

Pupil premium strategy statement – Bayford CofE Primary School

This statement details our school's use of pupil premium (and recovery 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 | 86 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | M. Foster |
| Pupil premium lead | D. Kinsley |
| Governor / Trustee lead | B. Lambie |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £23,545 |
| Recovery premium funding allocation this academic year | £2,465 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £26,010 |

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 | Behaviour challenges within some classes preventing disadvantaged children from concentrating on their learning. |
| 2 | Attendance and punctuality of some of our disadvantaged children is poor. |
| 3 | Limited access to wider opportunities that promote aspiration and develop cultural capital. |
| 4 | 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 |
|--|--|-------------------------------|
| Time given out of class for PPG lead to continue monitoring the progress of PPG children and give support to class teachers where appropriate to enable them 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. | 4 |
| CPD for teaching staff. | Evidence shows that quality first teaching has the most significant impact on pupil attainment. | 4 |

| | | |
|---|--|---|
| CPD for support staff. | Evidence shows that quality first teaching has the most significant impact on pupil attainment. | 4 |
| Take part in HfL's Reading Fluency project. | EEF research suggests that when pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending a text. | 4 |
| Class teacher to attend Hertfordshire's STEPS refresher training. | The STEPS therapeutic approach to behaviour management is the recommended approach by Herts CC | 1 |

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

Budgeted cost: £9,595

| 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, 4 |
| 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, 4 |
| 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, 4 |
| 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, 4 |
| Support staff to deliver Literacy Tool. | Evidence shows that small group and 1:1 interventions can be a powerful tool for supporting pupils. | 1, 4 |
| Teachers to be trained to run the HfL Reading Fluency project. | HfL report that on average, in just 8 weeks, pupils have made 2 years and 3 months progress in reading comprehension age and have gained an increase in accuracy of 13 months. | 1, 4 |
| 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, 4 |

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

Budgeted cost: £13,915

£400 Robin Launder

£500 wellbeing event

£2,500 forest school activities

£1,015 family support worker

£2,500 financial support

£6,000 MSA

£1,000 Talking & Drawing

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Whole staff CPD on Behaviour Management (Robin Launder). | 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. | 1, 3 |
| Forest School Activities for all classes. | Pupil's wellbeing and social/emotional learning is intrinsically linked to their academic learning and behaviour. | 1, 2, 3 |
| Run a whole-school wellbeing event. | Pupil's wellbeing and social/emotional learning is intrinsically linked to their academic learning and behaviour. | 1, 2, 3 |
| 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. | 1, 2, 3 |
| 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, 3 |
| 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. | 1, 3 |
| Family Support Service. Specialists available to support and work with | Research shows that many vulnerable families have complex needs beyond financial difficulties. | 1, 2, 3 |

| | | |
|-----------------------------------|--|--|
| families undergoing difficulties. | | |
|-----------------------------------|--|--|

Total budgeted cost: £26,010

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 2021/2022 based on teacher assessments.

KS1 (3 pupils)

| | Disadvantaged Pupils Attainment (EXS or GDS) | Non-disadvantaged Pupils Attainment (EXS or GDS) |
|---------|--|--|
| Reading | 66% | 66% |
| Writing | 33% | 52% |
| Maths | 66% | 86% |

KS2 (10 pupils)

| | Disadvantaged Pupils Attainment (EXS or GDS) | Non-disadvantaged Pupils Attainment (EXS or GDS) |
|---------|--|--|
| Reading | 50% | 71% |
| Writing | 20% | 66% |
| Maths | 10% | 54% |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-------------------------|----------------------|
| Dynamo Maths | Third Space Learning |
| Times Table Rock Stars | TT Rock Stars |
| FFT Wave 3 Intervention | Fischer Family Trust |