



Pupil Premium Strategy Statement  
**2023-24 (Year 3 of 3)**  
including  
Impact Report 2022-2023

## Pupil premium strategy statement

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 impact that last year's spending of pupil premium had upon our pupils.

### School overview

Details	Data
School name	Bardfield Academy
Number of pupils in school	418 (as at 6th December 2023 – up 8 since last year)
% of pupil premium eligible pupils	50.7% (up from 46% last year)
Academic year/years that our current pupil premium strategy plan covers	2021-2022, 2022 – 2023, <b>2023- 2024</b>
Date this statement was published	December 2023
Date this statement will be reviewed	December 2024
Statement authorised by	Donna Dry (Headteacher)
Pupil premium lead	John Archer
Governor / Trustee lead	Dominic Carver

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320,100.00
Recovery premium funding allocation this academic year	£32,335.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£352,435.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The key findings of the [Education Endowment Fund](#) when reviewing the impact of COVID-19 on learning, originally published in mid-2022, show an evidenced based summary that accurately describes the context that Bardfield Academy is dealing with through the actions set out in this strategy. The findings particularly relating to those in receipt of pupil premium funding were: -

- negative impact on the attainment of all pupils, particularly those from disadvantaged backgrounds;
- the attainment gap between disadvantaged students and their classmates has grown;
- younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects;
- aside from the impact on attainment, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children's mental health.

It was with our own experience of these impacts in mind that we originally wrote the three-year Pupil Premium Strategy which is now adapted and re-targeted to meet the changing needs of our pupils, as the strategy now reaches its final year.

The challenges set out in the next section identify areas that we will focus on in order to support and progress all pupils in the school, and through the pupil premium funding focus on that cohort in particular. As we have moved through into the third year of the strategy, we have developed the provisions and approaches to best meet the reviewed situation at the end of every year, informed by evidence and data to best meet the needs of our pupils.

## The Challenges.

These are the key challenges that we have identified among our disadvantaged pupils.

	Detail of challenge
1	<p><b>Social &amp; emotional issues.</b></p> <p>There are many pupils across the school who find it challenging to regulate their emotions throughout the day. These pupils have lower levels of independence and some have a 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. They are the pupils that the EEF refer to as having negatively impacted wellbeing and mental health in many cases.</p> <p>This may present itself through an inability to follow the school rules and expectations, and at times may result in disruptive behaviour. The number of pupils that fit this description has risen significantly post COVID, and we have seen more pupils at school with anxieties around schooling, which has seen an increase in the number of referrals to the Pastoral Care Team (PCT) and school counsellor.</p> <p>To re-engage these pupils and in some cases, to keep them in mainstream schooling, we have: -</p> <ul style="list-style-type: none"> <li>• created our own alternative provision (The Wellbeing Hub), a safe learning environment that allows staff to model co-regulation strategies and self-regulation;</li> <li>• built a Pastoral Care Team (PCT), which consists of the SENCo, Attendance Officer, Behaviour and Wellbeing Practitioners, the School Counsellor and the Safeguarding Lead (Assistant Headteacher), which ensures that there is a bespoke, joined-up approach in place to support these pupils and which aims to remove barriers to learning and give them the skills to access the learning and experience success.</li> </ul> <p>Our aim is to engage and motivate pupils with social and emotional challenges, keeping them in mainstream education, promoting their' good levels of attendance and improving their attainment.</p>
2	<p><b>Gaps in language skills.</b></p> <p>Children are arriving at the school with low levels of language skill which, without intervention, impacts upon their ability to read and write. This means that they may be unable to access the curriculum and consequently express themselves through the written word, and are delayed with the skills and stamina to problem solve and to reason. This has particularly affected younger groups throughout the period of this strategy – again evidenced by the EEF.</p> <p>We employ a speech and language therapist to work with pupils and staff to write and deliver bespoke speech and language programmes.</p> <p>With early reading skills being of vital importance, we have employed 2 dedicated staff to deliver high quality phonic interventions to children in key stage 1. We're aiming for pupils to make accelerated progress in reading, developing fluency and comprehension skills.</p> <p>We aim to be at least in line with national averages in the Year 1 phonic screening check.</p> <p>We have in 2023-24 implemented a Read Write Inc. approach to teaching reading and writing to further support consistency and progress in language.</p>
3	<p><b>Gaps in learning.</b></p> <p>Lockdowns and increased absence levels post COVID have created specific gaps in children's knowledge, and contextually we have identified a lack of stamina, resilience and perseverance, and decreased levels of 'good learning behaviours' – which were previously established.</p> <p>Some of our pupil premium cohort have limited support at home and have further developed gaps in their learning. This in turn has affected their confidence and willingness to learn as they are more aware of the differences between themselves and peers.</p> <p>Some of the pupil premium funding will be dedicated to employing staff to lead quality interventions and tutoring, targeting specific areas, which will include phonological awareness lower in the school, while in maths we will focus on the understanding of number/strategies, as well as reading and comprehension skills.</p>

