

## 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	Bayside Academy
Number of pupils in school	276
Proportion (%) of pupil premium eligible pupils	49
Academic year/years that our current pupil premium strategy plan covers	3 years
Date this statement was published	22 <sup>nd</sup> October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alex Prout (Director of Primary Education, AAT)
Pupil premium lead	Matt Vernon (Principal, Bayside Academy)
Governor / Trustee lead	Rob Schofield (AAC) Caroline Sard (Trustee)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188,300
Recovery premium funding allocation this academic year	£21,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,000
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£225,905

## Part A: Pupil premium strategy plan

### Statement of intent

At Bayside Academy, our vision is to 'Empower and Enable' our pupils within our mantra 'High Expectations lead to High Achievers'.

We are committed that our disadvantaged pupils will achieve at least in line with non-PPG entitled pupils, with two clear foci: academic achievement and personal development.

#### Academic Achievement

Disadvantaged pupils arrive at school with lower starting points and require a wide range of support in order to accelerate their progress to obtain in line with non-PPG entitled pupils. Long term strategies focus on high quality teaching and learning and specific intervention:

- Speech and language intervention from Speech and Language therapist, focused on the early years
- Group / individual intervention through trained teaching assistants (with a particular focus on reading)
- Online software to promote reading and numerical fluency at school and at home
- Maintaining low class sizes in EYFS and other year groups matched to need to ensure focussed daily support on an individual basis
- Subsidising educational experiences to provide regular experiential learning across the curriculum
- Wide ranging CPD opportunities for staff
- Specific mentoring and coaching for teaching staff both internally to the academy and externally
- Developing outstanding leadership

In the next three years, the academy will also be running a high intensity on-site tutoring program. The majority of pupils enrolled will be PPG entitled and all pupils participating will be identified as those most affected by disruption to learning as a result of Covid-19. In the 2021-2022 academic year, a full time tutor will utilise a specific learning space in order to deliver intervention, with learning expectations organised through class teachers. This tutor is a fully qualified and experienced teacher. All LAC pupils will have weekly tutoring throughout the academic year.

### Personal Development

Disadvantaged pupils have lower aspiration and resilience in learning. Long term strategies focus on the personal development required to obtain future success:

- Wide ranging support from a skilled Inclusion team
- Development of a behaviour support mentor role to ensure consistent educational provision for all pupils
- Support mental well-being through development of outdoor learning experiences
- Heavily discounted residential experiences for all pupils to develop independence, resilience and inter-personal collaboration
- Employment of a curriculum enrichment leader to widen extra-curricular opportunities available
- Planned curriculum time for each year group to participate in cookery lessons, with a focus on healthy eating as well as specific cookery skills
- Support to access grammar school testing successfully with additional measures to ensure places applied for where appropriate
- Additional support to manage transitions to secondary school education
- Support to improve attendance

### Challenges

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

Challenge number	Detail of challenge
1	<p>Low Starting Points</p> <p>Pupils enter school with lower levels of achievement within the EYFS curriculum, particularly with Speech and Language / Communication.</p>
2	<p>High Level Of Impact From School Disruption As A Result Of Covid-19</p> <p>Pupils have significant learning gaps as a result of school closures and lower levels of engagement in remote education. This has resulted in these pupils falling behind in relation to chronological expectations.</p>
3	<p>Family Challenge</p> <p>Pupils are more likely to suffer from a variety of challenges within their home environment statistically and are more likely to be subject to planned intervention from Children's Social Care.</p>

4	<p><b>Low Aspiration</b></p> <p>Pupils demonstrate lower aspirations in the short, medium and long term. This includes aspiration for schooling in selective establishments.</p>
5	<p><b>Lack Of Parental / Family Support</b></p> <p>Pupils are less likely to complete home learning activities and be supported in wider learning when out of school.</p>
6	<p><b>Lower Access To Wider Experiences</b></p> <p>Many pupils do not have access to wider life experiences that support curriculum learning and personal development.</p>
7	<p><b>Persistent Absence</b></p> <p>Pupils are more likely to be absent statistically, resulting in lost learning time.</p>
8	<p><b>SEND</b></p> <p>Pupils are more likely to have an SEND need, including related to SEMH, which can require additional adaptations and interventions to ensure that progress is made in school.</p>
9	<p><b>Health Needs</b></p> <p>Pupils are more likely to have health needs, including in relation to healthy lifestyle choices.</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
Accelerate progress in learning following disruption to education due to Covid-19	<ul style="list-style-type: none"> <li>100% of pupils' attainment in Reading, Writing and Maths is equal to or advanced of their last formal data collection point (EYFS / KS1).</li> <li>100% of pupils achieving WTS/PKF judgements at EYFS/KS1 make accelerated progress (minimum 4TPs+) in Reading, Writing and Maths each year.</li> <li>Attainment gap between PPG and non-PPG pupils is narrowed by 5% each academic year in all year groups.</li> </ul>
Lower rates of Persistent Absence for PPG entitled pupils	<ul style="list-style-type: none"> <li>Lower Persistent Absence by 3% each year: 2021-2022; 2022-2023; 2023-2024.</li> <li>By end of 2024, Persistent Absence for PPG pupils is in line with non-PPG pupils.</li> </ul>

