

# Biscovey Academy Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 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	<b>Biscovey Academy</b>
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	37.7% (106 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021-22 2022-23 2023-24 2024-25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr. Joshua Tyers
Pupil premium lead	Mr. Rob Wallbank
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,050
Recovery premium funding allocation this academic year	£13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£141,680

# Part A: Pupil premium strategy plan

## Statement of intent

At Biscovey Academy we have a significant proportion of our pupils who are classed as disadvantaged (typically around third of pupils or more). This strategy statement looks to address some of the factors acting as barriers to pupil premium children achieving these aspirations we have for all pupils to succeed.

We aim for all pupils to access and enhance their understanding of their home, their town and the wider community, developing their cultural capital, ability to empathise and giving them opportunities and choices about their future and their impact as they progress through their school career and beyond. This will help them become successful members of modern British society, preparing them for the challenges and opportunities which lay ahead.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance:</b> In recent years, attendance for Pupil Premium children has consistently been below that of all pupils, whilst persistent absence has been higher for pupil premium children. 2019-21: All pupils (92.9%att/18.8%PA) Pupil Premium (89.3%att/33.9%PA) 25 days lost to FTE (Pupil Premium) 2020-21: All pupils (95.6%att/10.5%PA) Pupil Premium (93.3%att/20%PA) 22 days list to FTE (Pupil Premium)
2	<b>Cultural Capital:</b> Lived experiences of pupil premium children, exacerbated by the COVID 19 pandemic, limit their ability to access the curriculum. A review of the curriculum found that pupils were not fully engaged in their learning due to a lack of real life experiences and limited opportunities within the curriculum to inspire and ignite their passion for learning. Our pupil survey found that many pupils, particularly those who are pupil premium, do not have a wide expanse of experiences, such as visiting a theatre, travelling by train, etc. this absence in experiences means that our children often have limited knowledge to call upon to use within their learning.

3	<p><b>Embedding a Trauma Informed Approach:</b></p> <p>Monitoring, discussions with staff and pupil conferencing shows that many pupil premium children are not fully engaged in learning due to low self-esteem and poor wellbeing, with many children having unmet SEMH needs. The impact of this is strongly linked to the lower than expected attainment of pupil premium children across the curriculum.</p> <p>There are 21 pupil premium children at Biscovey who have an identified SEND. Of these 21 pupils, 15 (71%) have SEMH as an identified need.</p> <p>In the past two school years, 25 days (2019-20) and 22 days (2020-21) have been lost to fixed term exclusions. The main cause of fixed term exclusions has been aggressive behaviour towards peers and adults.</p> <p>Biscovey Academy serves a community with high levels of deprivation, as shown by our position on the school location deprivation indicator being in quintile 4. This has had an impact on the social, emotional health of our pupils, in turn leading lesser engagement when in class, linked to their self-esteem.</p>
4	<p><b>Attainment in Reading:</b></p> <p>Current monitoring and assessment evidences that progress and attainment in reading is significantly lower than national outcomes.</p> <p>The interruption to learning during COVID-19 related school closures, plus instability in staffing throughout the school has led to an inconsistent offer to pupils, impacting upon outcomes for all pupils.</p> <p>Reading is a current area for development across the school, for all pupils, as highlighted on the school development plan, with attainment being too low for all pupils.</p>
5	<p><b>Attainment in Writing:</b></p> <p>Current monitoring and assessment evidences that progress and attainment in mathematics is significantly lower than national outcomes.</p> <p>The interruption to learning during COVID-19 related school closures, plus instability in staffing throughout the school has led to an inconsistent offer to pupils, impacting upon outcomes for all pupils.</p>
6	<p><b>Attainment in Mathematics:</b></p> <p>Current monitoring and assessment evidences that progress and attainment in mathematics is significantly lower than national outcomes.</p> <p>The interruption to learning during COVID-19 related school closures, plus instability in staffing throughout the school has led to an inconsistent offer to pupils, impacting upon outcomes for all pupils.</p>