4	<p><b>Poor attendance.</b></p> <p>Post COVID, levels of attendance have fallen significantly and formed a major area for us to target and improve across the school. Those in receipt of pupil premium have historically had lower levels of attendance than their peers, and higher levels of persistent absence. Consequently, there are two aspects to our work: increasing the attendance of the pupil premium cohort, and then closing the gap to their peers.</p> <p>The average size of the gap between the pupil premium cohort and their peers over the three-year period of 2018 – 2021 was 14%. It has subsequently, during the life of this strategy closed to under 2% during 2023-24 as at 31<sup>st</sup> October 2023. Additionally, attendance for the pupil premium cohort has risen for the past 4 whole academic years, and is currently higher in 2023-24 again. Figures for attendance are now back at pre-COVID levels across the whole school.</p> <p>We target particularly “persistent absentees”. We have robust systems and protocols in place to try and tackle sporadic attendance and are working with families to build relationships and reduce unauthorised absences. We aim also to incentivise consistently good attendance, improving attendance to build lifelong good habits.</p>
5	<p><b>Financial barriers that restrict pupils.</b></p> <p>With over 50% of pupils in receipt of pupil premium, it is clear that Bardfield Academy serves a particularly vulnerable community who do not have access to the same opportunities as many others due to financial barriers. The school serves an area in the highest decile (10%) for deprivation in England.</p> <p>This means, we have to offer opportunities to our pupil premium cohort that they will not otherwise have, and that others with less financial barriers may take for granted.</p> <p>We seek to improve outcomes for these pupils, 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 clubs, holiday clubs, afterschool clubs, pantomime visits, school uniform – and in many other areas. Wherever we can, we will attempt to create an enriched experience in school that allows our pupils to have an experience at least as exciting and rewarding as those in less deprived areas across the country.</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 We will measure termly (or annually for , publish and act on the following key performance indicators: -
<p>For 2023-24, we will use a range of key performance indicators (KPI's) to measure our progress against our intended outcomes. The arrows listed below give an indication of whether a KPI going up or down indicates progress against our intended outcomes, but in some instances context may be change this, and if this happens, case studies may be used to evidence this in next year's strategy.</p> <p>Where available, previous year's performance will be used to create a baseline to compare to this year, so that we can analyse any progress made and the impact of our strategies and use of funding. We will also use case studies to demonstrate positive impact particularly for Challenge 1, Social and Emotional Issues.</p>	
<b>Social and Emotional Issues.</b> To engage pupils with social and emotional challenges, keeping them in mainstream education, promoting good levels of attendance and improving their attainment.	KPI1: Number of PPG pupils permanently excluded (↓); KPI2: Number of days' PPG pupils are suspended (↓); KPI3: Number of PPG pupils who are persistently absent (↓); KPI4: % difference between PPG and non-PPG attendance (↓).
<b>Gaps in Language Skills.</b> To support more pupil premium pupils to develop age related speaking and listening skills, which can then be applied in reading and writing.	KPI5: % of PPG pupils passing the phonics check in year 1 (↑).
<b>Gaps in Learning.</b> To eliminate prior gaps in knowledge, improving attainment for pupil premium pupils, closing the gap to their peers.	KPI6: % PPG pupils across school working at ARE in Reading, Writing and Maths compared to non-PPG pupils (↓); KPI5: % of PPG pupils passing the phonics check in year 1 (↑).
<b>Poor Attendance.</b> Reduce persistent absentee level among the pupil premium cohort and close attendance gap between pupil premium pupils and their peers.	KPI3: Number of PPG pupils who are persistently absent (↓); KPI4: % difference between PPG and non-PPG attendance (↓).
<b>Financial barriers that restrict pupils.</b> Ensure pupil premium cohort are included in enrichment activities accessible to their peers.	KPI7: % of applicable PPG pupils accessing at least 1 PPG funded enrichment activity (↑).

