

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This statement forms part of a three year strategy from 2021-2024.

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	254
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 (year 2 / 3 year strategy from 2021-2024)
Date this statement was published	5 <sup>th</sup> October 2022
Date on which it will be reviewed	October 2023
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	£173,125
Recovery premium funding allocation this academic year	£19,720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,000
<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	£196,845

## 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 across the range of school life, with two clear foci: academic achievement and personal development. We have set our priorities based on clear evidence from the previous academic year, both in terms of academic achievement and wider personal development, including attendance data.

#### 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:

- A clear focus on effective teaching and learning to support accelerated academic progress:
  - Wide ranging CPD opportunities for staff, both internally and from external providers
  - Specific mentoring and coaching for teaching staff both internally to the academy and externally
  - Sustaining strategic leadership specifically for teaching and learning
  - Developing outstanding leadership for all leaders
  - Focussed training and 1:1 learning for staff based around specific SEND
  - Partnership work with other schools and providers
  
- Specific intervention in key areas to support pupils from disadvantaged backgrounds:
  - Speech and language intervention from Speech and Language therapist, focused on the early years
  - Wide ranging group / individual intervention through trained teaching assistants (with a particular focus on reading)
  - Additional support within learning, adapting provision to ensure inclusive access

- Wider support to support, develop and enhance curriculum learning:
  - Online software to promote reading and numerical fluency at school and at home
  - Subsidising educational experiences to provide regular experiential learning across the curriculum
  - Specific resourcing within the curriculum

### 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 including a full-time pastoral worker
- Continued development of outdoor learning experiences to support resilience and well-being
- Individual support including counselling for disadvantaged pupils who are identified in need of mental health support
- 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: focus on ensuring participation of disadvantaged pupils.
- 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
- Specific support to improve attendance from attendance officer

## 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 across the range of the EYFS framework, particularly within Speech and Language / Communication.</p>
2	<p>High Level Of Impact From School Disruption As A Result Of Covid-19</p> <p>Although progress has been made, a significant number of disadvantaged pupils remain behind of chronological expectations across the curriculum.</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>Low Aspiration</p> <p>Pupils demonstrate lower aspirations in the short, medium and long term. This includes aspiration for schooling in selective establishments.</p>
5	<p>Lack Of Parental / Family Support</p> <p>Pupils are less likely to complete home learning activities and be supported in wider learning when out of school.</p>
6	<p>Lower Access To Wider Experiences</p> <p>Many pupils do not have access to wider life experiences that support curriculum learning and personal development.</p>
7	<p>Persistent Absence</p> <p>Pupils are more likely to be absent statistically, resulting in lost learning time.</p>
8	<p>SEND</p> <p>Pupils are more likely to have a SEND need, including related to SEMH, which can require additional adaptations and interventions to ensure that progress is made in school. In September 2022, the difference between non-PPG and PPG children registered with SEND was 11% (29% of PPG entitled pupils also being registered with SEND).</p>
9	<p>Health Needs</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>
Develop character and resilience in learning	<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 between 2021-2024.</li> <li>100% of PPG entitled pupils attend an after school club during each academic 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 95% 2022-2023; 96% 2023-2024.</li> </ul>
Develop high levels of engagement in learning and future education	<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> </ul>

	<ul style="list-style-type: none"> <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: £69,000 (35%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning program and CPD £20000	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 £25000	Effective leadership leads to effective teaching and learning, which in turn leads to effective outcomes for pupils. Direct impact of strategic lead for Teaching and Learning evident through lesson visit records. Mentoring and coaching of leaders has enabled success against specific leadership targets and goals, evidenced within school Raising Achievement Plan and 'Good' Grading from Ofsted in June 2022. Specific, evidenced based Leadership training to be accessed by all Middle Leaders and one Senior Leader 2022-2023	1 2 4 8
Partnership work with external professionals £2000	Impact evident within Pupil Passports for SEND pupils	8
Support well being through development of staff Well-Being champion £2000	Support for well-being of staff proven to lower absence rates and support staff retention. Absence rates during 2021-2022 lower than average for MAT. No new teaching staff for 2022-2023 academic year.	1 2 4 8