## 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
<p><b>Attendance</b></p> <p>Attendance for pupil premium children will exceed that of all pupils nationally.</p>	<ul style="list-style-type: none"> <li>• An annual improvement in attendance, showing progress to the targets below in 2024/25 (current year 3).</li> <li>• A decrease in days lost through fixed term exclusions.</li> <li>• A long term improvement in attendance throughout the school, both in overall attendance increasing and persistent absence decreasing.</li> <li>• By the end of 2024/25, attendance for pupil premium children to exceed 96%, with persistent absence below 10% (national PA in 2018-19 = 10.9% for all pupils).</li> </ul>
<p><b>Cultural Capital</b></p> <p>Pupil premium children will be able to link their learning to real life experiences.</p>	<ul style="list-style-type: none"> <li>• A new curriculum is embedded that ensures children have high quality experiences to ignite their enthusiasm for learning.</li> <li>• Children to be provided with opportunities to experience how other people live their lives, learning about the diverse nature of our world and understanding their part within it.</li> <li>• Monitoring to show that children are enthusiastic about their learning across all subjects of the curriculum. Children are able to access the curriculum and link their learning to real life experiences.</li> </ul>
<p><b>Embedding a Trauma Informed Approach</b></p> <p>Children to feel safe and secure, leading to greater engagement in their learning.</p>	<ul style="list-style-type: none"> <li>• All children to feel safe, including with learning behaviours and their willingness to take risks, within the school. Monitoring to show that children are more engaged in the classroom, with strong relationships built with key adults, such as class teachers.</li> <li>• The number of fixed term exclusions to decrease.</li> </ul>
<p><b>Attainment in Reading</b></p> <p>Pupil premium children will leave Biscovey exceeding national expectations in reading.</p>	<ul style="list-style-type: none"> <li>• Consistent high quality VIPERS lessons delivered throughout the school, as recognised through monitoring.</li> <li>• Consistent high quality Fresh Start interventions delivered throughout the school, as recognised through monitoring.</li> <li>• Each year, end of KS2 outcomes are moving towards pupil premium children meeting national expectations. By 2024-25 (current Year 3) pupil</li> </ul>

	premium children to exceed national outcomes for non-pupil premium pupils.
<p><b>Attainment in Writing</b></p> <p>Pupil premium children will leave Biscovey exceeding national expectations in writing.</p>	<ul style="list-style-type: none"> <li>• Consistent high quality Talk for Writing lessons delivered throughout the school, as recognised through monitoring.</li> <li>• Each year, end of KS2 outcomes are moving towards pupil premium children meeting national expectations. By 2024-25 (current Year 3) pupil premium children to exceed national outcomes for non-pupil premium pupils.</li> </ul>
<p><b>Attainment in Mathematics</b></p> <p>Pupil premium children will leave Biscovey exceeding national expectations in mathematics.</p>	<ul style="list-style-type: none"> <li>• Consistent high quality Power Maths lessons delivered throughout the school, as recognised through monitoring.</li> <li>• Consistent high quality arithmetic interventions delivered throughout the school, as recognised through monitoring.</li> <li>• Each year, end of KS2 outcomes are moving towards pupil premium children meeting national expectations. By 2024-25 (current Year 3) pupil premium children to exceed national outcomes for non-pupil premium pupils.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 47,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of a new 'Dare to Dream' curriculum.	<p>EEF state that, "Curriculum adaptation and enhancement is core to the work of school improvement."</p> <p>They also state, "Curriculum adaptation is best seen as an iterative process, one which ensures that any modifications are agile and responsive to children's needs. It is important to consider long-term retention of key knowledge and skills and how pupils can be helped to make links between ideas and topics."</p> <p><a href="#">EEF: Curriculum Adaption</a></p>	2, 4, 5
<p>Reading</p> <p>Continue to develop and embed VIPERS as a whole school reading offer.</p>	<p>The EEF make seven recommendations with regards to effective literacy teaching. Points 2 and 3 focus on reading, with the key areas highlighted including:</p> <ul style="list-style-type: none"> <li>• Teachers modelling reading and children reading aloud the same text.</li> <li>• Repeated reading.</li> <li>• Teachers modelling and scaffolding strategies to answer a range of comprehension questions.</li> <li>• Texts carefully selected to support the teaching of reading.</li> </ul> <p>Our VIPERS offer follows the recommendations from the EEF.</p> <p><a href="#">EEF recommendations (points 2 and 3).</a></p>	4, 5

<p>Writing</p> <p>To develop the delivery of Talk for Writing</p>	<p>The EEF make seven recommendations with regards to effective literacy teaching.</p> <p>Point 5 is particularly pertinent to the delivery of Talk for Writing, highlighting strategies for writing composition through modelling and supported practice. Talk for Writing has a strong focus on modelling, through provision of high-quality texts, which are modelled both in text and verbally. Children are then able to innovate the provided texts, supported along the way, to produce their own writing.</p> <p><a href="#">EEF Recommendations (point 5).</a></p>	<p>5</p>
<p>Maths</p> <p>To introduce Power Maths across the school.</p> <p>To monitor provision and offer CPD to all staff as required.</p>	<p>According to the report, '<a href="#">A pandemic summer: Impact on teaching and learning for mastery in Power Maths primary schools</a>', "...teachers reported medium-term gains of improved professional practice, reduced preparation time, and more deeply-rooted learning progress: early observations supported such claims." This was in relation to findings prior to the impact of COVID-19 in March 2020.</p> <p>The intention is to provide staff with a scheme that ensures a consistent, high-quality maths curriculum is delivered to all pupils.</p>	<p>6</p>
<p>5 practitioners completing NPQH - NPQLTD</p>	<p>Evidence from the government around the impact of National Qualifications. We are partnering with Best Practice Network, who are one of the leading providers of leadership qualifications.</p> <p><a href="#">National professional qualifications (NPQs) reforms - GOV.UK (www.gov.uk)</a></p>	