## 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: £67,489.00

Activity	Evidence that supports this approach	Challenge addressed
Leadership release: ensure English, Maths, EYFS and Teaching and Learning lead have weekly release to monitor standards in their subjects/areas. Feedback to staff areas to improve and follow up on actions.	<b>EEF Research:</b> Professional development for teachers is a key success factor in interventions. Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions. Set targets and follow them up in a timely fashion through SIP process.	2/3
Qualified Nursery Teacher in place to provide the most effective start to education for PPG pupils, targeting PPG pupils and upskilling other nursery staff through in the moment CPD.	<b>EEF Research:</b> Professional development for teachers is a key success factor in interventions. Leaders need to be rigorous at driving standards up – they need regular release to monitor standards; drop ins, book looks and pupil perceptions. Set targets and follow them up in a timely fashion through SIP process.	2/3
Teacher CPD and leadership for disadvantaged champion role	<b>EEF Research:</b> Teachers CPD. AHT (disadvantaged lead) will plan, deliver and facilitate high quality CPD for teachers/TAs that will improve attainment for disadvantaged children.	1/2/3/4/5

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

Budgeted cost: £104,602.00

Activity	Evidence that supports this approach	Challenge addressed
Year 1 and Year 2 Phonic Interventions.	<p>High quality phonic teaching to develop early reading skills. They will also ensure reading books match the pupil's abilities – they can read their book with 85% accuracy.</p> <p><b>EEF Research:</b> 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>	2/3/5
Year 6 offline Maths support.	<p>Previous use of this strategy has proved effective due to not all pupils having access to electronic facilities at home to access other school systems.</p>	3/5
Doodlemaths provision – subscription.	<p><b>EEF Research:</b> Using Digital Technology to improve attainment</p> <ul style="list-style-type: none"> <li>- student grouping in game-based learning.</li> <li>- gains made in mathematics and science tend to be higher than the gains made in literacy and language.</li> </ul>	3
50% Top up for tutoring/Tuition and other Tuition opportunities.	<p><b>EEF Research:</b> Targeted academic support.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p><b>EEF Research:</b> 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>	3



Percentage of non-SEN LSA salaries funded by PPG in order to create opportunities for PPG pupil direct interventions and pupil conferencing.	<b>EEF Research:</b> Targeted academic support. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £180,344.00

Activity	Evidence that supports this approach	Challenge addressed
Supplement funding for Year 6 residential - ensuring money does not prevent PPG pupils from attending residential.	<b>EEF Research:</b> 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 Metacognition and self-regulation) may also be involved.	5
School improvement work (contribution to trust appointed school improvement officer).	<b>EEF Research:</b> Professional development for teachers is a key success factor and our school improvement officer role at a trust level enables monitoring and CPD opportunities for teachers and leaders to better meet the needs of disadvantaged pupils.	2/3
Subsidise Swimming (Years 4 and 5).	<b>EEF Research:</b> Physical activity has important benefits in terms of health, wellbeing and physical development.	5
School counsellor.	<b>EEF Research:</b> 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.	1/4
Speech and Language Therapist.	<b>EEF Research:</b> 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	2/3

Attendance Officer – taking early action and working with parents to reduce persistent absence across PPG cohort.	<b>EEF Research:</b> 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.	2/3/4
Christmas Pantomime for all children.	<b>EEF Research:</b> 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.	5
Computing TA - training children (digital leaders) and installing new technology/apps to engage learning across the curriculum.	<b>EEF Research:</b> 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.	3/5
Wellbeing Hub staffing - alternative provision to target children with SEMH needs and struggle in class for the full day.	<b>EEF Research:</b> 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.  <b>EEF Research:</b> Behaviour interventions; reduction in exclusions, particularly for disadvantaged children More specialised programmes which are targeted at students with specific behavioural issues.	1/2/3/4
Forest Schools Provision.	<b>EEF Research:</b> 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
Student Rewards including Attendance Incentives.	<b>EEF Research:</b> 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.  <b>EEF Research:</b> 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.	1/4
Sports coaching provision.	<b>EEF Research:</b> Physical activity has important benefits in terms of health, wellbeing and physical development.	1/4

## 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 2022-23 academic year, and summarises that impact across the first two years of this three-year strategy.

