



**Bardfield
Academy**

Pupil Premium Strategy Statement 2021-22

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Impact Report 2020-2021

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	Bardfield Academy
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	Oct 2021
Date this statement will be reviewed	Oct 2022
Statement authorised by	Donna Dry (Headteacher)
Pupil premium lead	Donna Dry
Governor / Trustee lead	Dominic Carver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 291,000
Recovery premium funding allocation this academic year	£ 31,465
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 16, 000 £ 6, 500 (left over 'catch up' premium)
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	£ 344, 965

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	<p>Social & emotional issues – There are many pupils across the school who struggle to regulate their emotions throughout the day, these pupils have lower levels of independence and some have very low self-esteem. These pupils display a lack of confidence and self-belief as well as demonstrating through thought and action a low sense of self-worth. This often presents itself through an inability to follow the school rules and expectations, and at times results in disruptive behaviour. Sadly, due to Covid and lockdowns, there are more pupils who have returned to school with anxieties around schooling, which has seen an increase in the number of referrals to the PCT team and school counsellor.</p> <p>In order to re engage these pupils, we have our own alternative provision (Wellbeing Hub), which creates a safe learning environment that allows staff to model co-regulation strategies and self-regulation. The Pastoral Support Team, which consists of the SENCo, Attendance and Wellbeing Officer, Behaviour and Wellbeing Practitioners and the School Counsellor, ensure that there is a bespoke approach in place to support these individuals which aims to remove barriers to learning and give them the skills to access the learning and experience success.</p> <p>Our aim is to reduce the number of exclusions that vulnerable pupils may incur because of barriers preventing them from achieving as well as their peers.</p>
2	<p>Poor language skills – Children arrive at the school with poor language skills which, without intervention, impacts upon their ability to read and write. This means that they are unable to access the curriculum and express themselves through the written word. Neither do they have the skills nor stamina to problem solve and to reason. We have continued to employ a part time speech and language therapist, who works with pupils and staff to write and deliver bespoke Sp and L programmes.</p>

	With early reading skills being of vital importance, we have employed 2 dedicate staff to deliver high quality phonic interventions to children in year 1 and year 2. We're aiming for pupils to make at least 6 steps progress in reading and for those children working below ARE to have increased frequency to read; developing fluency and comprehension skills.
3	Gaps in learning - Due to the Covid-19 lockdown of last year, we had some pupils who did not regularly complete remote learning, not only has this identified gaps in knowledge but it has also highlighted a lack of stamina and perseverance and decreased levels of 'good learning behaviours' – which were previously established. Some of our PP pupils had little academic support at home during lockdown and have therefore developed further gaps in their learning. This in turn is further affecting their confidence and willingness to learn as they are more aware of the differences between themselves and their peers. Some of the money will be dedicated to employing staff to lead quality interventions, targeting specific areas including phonological awareness, maths: understanding number/strategies, reading skills and comprehensions.
4	Poor attendance – We have a small number of pupils who are classed as "persistent absentees". Even before Covid, some pupils would be absent without valid reasons. During the pandemic and since returning, it seems that these same pupils have sporadic attendance and we have to work with the families to build relationships and reduce these unauthorised absences. Our aim is to improve attendance for those pupils categorised as persistent absentees; the attendance and wellbeing officer is dynamic and proactive in following Essex guidelines and liaising with families to reduce absences.
5	Financial barriers that restrict pupils from experiencing real life learning opportunities - To improve outcomes for those pupils identified as disadvantaged so that gaps are narrowed across the curriculum, raising attainment and giving these pupils the same opportunities as their peers. Many families struggle financially and cannot afford to contribute for school swimming lessons, residential visits, breakfast club, Holiday clubs, Afterschool clubs, pantomime visits and school uniform.