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 43,514.93

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p> <p>Introduce Fresh Start as a whole school intervention.</p> <p>Ongoing CPD and monitoring to ensure high quality delivery of Fresh Start.</p>	<p>Fresh Start chosen as it follows the same scheme (Read Write Inc.) as children joining from Biscovey Infants will have followed previously. Fresh Start begins with the systematic teaching of phonics and moves on to improving reading fluency and comprehension.</p> <p>An EEF study showed the impact of Fresh Start was that children following the intervention made +3 months greater progress than their peers.</p> <p><a href="#">EEF Freshstart Evaluation</a></p>	<p>4</p>
<p>Purchase of standardised diagnostic assessments (STAR Reader and Maths)</p> <p><i>Accelerated Reader</i></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>In addition to this, if used effectively, assessments allow adults to provide high quality feedback to the pupils of which the EEF highlights can lead to an average over 8 months additional progress.</p> <p>Assessment and feedback   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>4</p>
<p>Maths</p> <p>To introduce Numbersense as a whole school intervention.</p> <p>Ongoing CPD and monitoring to ensure high quality delivery of Numbersense.</p>	<p>Number Sense Maths is informed by research into how high and low attaining children develop number sense, and how they solve and learn addition and subtraction facts. 7 key principles underpin the programmes. <a href="#">Z Key Principles.</a></p>	<p>6</p>



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 34,904

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To employ a Forest School Leader to implement an on-site Forest School provision.</p>	<p>Forest School provision is known as an effective tool to support pupils' emotional wellbeing. Pupils who present with low self-esteem, emotional resilience and self-worth have been able to develop their confidence, social skills, communication skills, motivation, physical skills and knowledge and understanding of their environment.</p> <p><a href="#">Forest Schools: impact on young children in England and Wales - Forest Research</a></p> <p><a href="#">EEF: Collaborative Learning +5 months</a> Forest School Research <a href="#">Forest School Principles</a> – Principle 3</p>	<p>1, 2, 3</p>
<p>To develop a strong staff team who are able to lead and deliver a Trauma Informed approach to school life.</p> <p>All members of staff have received basic T.I.S. training.</p> <p>Currently, we have 4 fully trained TIS practitioners, one of whom is also a TIS trainer.</p> <p>We also have one member of staff who will train as a mental health practitioner.</p>	<p>The Trauma informed approaches which aim to have a relational understanding of the specific child's needs, focus on building positive relationships, and having clear consistently applied whole school approach to rewards and sanctions, along with effective routines, mirrors the findings and recommendations from the EEF '<a href="#">Improving behaviour in schools</a>'.</p>	
<p>To deliver the SPACE programme to groups of identified parents.</p>	<p>Many people in our school community struggled during the pandemic. The impacts on both pupil and parental mental health became evident.</p>	<p>1, 3</p>

<p>(Supporting Parents and Children Emotionally)</p>	<p>SPACE is a five week intervention support for parents, delivered by school staff, offering practical activities and insights into the neuroscience behind trauma, attachment theories, toxic stress responses and why protective factors are important.</p> <p><a href="#">SPACE (Supporting Parents and Children Emotionally) : Headstart Kernow</a></p>	
<p>For a member of staff to train as a mental health practitioner, then deliver therapeutic sessions to identified children.</p>	<p>The government's drive to increase the ability for its workforce to deliver a mentally healthy curriculum for its pupils. To develop our whole school approach to mental health and wellbeing. To better promote and support the mental wellbeing of pupils, students and staff, and make best use of existing resources.</p> <p><a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a></p>	<p>3</p>
<p>Attendance</p> <p>For the member of SLT with responsibility for attendance to monitor and oversee attendance, feeding back to the SLT to consider whole school approaches.</p> <p>For weekly attendance meetings to take place between the attendance officer and the SLT attendance lead.</p> <p>For monthly attendance meetings to take place between the attendance officer, the SLT attendance lead and the educational welfare officer.</p>	<p>The DfE report '<a href="#">The link between absence and attainment at KS2 and KS4</a>' states, "The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome."</p> <p>DfE guidance, '<a href="#">Improving School Attendance</a>' makes clear that the best way to improve attendance is having clear procedures in place, with all staff understanding the importance of high attendance. Communication with families at risk of persistent absence is key, utilising the strong relationships built with class teachers in the first instance, but with clear procedures for further actions as required.</p>	<p>1</p>

