

Pupil Premium Strategy Statement

Version 3 September 2021

This statement details our academy'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.

Academy Overview

| Detail | Data |
|---|-------------------------------|
| Academy name | The Baird Primary Academy |
| Number of pupils in the academy | 371 |
| Proportion (%) of pupil premium eligible pupils | 60.4% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2020-21 2021-22 2022-23 |
| Date this statement was published | October 2021 |
| Date on which it will be reviewed | January 2022 |
| Statement authorised by | Carly Welch |
| Pupil Premium Lead | Carly Welch Roz Adie |

Funding Overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £310,900 |
| Recovery premium funding allocation this academic year | £33,785 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £3,722 |
| 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 | £348,407 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At The Baird Primary Academy, we strive to deliver an ambitious curriculum to all pupils to ensure that our pupils aspire to achieve excellence and are equipped with rich knowledge that prepares them for their future.

We recognise that we serve an area of significant deprivation and that our curriculum needs to be well planned, progressive, knowledge-rich and offer wide opportunities to develop our pupil's cultural capital.

We understand that not all pupils who receive free school meals will be socially disadvantaged and that conversely those who do not receive free school meals may also be subject to social disadvantage, but believe that our provision should be tailored to meet the needs of all learners.

We ensure that targeted provision is made for those pupils who belong to vulnerable groups, ensuring that these interventions are based on accurate assessment and a clear understanding of pupils' starting points, as well as their barriers to learning.

Our overarching objectives for disadvantaged pupils are:

- To ensure that our pupils have positive mental health and wellbeing and feel happy and safe to learn
- To ensure that our pupils attend school regularly and are eager to learn
- To narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers nationally.
- To ensure that our disadvantaged pupils make accelerated progress
- To ensure that all pupils are aware of how they learn best and are actively able to identify strategies to support their learning

To achieve these objectives, we will:

- Ensure that the curriculum is aspirational for all pupils and that teaching and learning opportunities meet the needs of all pupils. We will ensure that all teaching is good or better.
- Ensure that accurate assessment is completed and the needs of pupils are accurately identified
- Provide high-quality staff training so that all staff are well-equipped to meet the needs of all pupils
- Ensure that barriers to learning are identified and actions taken to address these, both within the home environment and the school environment
- Ensure that metacognitive approaches are supported within all lessons
- Provide high-quality support for pupils social, emotional and mental health within a supportive and nurturing environment

Pupil Premium funding is allocated following a needs analysis which identifies priority groups and individuals. The limits of the funding and resources means that some children who are eligible for Pupil Premium funding will receive additional support when their need is identified. In addition, pupils who are identified as socially disadvantaged and who do not directly receive Pupil Premium funding may also have additional support to meet their needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Covid-19 Closures / Historic Underachievement</p> <p>Significant periods of closure due to Covid-19 have negatively impacted many of our disadvantaged pupils, both in terms of their academic achievement, but also their social and emotional development and their readiness to learn. Prior to Covid-19, disadvantaged pupils were under performing in comparison to their peers and this gap has widened during lockdown.</p> <p>During this time, the academy provided a blend of paper packs of work, laptops and live lessons and tasks to support the children’s learning, however many parents struggled to support their child’s learning due to poor ICT skills and chaotic home lives.</p> <p>Many parents were highly anxious about sending their child to school during this time, even though places were offered.</p> |
| 2 | <p>Speech, Language and Communication Difficulties</p> <p>A high number of disadvantaged pupils enter the academy with significant gaps in their speech, language and communication skills. This impacts on all areas of the curriculum as these pupils do not have age-appropriate reception or expressive language. In addition, many of our disadvantaged pupils have impoverished vocabulary, which is a direct indicator of future attainment.</p> <p>In 2020, 50% of the reception cohort required high-level support from our Speech and Language Team due to the complexity of their disordered or delayed speech and language skills.</p> <p>In 2021, 38% of the reception cohort require high-level support from our Speech and Language Team due to delayed or disordered speech and language skills. A further 11% of pupils require group intervention in order to develop age-appropriate language.</p> |
| 3 | <p>Social, Emotional and Mental Health Difficulties</p> <p>In the last year, we have seen a significant decline in both the mental health of our parents and the mental health of our pupils. Lockdown, as well as poor access to services, means that pupils and parents are often unable to access the support they need.</p> <p>Whilst the academy has a number of mental health first aiders, alongside a nurturing environment, which supports pupils to feel safe, a number of our pupils have significant difficulties with their social and emotional development, alongside their mental health. This means that they are often not ready to learn and require significant intervention to ensure that there are emotionally regulated.</p> |
| 4 | <p>Lack of Reading at Home</p> <p>A high number of pupils are not heard read at home regularly. A few are not heard read at all. There is also poor parental support for home learning. A high number of pupils have limited support for home learning and some do not complete it at all. This is despite the fact that pupils have been provided with online texts and a variety of texts to have in the home.</p> <p>Poor parental standards of literacy and numeracy affects their access to services and their capacity to support their child with academic concepts. Also, a significant number of parents have underachieved in their own education and have low standards of literacy or numeracy. Thus, despite a desire to help, they are ill-equipped to help their child and do not have an appreciation of the age-related standards that are expected.</p> |