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																																																	
<ul style="list-style-type: none">90% of PP children (not SEN) will make expected progress (5 steps in year 1 and 6 steps in years 2-6)30% will make more than expected progress. (6 or more steps in year 1, 7 or more steps in years 2 – 6).Pupils attainment is at least in line with others within the school. <p>End of key stage PP targets detailed below</p> <div><div></div><table><tr><th></th><th>R A1</th><th>W A1</th><th>M A1</th><th>Comb A1</th><th>ARE Target</th><th>+ARE Target</th></tr><tr><td>Yr 1</td><td>63%</td><td>39%</td><td>72%</td><td>39%</td><td>65%</td><td>20%</td></tr><tr><td>Yr 2</td><td>53%</td><td>37%</td><td>49%</td><td>36%</td><td>65%</td><td>20%</td></tr><tr><td>Yr 3</td><td>43%</td><td>31%</td><td>48%</td><td>26%</td><td>58%</td><td>18%</td></tr><tr><td>Yr 4</td><td>53%</td><td>40%</td><td>50%</td><td>40%</td><td>68%</td><td>22%</td></tr><tr><td>Yr 5</td><td>66%</td><td>41%</td><td>57%</td><td>38%</td><td>65%</td><td>20%</td></tr><tr><td>Yr 6</td><td>61%</td><td>45%</td><td>54%</td><td>32%</td><td>65%</td><td>20%</td></tr></table></div>		R A1	W A1	M A1	Comb A1	ARE Target	+ARE Target	Yr 1	63%	39%	72%	39%	65%	20%	Yr 2	53%	37%	49%	36%	65%	20%	Yr 3	43%	31%	48%	26%	58%	18%	Yr 4	53%	40%	50%	40%	68%	22%	Yr 5	66%	41%	57%	38%	65%	20%	Yr 6	61%	45%	54%	32%	65%	20%	<p>½ termly pupil progress meetings will show progress of PPG children.</p> <p>Books show progress of PPG children.</p> <p>Marking addresses misconceptions in children’s learning effectively.</p> <p>PP children improving on scaled scores throughout the year</p> <p>Disadvantaged champion tracking impact of interventions on attainment</p> <p>Tutoring used to target individuals to accelerate learning</p>
	R A1	W A1	M A1	Comb A1	ARE Target	+ARE Target																																												
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<ul style="list-style-type: none"> • Pupils attending the wellbeing hub apply strategies between 2 settings – learning occurs in class and the HUB • Low level behaviours are dealt with quietly and effectively, by all staff. Staff are skilled at using de escalation scripts and distraction techniques to refocus pupils with their learning. • Pupils are able to identify and regulate their emotions throughout the day because staff model and help co-regulate behaviours • Non-confrontational language and body language is modelled (TPP and Essex STEPs – therapeutic approaches) and used consistently by all staff across the schools. • Reduce the number of fixed term exclusions; compared to 2019 data (last full year) 	<p>Zones of regulation are evident in each classroom and used during the day.</p> <p>Most pupils are able to use the zones of regulation to effectively self-regulate their behaviour, some pupils will be able to co-regulate their behaviour with the support of members of staff.</p> <p>Pupils demonstrate good learning behaviours in class; they show increased stamina and perseverance towards their work.</p> <p>Staff help pupils regulate their behaviour so focus is on learning.</p>
<ul style="list-style-type: none"> • Increase attendance of PP pupils – targeted families attendance improves ‘term on term’. • 90% of PP pupils have an attendance of 95% or higher and the number of PP persistent absentees decreases. • Half termly data analysis shows that attendance % for PP children are increasing. 	<p>Attendance % increases for PP pupils</p> <p>Essex Attendance procedures followed</p> <p>Early identification and intervention in place – TAFA meetings to identify factors impacting attendance</p> <p>Attendance meetings and reviews in place</p>
<ul style="list-style-type: none"> • Implement actions from the Disadvantage strategy to accelerate progress and attainment for PP pupils • Use additional funds for school based tutoring – Year 3 and 4 pupils • Through high quality interventions, use staff to improve attainment in maths (Doodlemaths subscription Years 1-6: all PP chdn to participate at least 2x week) • Through high quality interventions, delivered by teachers/Skilled TAs, accelerate progress and attainment for PP pupils <p>Yr 1 Phonic interventions (EB)</p> <p>Yr 2 Phonic Interventions (SJB)</p> <p>Yr 4 Maths intervention (HD)</p> <p>Yr 5 Reading intervention (MH)</p> <p>Yr 6 Maths intervention (HD)</p>	<p>Disadvantaged champion tracking impact of interventions on attainment</p> <p>½ termly pupil progress meetings will show progress of PPG children.</p> <p>Progress seen using provision map – track impact of interventions</p> <p>PPM – identify progress and next steps for these individuals with the intervention teachers</p>

<ul style="list-style-type: none"> Bespoke provisions in place to support PP pupils with SEMH needs, meaning that pupils feel supported and their wellbeing remains positive. Additional adults used to support PP pupils including Behaviour and Wellbeing practitioners, Speech and Language therapist and school counsellor. PP accessing these provisions will make progress in line with their peers also accessing these services. 	<p>Low level behaviours reduced in class</p> <p>PP pupils accessing more learning in class</p> <p>Boxall Profiles/in house tracking can show progress from start to finish of interventions.</p>
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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: **£122,060.68**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Leadership release: ensure English Maths, EYFS and Teaching and Learning lead have weekly release to monitor standards in their subjects/areas</i></p> <p><i>Feedback to staff areas to improve and follow up on actions</i></p> <p>SL/HD/MG</p>	<p>EEF Research: Professional development for teachers is a key success factor in interventions</p> <p>Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions.</p> <p>Set targets and follow them up in a timely fashion</p>	3
<p><i>Disadvantaged champion – move to UPS, as additional workload tracking impact of intervention and delivering CPD to improve pedagogy of T and L</i></p> <p>EP</p>	<p>EEF Research: Teachers CPD</p> <p>EYFS lead (also disadvantaged lead) will plan, deliver and facilitate high quality CPD for teachers/TAs that will improve attainment in EYFS and for disadvantaged chdn</p>	3