The following table shows the current gap of pupil premium cohorts across the school working at age related levels, compared to their peers. This shows that elements of the pupil premium strategy designed to support pupils particularly in upper key stage 2 are having a significant impact on the challenge of reducing gaps in learning: for example, the 2021-2022 Year 6 cohort closed the gap to their peers in year 6 during year 1 of the strategy by between 1% and 4% across reading, writing and maths; another example is that the 2022-23 year 6 cohort either matched the attainment (in reading) of their peers or outperformed them (in writing and maths). What this data set also shows is that there are inconsistently sized gaps across the current cohorts, and that as we progress from the final year of this strategy to the next 3-year strategy in 2024, we need to redistribute the support across the school and close the gaps earlier – a target made challenging by the impact of COVID and lockdowns, but one which we understand more fully now, and that we are taking action to mitigate.

Summer 2021			2021-22 Year 1 of 3			2022-23 Year 2 of 3			2023-24 Year 3 of 3		
	R	W	M		R	W	M		R	W	M
5	8%	7%	6%	6	7%	3%	3%	7			
4	-1%	-5%	-1%	5	-4%	-14%	-9%	6	0%	-3%	-1%
3	7%	8%	6%	4	8%	3%	6%	5	12%	9%	8%
2	10%	8%	6%	3	5%	10%	4%	4	8%	9%	1%
1	6%	-4%	0%	2	6%	1%	7%	3	3%	7%	9%
0	no data			1	13%	12%	14%	2	15%	19%	16%
				0	18%	2%	28%	1	11%	11%	11%
								0	8%	6%	10%

At this point, the aspirational target of 80% pupils receiving pupil premium remains challenging; however, we continue to try and identify strategies and adapt our provision to ensure that as many pupils as possible reach age related levels. During 2023-24 we are also reviewing our assessment systems to ensure that we can be diagnostic and can focus as accurately as possible on the elements of learning that every pupil needs to close gaps.

Other examples of impact on gaps in learning and developing language skills include the rapid progress made in phonics for the cohort in year 1 in 2022-23 – from expected pass rates in the phonics check of around 20% in January, to 63% (53% for Pupil Premium cohort) passing come the actual check in June 2023: the staff employed to close gaps in phonic knowledge were particularly effective and have now been trained to deliver the new approach for the school in Read Write Inc, to further improve consistency and pinpoint targeting of next steps in learning for both reading and writing as we move into year 3 of the strategy.

The impact on the challenge of social and emotional provisions has been considerable, has reversed patterns of exclusions or poor attendance for pupils, and enabled others who could not tolerate a mainstream class room provision to be reintroduced independently to class and access learning with their peers. These successes are best seen through personalised case studies, which can be made available on request (copies shared may be redacted for GDPR purposes).

We continue to persevere with the challenge of absence from school. The average size of the gap between the pupil premium cohort and their peers over the three-year period of 2018 – 2021 was 14%. It has subsequently, during the life of this strategy closed to under 2% during 2023-24 as at 31<sup>st</sup> October 2023. Additionally, attendance for the pupil premium cohort has risen for the past 4 whole academic years, and is currently higher in 2023-24 again.

Attendance rose by 1.34% in 2022-23, and by slightly more at 1.39% for pupils in receipt of pupil premium funding. We continue to work with partners in other schools and with the Local Authority to identify effective ways of further improving attendance. This is why we target enrichment and inclusivity initiatives with some of our pupil premium funding – so that days are not lost through lack of uniform, through financial barriers to be able to fund school trips or enrichment activities. The evidence that the pupil premium cohort attendance is rising faster than their peers suggests that we are having some success in this area and have begun to close the gap to peers, which is further supported by more recent evidence. After the first half term of 2023-24, the gap between the whole school attendance and the pupil premium cohort has closed by a further 0.21% as at 31<sup>st</sup> October 2023.

## 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)
Tutoring	Purple Ruler