

Pupil premium strategy statement – Bayford CofE Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	11.2%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	M Foster
Pupil premium lead	M Foster
Governor / Trustee lead	B Lambie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,800
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£14,800

Part A: Pupil premium strategy plan

Statement of intent

At Bayford Primary School, 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. As such, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and those children who are already achieving high attainment continue to make good progress. 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker or who may be young carers and our actions are intended to support their needs, regardless of whether they are disadvantaged or not.

We intend for all of our pupils from a disadvantaged background to leave Bayford Primary School 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	Behaviour challenges within some classes preventing disadvantaged children from concentrating on their learning.
2	Internal assessment data shows that writing is a specific area that needs developing for PPG children (58% of PPG children were PRE or WTS at end of 2023/24 academic year).
3	Internal assessment data shows that maths is a specific area that needs developing for PPG children (50% of PPG children were WTS at end of 2023/24 academic year).
4	Limited access to wider opportunities that promote aspiration and develop cultural capital.

5	Our observations and discussions with pupils and families have identified social and emotional (wellbeing) issues for many pupils, notably due to the challenging behaviour of other children.
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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
Behaviour across the school will have improved, allowing PPG children better engagement with their learning.	All children will be better engaged with their learning activities.
Improved writing attainment among PPG children.	Writing outcomes at the end of 2024/25 will show that a greater percentage of PPG pupils are working at least at the expected standard.
Improved attainment in maths among PPG children.	Maths outcomes at the end of 2024/25 will show that a greater percentage of PPG children are working at least at the expected standard.
All disadvantaged children will have the same opportunity to access the wider curriculum.	All disadvantaged children will have taken part in music lessons, school trips and residential if they wanted to.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by the end of 2024/2025 demonstrated by: <ul style="list-style-type: none"> • data from student voice, student and parent surveys and teacher observations • a significant reduction in anti-social behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
English adviser from HfL to support English subject leader adapt the newly purchased long-term plan for writing for mixed age teaching. Also, to support teachers in the use of the new planning.	HfL are a proven education support company.	2
CPD on writing for teaching staff where appropriate.	Evidence shows that quality first teaching has the most significant impact on pupil attainment.	2
Purchase further resources for writing – high quality books to support the teaching of writing.	Well written, high-quality books will engage the children and promote writing for pleasure.	2
Continue to engage in the HfL Maths Developing Mastery Workshops.	Evidence from the Education Endowment Foundation suggests mastery learning improves outcomes in maths. HfL are a proven education support company.	3

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

Budgeted cost: £8,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	2, 3
Support staff to deliver Dynamo maths intervention.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	3
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.	2
Support staff to deliver Literacy Gold intervention.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	2
Support staff to deliver You Can Too maths intervention.	Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils.	2

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

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to evolve the pastoral lead role to ensure a teaching assistant can support children with their mental health and wellbeing. The pastoral TA will also be a link between home and school.	The school has written reports from teaching assistant who meets regularly with children already to support their mental health and wellbeing in school.	5

Buy into Hertfordshire's ELSA (Emotional Literacy Support Assistant) support package to allow ELSA trained pastoral lead to continue to work with children on their wellbeing.	The ELSA programme is a proven method for ensuring children's mental health and wellbeing is supported.	5
Arrange for each class to spend one day per half-term on outdoor learning activities such as forest school.	Feedback from children indicates that outdoor learning is good for their wellbeing. Studies show that outdoor learning can have a positive impact on a child's wellbeing.	4, 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.	1
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.	5
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.	5
Run a whole-school wellbeing event.	Pupil's wellbeing and social/emotional learning is intrinsically linked to their academic learning and behaviour.	5

Total budgeted cost: £14,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

100% of disadvantaged children took part in wellbeing activities such as forest school.

Disadvantaged Pupils Attainment compared to non-disadvantaged pupils for 2023/2024 based on teacher assessments.

KS1 (3 pupils)

	Disadvantaged Pupils Attainment (EXS or GDS)	Non-disadvantaged Pupils Attainment (EXS or GDS)
Reading	66%	62%
Writing	66%	54%
Maths	100%	77%

KS2 (8 pupils)

	Disadvantaged Pupils Attainment (EXS or GDS)	Non-disadvantaged Pupils Attainment (EXS or GDS)
Reading	50%	68%
Writing	38%	55%
Maths	38%	74%

Externally provided programmes

Programme	Provider
Dynamo Maths	Third Space Learning
Times Table Rock Stars	TT Rock Stars
FFT Wave 3 Intervention	Fischer Family Trust
Literacy Gold	Engaging Eyes Ltd.