

Pupil premium strategy statement

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	Bayford CofE Primary School
Number of pupils in school	100
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	M. Foster
Pupil premium lead	D. Kinsey
Governor / Trustee lead	B. Lambie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,830
Recovery premium funding allocation this academic year	£ 2,030
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 20,860

Part A: Pupil premium strategy plan

Statement of intent

At Bayford, every one of our disadvantaged children is important to us. We understand that disadvantaged pupils don't lack talent or ability but can lack opportunity. We ensure that prior attainment does not set limits on our ambitions for our pupils. Our strategy is rooted in assessment of children's learning rather than assumptions due to their pupil premium status.

We intend for all of our pupils from a disadvantaged background to leave Bayford as confident individuals who have reached their full potential and are the best person they can be having made progress across all curriculum areas in line with our non-disadvantaged pupils.

Our Pupil Premium Strategy is designed to meet these intentions through investing in high quality teaching, targeted academic support and appropriate nurture and support to address the emotional and social needs of our vulnerable children.

Challenges

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

Challenge number	Detail of challenge
1	Disrupted education as a result of school closures during the Coronavirus pandemic creating gaps in children's learning.
2	Behaviour challenges within classes preventing disadvantaged children from concentrating on their learning.
3	Attendance and punctuality of some of our disadvantaged children is poor.
4	Limited access to wider opportunities that promote aspiration and develop cultural capital.
5	Some disadvantaged pupils' progress and attainment is lower than non-disadvantaged pupils'.

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
All disadvantaged children achieve good to outstanding progress in all core subjects across all key stages.	Children's progress in Reading, Writing and Maths shows expected or higher progress.
All disadvantaged children achieve age related expectations or above in all core subjects.	Children's attainment data shows ARE
All disadvantaged children will have the same opportunity to access the wider curriculum.	Disadvantaged children will take part in music lessons, school trips and residential.
Behaviour across this school will support greater engagement with learning.	All children will be engaged better with their learning.
Disadvantaged pupils will be in school most of the time to allow maximum learning opportunities.	Attendance of disadvantaged pupils will be broadly in line with non-disadvantaged pupils

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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a PPG lead to monitor progress and attainment of PPG children and support teachers to accelerate the learning of these pupils.	Evidence shows that providing a clear, strategic and responsive leadership focus on PPG is common in schools which are more successful in raising attainment for disadvantaged pupils.	1, 2, 3, 4, 5
Nuffield Early Language Intervention (NELI) for Reception children.	Strong evidence from EEF toolkit shows that four months of additional progress can be gained.	1, 3
CPD for teaching assistant to support children with writing e.g. WAT (Write Away Together).	EEF toolkit shows four months of additional progress is possible to be gained.	1, 5
CPD for teaching staff.	Evidence shows that quality first teaching has the most significant impact on pupil attainment.	5

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

Budgeted cost: £10,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of Fischer Family Trust Wave 3 intervention.	FFT research shows an increase in reading and writing skills. Previous impact of targeted interventions using Wave 3 as highlighted in pupil progress meetings.	1, 2, 5

Support staff to deliver Dynamo maths intervention.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	1, 2, 5
Support staff to deliver Whizzy Words English interventions.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	1, 2, 5
Support staff to deliver Rapid Readers reading interventions.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	1, 2, 5
Classroom based teaching assistants.	Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils.	1, 2, 5

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

Budgeted cost: £8,136

£1,789 Pivotal Education

£500 wellbeing event

£2,000 forest school activities

£847 HABS Family Support

£3,000 financial support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on Behaviour Management (Pivotal Education).	Approaches to improving discipline across the whole school also aim to support greater engagement in learning. Researched by EEF toolkit shows that this could have a positive impact of four additional months progress.	2
Forest School Activities for all classes.	Pupil's wellbeing and social/emotional learning is intrinsically linked to their academic learning and behaviour.	1, 2, 5
Run a whole-school wellbeing event.	Pupil's wellbeing and social/emotional learning is intrinsically linked to their academic learning and behaviour.	1, 2, 5
Financial support to disadvantaged families for trips, clubs and further wider opportunity experiences e.g. music lessons.	The Importance of Music – DfE ArtsEd research, music and academic NFER research shows that ensuring high quality opportunities for all is effective in promoting good attainment.	4

Employ an MSA/Play Leader to provide high quality games and activities to engage pupils and manage challenging behaviour.	Previous experience has shown that when there are activities and games provided, children are less inclined to show challenging behaviour.	2
SENCO to deliver Talking and Drawing therapy to children who need it.	Previous experience of this intervention has resulted in positive outcomes with children's behaviour and wellbeing.	2
Family Support Service. Specialists available to support and work with families undergoing difficulties.	Research shows that many vulnerable families have complex needs beyond financial difficulties.	1, 2, 3

Total budgeted cost: £20,860

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

100% of disadvantaged pupils benefited from financial support for attendance of clubs or trips over the course of the year.

Early career teacher attended CPD in a number of areas to ensure disadvantaged children have access to high quality first teaching. All staff attended various CPD to improve outcomes for all children.

Disadvantaged pupils receiving 1:1 remote learning support from Third Space Learning made progress in their maths learning.

Disadvantaged Pupils Attainment and Progress for 2020/2021 based on teacher assessments.

KS1 (6 pupils)

	Attainment (EXS or GDS)	Expected or Better Progress
Reading	67%	80%
Writing	67%	80%
Maths	100%	80%

KS2 (5 pupils)

	Attainment (EXS or GDS)	Expected or Better Progress
Reading	40%	25%
Writing	40%	40%
Maths	20%	50%

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
1:1 Maths Tutoring	Third Space Learning
Dynamo Maths	Jelly James
Times Table Rock Stars	TT Rock Stars