<p><i>Middle leaders completing NPQTL need release to review action plans and monitor standards in their subjects – are gaps being addressed?</i></p> <p>- <i>How are assessments being used to build on learning?</i></p>	<p>EFF Research: Professional development for teachers is a key success in interventions</p>	3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ **43,525.65**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Year 1 and Year 2 Phonic Interventions</i></p> <p>(EB)</p> <p>(SJB)</p>	<p>High quality phonic teaching to develop early reading skills</p> <p>They will also ensure reading books match the pupils abilities – they can read their book with 85% accuracy</p> <p>EEF Research: Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills</p>	2/3
<p><i>Tutor for Yr 5 readers – 1 day a week</i></p> <p>(MH)</p> <p>(Focus on developing vocabulary through exposure to high quality texts - writing and reading intervention)</p>	<p>EEF Research: One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	2/3
<p><i>Doodlemaths afterschool club - overtime for TA</i></p> <p>£350</p>	<p>EEF Research: Using Digital Technology to improve attainment - student grouping in game-based learning.</p> <p>- gains made in mathematics and science tend to be higher than the gains made in literacy and language</p>	3/5 (Access to technology at home)
<p><i>25% Top up for tutoring/Tuition</i></p> <p>£7627.50</p>	<p>EEF Research: Targeted academic support</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p>	3

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

Budgeted cost: £121, 814.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplement funding for Yr 6 residential - (equity) ensuring money does not prevent PP from attending residential (61% PP 34/56) £2000	EEF Research: Outdoor adventure learning typically involves outdoor experiences, such as climbing or mountaineering; survival, ropes or assault courses; or outdoor sports, such as orienteering, sailing and canoeing. These can be organised as intensive residential courses or shorter courses run in schools or local outdoor centres. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <u>Metacognition and self-regulation</u>) may also be involved.	5
Subsidise Swimming (Yr 4/Yr 5) £1000	EEF Research: Physical activity has important benefits in terms of health, wellbeing and physical development.	5
School counsellor (KN)	EEF Research: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1
Speech and Language Therapist (TW) £11,000	EEF Research: Oral Interventions The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment	2
Attendance and Wellbeing Officer (KL)	EEF Research: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	1 and 3

<i>Mental Health Champions workshops (Year 2 and Year 5)</i> £900	EEF Research: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	1
<i>Computing TA - training children (digital leaders) and installing new technology/apps to engage learning across the curriculum. (DA)</i>	EEF Research: Using Digital Technology to improve attainment technology can provide access to additional resources and opportunities for additional learning time, often recording progress and providing feedback to pupils so that they can progress independently.	3
<i>Wellbeing Hub - alternative provision to target children with SEMH needs and struggle in class for the full day. (AS/KT)</i>	EEF Research: Behaviour interventions; reduction in exclusions, particularly for disadvantaged children More specialised programmes which are targeted at students with specific behavioural issues.	1

Total budgeted cost: £ 287,401.14

+ overtime 8 hrs - 4 EB and 4SJB (each week until July)

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

- End of year targets were not met but considering there was another look down and bubble closures leading to remote learning we were pleased with progress made towards the targets. (See data below - Last column = S2 % working at age related expectations)
- Reception found NELI and WELCOMM interventions had impact and have decided to use NELI in 21/22
- Attendance continued to be disrupted with children/families SI and bubble closure, however there was more consistent uptake in children completing the remote learning. Home visits and attendance meetings helped target key families and setting attendance targets had some success with families.
- Yr 1 and Yr 2 phonic interventions were key factors in supporting children with early reading and writing skills. Individual data shows significant progress for individual children, even those that did not pass the phonic check, on average children moved between 9-15 sounds.
- Behaviour and exclusion targets improved last year - TPP has also ensured a more consistent approach is being used across the school by all staff. The school councillor and wellbeing Hub was key in providing support for children identified as vulnerable and at risk of exclusions. We reduced the number of children on PSP's and used our wellbeing Hub to provide support for children, particularly Yr 5, who were challenging in class.

Year R 59	PSED		51%	61%			71%	79%
	PD		44%	80%			92%	95%
	CL						66%	83%
	Lit		19%	58%			44%	50%
	Maths		37%	63%			48%	76%
Year 1 60	R	33%	34%	34%			34%	57%
	W	35%	29%	29%			26%	43%
	M	41%	41%	44%			30%	45%
Year 2 58+1	R	12%	18%	28%			41%	25%
	W	9%	14%	14%			20%	22%
	M	28%	25%	33%			39%	34%
Year 3 56+4	R	11%	18%	25%			57%	28%
	W	4%	8%	20%			45%	20%
	M	7%	7%	17%			47%	32%
Year 4 60	R	38%	38%	48%			43%	40%
	W	20%	20%	27%			20%	20%
	M	23%	28%	33%			43%	23%
Year 5 59-2	R	17%	52%	58%			58%	72%
	W	17%	33%	48%			51%	66%
	M	17%	40%	61%			51%	76%
Year 6 59-1	R	17%	29%	27%			67%	62%
	W	10%	32%	34%			64%	57%
	M	12%	36%	39%			57%	52%

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
Doodlemaths	This was used to support home learning and rehearse maths concepts initially for KS1 (but then we opened it to all of KS2 too)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.