To follow the Aspire Attendance Policy.	We believe that the provision of an engaging curriculum, in a school where children feel safe, will have a positive impact on school attendance.	
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**Total budgeted cost: £ 126,273**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2020-2021

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

<u>Aims</u>	<u>Chosen Action/ Approach</u>	<u>Outcome/ Impact</u>
<p>Further develop the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress</p>	<p>Continued development of the role of Pupil Wellbeing and Behaviour for Learning Leader to work within Inclusion Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress, anxiety and other social/emotional responses to Adverse Childhood Experiences.</p>	<p>There is a clear process in place to refer, make baseline assessments, put in place interventions and monitor ongoing impact, e.g. through Motional Assessment.</p> <p>This can be cross referenced against attainment and progress data on whole school tracking systems to ensure that impact is being seen in all areas.</p>
<p>Develop how we monitor the attainment and progress of children who are disadvantaged or from a vulnerable group.</p>	<p>The introduction of regular class Pupil Progress Meetings to ensure close monitoring of all pupils, especially disadvantaged and vulnerable groups.</p> <p>Pupil Progress meetings will ensure that all pupils are monitored ensuring that gaps are identified early, so that next steps can be put in place to ensure pupils keep up and not catch up</p>	<p>Time tabled meetings for each term have resulted in teachers having a greater understanding of the pupils who are not on track in their class. This will continue.</p>
<p>In-class additional support for disadvantaged children to ensure they can access quality teaching and learning effectively and can achieve make progress and achieve their full potential.</p>	<p>Funding of additional in-class Teaching Assistants across the school to enable support so that pupils can access quality teacher led learning.</p> <p>Research evidence suggests that pupils who access quality teaching whereby pupils are challenged to think about their learning more explicitly can make</p>	<p>All classrooms now have a support staff member in order to help facilitate learning.</p>

<p>Improved outcomes for higher attaining disadvantaged pupils</p>	<p>Provide opportunities to stretch the high attaining pupils both within and outside the classroom.</p> <p>Look at specific interventions as well as whole class approaches e.g. response to marking. Higher ability disadvantaged pupils are making less progress than other higher attaining pupils. We need to ensure that disadvantaged pupils are given the opportunity to achieve higher attainment as well as simply meeting the expected standard.</p> <p>The EEF Teaching and Learning Toolkit recognises feedback as a</p>	<p>As part of our pupil progress meetings staff will discuss how they are ensuring GD pupils are stretched.</p>
<p>Further develop the awareness of Adverse Childhood Experiences.</p> <p>Reducing the impact of social, emotional and mental health issues which present barriers to learning to pupils, including many who are disadvantaged allowing them to reach their full potential in terms of academic attainment and progress.</p>	<p>Continued development of the role of Pupil Wellbeing and Behaviour for Learning Leader to work within Inclusion Team and provide support to children experiencing SEMH issues which are presenting barriers to learning; including persistent disruptive behaviour, oppositional defiance, stress, anxiety and other social/emotional responses to Adverse Childhood Experiences. Evidence of severe detrimental impact that ACE's have on a child's social/emotional and academic progress.</p> <p>Evidence that positive impact of having Emotionally Available Adults to work alongside these children can support them in reaching their full potential.</p> <p>EEF Teaching and Learning Toolkit identifies Behaviour Interventions</p>	<p>On going work with staff and the school community continues to take place in order to raise awareness around ACE's. This work will continue.</p>

<p>Increase attendance levels of disadvantaged children and keep persistent absence for this group to a minimum.</p>	<p>Detailed analysis by Attendance Officer to track attendance and absence levels and provide support and challenge to parents where appropriate.</p> <p>Attendance Officer to work closely with EWO. Strong evidence base to show that increased levels of attendance have positive impact on attainment and progress as well as the potentially damaging affect that high levels of absence can have on a child's ability to reach their social, emotional and academic potential.</p>	<p>Attendance remains a focus for us as a school. We are continue to work closely with the trust and the EWO to ensure our attendance policy is followed closely.</p>
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
SCARF	Coram Life Education
Music Express	Collins
Fresh Start	Oxford University Press
Trauma Informed Schools	TIS UK
Arena PE	Arena PE