<p>Provide individualised learning environment for pupils with complex SEND £20000</p>	<p>Develop specific provision for pupils with extremely complex needs. Implement bespoke curriculum to support academic development as well as the personal development required to access this learning.</p> <p>2022-2023, 5 pupils to be placed with the 'Hive' provision, all within the Disadvantaged category.</p> <p>Widen capacity of provision to share specific strategies across the school to support pupils with SEND, with a particular focus on SEMH.</p>	<p>8</p>
--	---	----------

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

Budgeted cost: £62,650 (32%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide tailored academic intervention £46000</p>	<p>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.</p> <p>Evidenced impact of additional support for pupils in EYFS receiving specific intervention, including NELI: additional TA support to be provided to EYFS.</p>	<p>1 2 4 8</p>
<p>Provision of diverse range of educational curriculum trips £11500</p>	<p>Experiential learning widens pupils' exposure to both direct and future learning, fostering engagement and knowledge acquisition.</p>	<p>6</p>
<p>Provision of e-learning platforms for both Reading (Oxford Reading Buddy / Reading Plus) and Maths (Mathletics) to</p>	<p>Online platforms for reading have proven effective in promoting reading fluency both at home and at school. This is evidenced through success % gains in pupils reading matching their chronological ages: at the end of the</p>	<p>1 2 5 8</p>



foster reading and numerical fluency. £4350	2021-2022 academic year this was 76% across the school.  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.	
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 £200	Additional learning sessions related to verbal reasoning have supported children to access selective educational testing for grammar schooling.	4

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

Budgeted cost: £65,200 (33%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion support, including pupil well-being £28000	Pupils have to feel safe and secure in order to learn effectively. Wide ranging support from an Inclusion Team, including full time pastoral support, allows pupils a stable platform from which to learn.	3 5 7
4 weekly attendance review processes and individual support for attendance £9000	Attendance of PPG pupils vs. non-PPG pupils is not equal. Higher rates of persistent absence exist for pupils within the disadvantaged group.	7

Residential subsidies £5000	Residential experiences foster resilience as well as independence and collaboration, promoting future success in education and beyond.	6
Outdoor learning and resourcing to support development of the 'practical' curriculum £5000	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.  Impact evidenced in improvement in attitudes to learning from Year 2 pupils who engaged with the pilot program.  Pupil voice from disadvantaged groupings demonstrates positivity towards practical learning, including in D.T.	2 6 7 9
Curriculum coordinator role £7600	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.  Further evidence of pupils engaging in cookery within their home environments.	9
Provision of breakfast bagels £600	Evidence from EEF and Magic Breakfast of +2m from universal breakfast offer.	3 9

**Total budgeted cost: £196,850**

## 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 2021 to 2022 academic year against the intended outcomes as detailed in the relevant Pupil Premium Strategy document.

#### Accelerate progress in learning following disruption to education due to Covid-19

High rates of accelerated progress was evidenced in Years 3-6:

Teacher assessment for Years 3-5:

Reading = 39% of pupils making accelerated progress

Writing = 39% of pupils making accelerated progress

Maths = 31% of pupils making accelerated progress

Conversion between KS1 and KS2 attainment in end of Key Stage 2 assessments:

%	Reading Converted	Reading Accelerated	Writing Converted	Writing Accelerated	Maths Converted	Maths Accelerated
PPG	93	4	96	22	81	19
Non-PPG pupils	90	24	86	19	95	5
Difference	+3	-20	+10	+3	-14	+14

Within key element of developing reading, 76% of Disadvantaged pupils were reading at their chronological age at the end of the 2021-2022 academic year.

Key adaptations to strategy actions for 2022-2023:

- Focus for intervention including tutoring to be related to phonics and the early development of reading in Years 1 and 2.
- Additional, SLT led group maths intervention for Upper Key Stage 2 classes daily. Majority of pupils taking part to be PPG entitled.
- Focused direct support including coaching and mentoring from strategic teaching and learning lead to be provided to both Year 1 and Year 2.
- Additional class for pupils with complex SEND to be implemented for selected pupils from Years 1 and 2. Individualised education offer to promote personal and academic achievement to be implemented.