<p>Develop character and resilience in learning</p>	<ul style="list-style-type: none"> <li>• 100% of lesson visits show consistently high attitudes towards learning.</li> <li>• 100% of PPG entitled pupils in Years 2-6 attend a 3 day residential in the next 3 years</li> <li>• 100% of PPG entitled pupils attend an after school club during the year.</li> <li>• Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning.</li> <li>• Overall attendance gap between PPG and non-PPG pupils decreases by 1.5% each year to be equal at the end of the 2023-2024 academic year; overall attendance for PPG pupils to be at least 94% 2021-2022; 95% 2022-2023; 96% 2023-2024.</li> </ul>
<p>Develop high levels of engagement in learning and future education</p>	<ul style="list-style-type: none"> <li>• 100% of lesson visits show consistently high attitudes towards learning.</li> <li>• Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning.</li> <li>• 100% of pupils transitioning to secondary are successful in maintaining educational provision each year.</li> <li>• Increase % of pupils both taking and passing the entrance test to grammar school by 5% each year over the next 3 years.</li> </ul>
<p>Understand the importance of healthy lifestyles</p>	<ul style="list-style-type: none"> <li>• 100% of pupils access at least 6 weeks of cookery lessons each year for the next 3 years.</li> <li>• Qualitative data from pupil surveys and interviews demonstrates improved understanding of the importance of a healthy lifestyle.</li> <li>• Curriculum reviews demonstrate effective implementation of relevant elements within the Citizenship and Science curricula.</li> </ul>

## 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: £55,000 (24%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain small class sizes in Year 3 for Reading, Writing and Maths £35000	Smaller classes where pupil numbers are reduced by more than 10 pupils can allow for around a 2 month positive impact on pupil progress (Education Endowment Fund).	1 2 8
Teaching and learning program and CPD £10000	Improving the effectiveness of teaching and learning is proven to be the most effective way to improve pupil's outcomes.	1 2 4 8
Leadership development £10000	Effective leadership leads to effective teaching and learning, which in turn leads to effective outcomes for pupils.	1 2 4 8

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

Budgeted cost: £79,450 (35%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed School-Led Tutoring provision £8600	An effective tutoring program over 15 hours can accelerate learning by 4-5 months.	1 2 4 8

Provide tailored academic intervention £50500	Directed, focussed intervention leads to acceleration in key areas of learning. For example, reading interventions at Bayside resulted in a 21% acceleration in pupils reading at their chronological ages.	1 2 4 8
Provision of music therapy £2500	Music therapy has been observed to nurture and catalyse development and skills which can then be advanced and expanded in other areas of a child's life. Research has demonstrated that the benefits of music therapy are not temporary and can still be observed after several years.	3 6 8
Provision of diverse range of educational curriculum trips £12500	Experiential learning widens pupils' exposure to both direct and future learning, fostering engagement and knowledge acquisition.	6
Provision of e-learning platforms for both Reading (Oxford Reading Buddy / Reading Plus) and Maths (Mathletics) to foster reading and numerical fluency. £4350	Online platforms for reading have proven effective in promoting reading fluency both at home and at school. This is evidenced through a 21% increase of pupils reading at their chronological age last academic year.  Mathletics is being engaged with by all pupils on a weekly basis. A focus on numerical fluency is supporting catch up within lessons and allowing pupils to achieve set learning goals.	1 2 5 8
Provide transitional support for future destination schools £600	Enhanced transition allows specific pupils, particularly those with a variety of SEND needs / those with anxiety, to move to secondary school successfully. Associated planning of relevant adaptations and interventions to support children allows them to successfully manage their movement into the next phase of their education.	7
Verbal reasoning tuition £400	Additional learning sessions related to verbal reasoning have supported children to access selective educational testing for grammar schooling. In September 2021, 2 PPG entitled pupils transitioned to grammar school.	4

