>In comparison, 83% of non-disadvantaged pupils had a GLD in Listening and 85% had a GLD in Speaking.</p>
2	<p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Phonics than their peers (internal 2023-24 data reflects this, as well as published phonics data).</p> <p>54% of disadvantaged pupils were Working At the Expected Standard. In comparison, 83% of non-disadvantaged pupils were At the Expected Standard.</p> <p>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.</p>
3	<p>There is a need for a greater emphasis on extra-curricular clubs being attended by disadvantaged children. Previous attendance registers for the different extra-curricular clubs has shown that less than 10% of disadvantaged children attend clubs made available to all children at the school.</p>
4	<p>When considering self-esteem, confidence and behaviour, pupil surveys have noted that disadvantaged pupils are not always aware or put themselves forward for school roles and responsibilities. These children must feel successful in their learning and aware of their value to the school. A greater emphasis on Personal Development is needed to develop children's perception of their value within the school community.</p>
5	<p>Attendance data over the 2023-24 academic year indicated that attendance among disadvantaged pupils was 8% lower than non-disadvantaged pupils. In 2022 - 23, there was also an 8% gap between the two.</p>

6	Pupils may have limited opportunities to access cultural capital with their families and do not always take up opportunities promoted by the school (e.g. day trips, residential trips, rewards events).
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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	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including: <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 of specific children.</li> <li>- Planned activities within Schemes of Work to promote oracy and collaborative learning.</li> </ul>
Improved Reading attainment among disadvantaged pupils	KS1 Phonics outcomes in 2024/2025 to show that more than 65% (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.	Sustained high levels of wellbeing and engagement from 2024/25, which is demonstrated by: <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 disadvantaged pupils.	Sustained high attendance by the end of 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>- The overall attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to equal or less than 5%.</li> </ul>

# 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: £82,210 (42%)

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 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 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):  <a href="#">EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</a>	1, 4, 5, 6
To improve transition at entry points across the Academy by ensuring the SLT Pupil Premium lead works closely with the Progress Leader for	There is a long established body of evidence that concludes that when done successfully, good transition between year groups, key	4, 5, 6

<p>Year 1 and the Progress Leader for Reception to ensure orderly and effective transition for disadvantaged pupils. 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>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>	
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## Targeted Academic Support

**Budgeted cost: £68,509 (35%)**

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 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><a href="#">EEF - why it has a high impact on educational outcomes.</a></p>	1, 2, 4, 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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 4

<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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>To provide additional support for phonics teaching through the use of the Academy's Phonics Specialist in relevant year groups, with a particular focus on Years 2, 3, 4 and 5, 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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>To provide tailored, small group support for pupils working below the expected standard in Year 3 - 6, through the use of a targetted group for the core subjects in order to promote accelerated progress for these children, to close their gap with their peers.</p>	<p>This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind.</p> <p><a href="#">Small Group Tuiton -Teaching and Learning Toolkit - EEF</a></p>	

# Wider Strategies

Budgeted cost: £45,021

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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
<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>	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>		

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 Academic and Pastoral 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): <a href="#">EEF Social and Emotional Learning.pdf(educ</a>	3, 4, 5, 6
Opportunities to increase exposure to personal development and 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): <a href="#">EEF Social and Emotional Learning.pdf(educ</a>	3, 4, 5, 6

**Total budgeted cost: £195,740**

## 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 2023 to 2024 academic year.**

With the Academy transition to a Primary school, our Pupil Premium identity has changed significantly. It is important to note that there is a reduction in the number of Pupil Premium Pupils on roll, as well as the funding that is linked to this.

Internal assessments, including moderated writing across the BCUS cluster, 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 37% 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 Pupil Premium register was 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 2023-24 Academic Year showed that 54% of disadvantaged pupils were Working At Expected Standard. In comparison, 83% of non-disadvantaged pupils were At the Expected Standard.

KS2 SATs data from the 2023-24 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 Local Authority (LA) figure, 1% lower in Writing and equal for Maths, compared to the LA. As a result of this, Reading, and the English curriculum has become a focus for development across the Academy to support all learners, with extra emphasis on Pupil Premium pupils. Reading will need to take a greater focus across the school, promoting books and the love of reading.

The overall attendance for the 2023-24 academic year was 94%, which is higher than the national average of 92%. This has increased from the previous 2023-24 which was 92%.

At a time when all pupils are expected to attend school, absence among disadvantaged pupils was 8% higher than their peers, despite improving from the previous academic year. 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. A clearer system linked to the school's MIS supports staff to more easily monitor attendance figures was implemented for the first year, and led by the School Attendance Officer and this has made it easier for early identification and actions to support improving attendance.