### Lower rates of Persistent Absence for PPG entitled pupils

The gap in overall attendance between non-PPG and PPG entitled pupils has narrowed:

	Overall attendance	PPG pupils	Non-PPG pupils	Difference
2020 – 2021*	95%	93%	97%	4%
2021 – 2022*	93.5%	92%	95%	3%

\* Covid absence including in 2021-2022 data, removed from 2020-2021 data

Persistent Absence remains higher than national average and remains an area of focus.

Key adaptations to strategy actions for 2022-2023:

- 4 weekly review of attendance for all pupils to implement flow chart of actions to promote attendance (Attendance Officer with SLT).
- Access to specialist services, for example counselling, based on need.

### Develop character and resilience in learning

- 100% of lesson visits show consistently high attitudes towards learning – *achieved*.
- 100% of PPG entitled pupils in Years 2-6 attend a 3 day residential in the next 3 years:
  - 100% of PPG pupils in Years 4 and 5 attend camping residential 2021-2022
  - 56% of PPG pupils in Year 6 attended full week residential 2021-2022 – all offered subsidy
- 100% of PPG entitled pupils attend an after-school club during the year – 88% of Disadvantaged pupils access at least one block of activity.
- Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning. *Achieved within pupil voice groups.*

Key adaptations to strategy actions for 2022-2023:

- Organise residential experience for Year 4 pupils with intended 100% participation for PPG entitled pupils
- Include wider opportunities to gain pupil voice within school Raising Achievement Plan
- Extend Forest School provision to classes who have not completed any sessions, as well as intervention sessions for SEND pupils.

Develop high levels of engagement in learning and future education

- 100% of lesson visits show consistently high attitudes towards learning – *Achieved*.
- Qualitative data from pupil surveys and interviews demonstrates improved level of attitude towards school and learning. *Achieved within pupil voice groups*.
- 100% of pupils transitioning to secondary are successful in maintaining educational provision each year. *No known exclusions from secondary provision for ex-pupils 2021-2022*.
- 4 pupils gain entry to grammar school, 8 (16%) access testing: 1 disadvantaged pupil with an EHCP due to SEMH needs gains entry to grammar school.

Understand the importance of healthy lifestyles

- 100% of pupils access at least 6 weeks of cookery lessons each year for the next 3 years. *Achieved 2021-2022*.
- Qualitative data from pupil surveys and interviews demonstrates improved understanding of the importance of a healthy lifestyle. *Achieved within pupil voice groups*.
- Curriculum reviews demonstrate effective implementation of relevant elements within the Citizenship and Science curricula. *Achieved*.

## Externally provided programmes

Programme	Provider
1:1 specific counselling services	The Listening Ear (local charitable organisation)
1:1 counselling for pupil suffering bereavement of a parent	Mosaic (local charitable organisation)
Forest Schools Provision	Primary Forest School & Outdoor Education Ltd
Residential program (Year 6)	PGL
Residential program (Years 4 and 5)	Dorset Council
1:1 and group tutoring	Headstarts Tutoring Services
Music Therapy	Nordoff Robins Music Therapy

## Service pupil premium funding

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<ul style="list-style-type: none"> <li>• Pastoral support for pupils (focussed when parent on active service).</li> <li>• 'Forces Club' before school club (30 minutes weekly): provision of specific activities and relevant support in place for children (including the use of bespoke resources from 'Little Troopers').</li> </ul> <p>Costs for resources and staffing for the club taken directly from pupil premium allocation.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<ul style="list-style-type: none"> <li>• 100% of pupils made expected progress in Reading, Writing and Maths.</li> <li>• Year 6 pupils converted KS1 attainment at the end of KS2, accelerated progress evident in Writing.</li> <li>• Attendance between 95-99% for all pupils: average 97%.</li> <li>• Pastoral intervention and regular 'Forces Club' successful in managing anxiety related to parent being on active service.</li> </ul>