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

Budgeted cost: £91,500 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support, including pupil well-being £35000	Pupils have to feel safe and secure in order to learn effectively. Wide ranging support from an Inclusion Team, including pastoral support, allows pupils a stable platform from which to learn.	3 5 7
Establish a Behaviour Support Learning Mentor £21500	Pupils with SEMH needs respond best to consistent support from a trusted adult with whom they have an effective relationship. This approach will support pupils to remain in class and make good progress.	3 5
Residential £10000	Residential experiences foster resilience as well as independence and collaboration, promoting future success in education and beyond.	6
Outdoor learning £10000	Planned outdoor learning experiences, including the use of a forest schools approach, is proven to improve pupils' resilience through a range of activities, including controlled risk taking.	6 7 9
Curriculum coordinator role £5000	Widening provision for pupils to engage in a range of activities allows for the development of healthy lifestyles and personal interests, as well as allowing for positive social interaction and fostering belonging.	6 7 9
Resources for clubs and break times £2500		
Cookery provision £7500	Pupils are evidenced as trying a broader and more diverse range of tastes and textures through engaging with ingredients and preparing different dishes.	9

**Total budgeted cost: £225,950**

## 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.

Many of the actions planned for supporting disadvantaged pupils during the 2020-2021 academic year had to be adapted due to ongoing restrictions, closures and in order to follow all relevant governmental guidance.

A wide range of measures were put into place to support disadvantaged pupils during lockdown. These included: the provision of technology; weekly direct contact through telephone or in person, accessible, structured online learning, delivery of all practical resources directly to homes; 35-40% of pupils attending school in their year groups; additional remote pastoral support. Despite these measures, disadvantaged pupils engagement in learning was lower than non-disadvantaged pupils attainment. Pupils suffered from a loss of learning during the year, and catching up on learning is a key priority for the 2021-2022 academic year.

From analysis, it is noted that younger pupils in key stage 1 and EYFS have been more affected than pupils in Key Stage 2. Therefore a particular focus for a recovery program will be on pupils in these year groups.

#### Attendance

From March – July 2021, not including Covid related absence:

Overall attendance	PPG pupils	Non-PPG pupils	Difference
95%	93%	97%	4%

Attendance of PPG pupils remains lower than non-PPG pupils and will remain a priority for the 2021-2022 academic year.

#### Reading

- Reading data showed a 21% increase in all pupils reading at their chronological age during the 2020-2021 academic year.
- Pupils' average amounts of reads per week increased by 1.6 reads over the course of the 2020-2021 academic year.

### Attainment in Year 6

Within Year 6 Teacher Assessments, PPG pupil attainment was above non-PPG pupil attainment in 4 out of 6 judgements. 36 out of 51 pupils (71%) of the year group were disadvantaged.

	Reading			Writing			Maths		
	PPG	Non-PPG	Difference	PPG	Non-PPG	Difference	PPG	Non-PPG	Difference
EXS+	72%	67%	+5%	61%	62%	-1%	61%	67%	-6%
GDS	11%	5%	+6%	8%	5%	+3%	8%	0%	+8%

Two pupils accessed a place in grammar school for September 2021: both were disadvantaged.

Qualitative feedback from secondary feeder schools (respective Heads of Year 7) demonstrated pupils from Bayside were prepared for secondary education with a good knowledge base (confirmed through entry assessments) and the independence to transition effectively.

## Externally provided programmes

We were highly limited in our use of external providers last year due to ongoing restrictions related to Covid-19 DfE guidance.

Programme	Provider
Music Therapy	Nordoff Robins Music Therapy

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> <li>Pastoral support for pupils (focussed when parent on active service).</li> <li>Support for before school care provision to enable smooth transitions into school.</li> <li>Tutoring for pupil transferring between education systems in the United Kingdom.</li> </ul>
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> <li>100% pupils made expected progress in learning within Reading and Writing; 33% made accelerated progress.</li> </ul>

	<ul style="list-style-type: none"><li>• 67% pupils made expected progress in learning within Maths.</li><li>• All pupils' attendance was 96%+.</li><li>• Pastoral intervention successful in managing anxiety related to parent being on active service.</li></ul>
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