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| 5 | <p>Attendance High levels of pupil persistent absence, especially for disadvantaged pupils, means that often pupils miss valuable learning time which impacts on their acquisition of knowledge.</p> <p>An increased percentage of disadvantaged pupils have poor attendance, compared to their non-disadvantaged peers. In addition, parents often have poor attitudes towards education, having had poor experiences themselves</p> |
| 6 | <p>Lack of Access to Wider Opportunities Opportunities for wider experiences out of school are limited. Local free resources such as museums, library, beach and country park tend not to be accessed. Opportunities for visits to non-local areas are also limited. These have all been inaccessible for prolonged periods due to the Covid-19 pandemic. This has had a significant impact on pupils' mental health and wellbeing, as well as parental mental health.</p> |
| 7 | <p>Mobility High levels of mobility and in-year admissions mean that cohorts are ever-changing. This makes planning challenging as pupil numbers and needs within cohorts change frequently. In addition, mobility directly affects pupil attainment.</p> <p>Often in-year admissions are from parents who have disengaged with their former school and therefore relationships with schools often need development. In addition, pupils often arrive with undiagnosed SEN and often challenging behaviour due to complex SEMH needs.</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 |
|---|---|
| <p>To provide quality wave 1 teaching which addresses the needs of all disadvantaged pupils and enables all pupils to make expected progress in reading, writing and maths.</p> <p>To provide targeted catch-up in reading, writing, maths and phonics so that disadvantaged pupils make accelerated progress and narrow the gap to age-related expectations.</p> | <p>The Quality of Education for all pupils will be good or better. All pupils will access an aspirational curriculum that enables them to know more and remember more.</p> <p>Disadvantaged pupils will make accelerated progress from starting points.</p> <p>An increased percentage of disadvantaged pupils will achieve the GLD at the end of Reception and the expected standard at the end of KS1 and 2.</p> <p>The progress measure at the end of KS2 will be in line with national averages for disadvantaged pupils.</p> <p>Phonics assessments will show expected progress from starting points.</p> <p>Curriculum planning will show evidence of pupils accessing an ambitious and well-planned curriculum.</p> <p>All pupils will attend off site visits and enrichment opportunities which enhance the curriculum.</p> |
| <p>To ensure that all pupils develop age-appropriate reading skills.</p> | <p>Increased proportions of disadvantaged pupils will read at home at least three times per week.</p> |

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| <p>To work with parents and carers to promote reading at home.</p> | <p>An increased percentage of disadvantaged pupils will achieve age-related expectations in reading and have improved reading age data.</p> <p>An increased percentage of disadvantaged pupils will achieve the phonics screening test.</p> <p>Parents and carers of disadvantaged pupils will attend reading drop-ins. Parent feedback will show positive satisfaction.</p> |
| <p>To ensure that pupils develop age-appropriate speech, language and communication skills and that speech and language difficulties do not impact on a pupil's access to the curriculum.</p> | <p>Pupils on the speech and language caseload will make progress against management plan targets.</p> <p>Provision in classrooms will support pupils with SLCN to access the aspirational curriculum and be able to communicate their needs.</p> <p>Language Link data will show progression.</p> |
| <p>To ensure that staff use metacognitive strategies to enable their pupils to understand how to learn and so that pupils develop lifelong skills to promote independent learning.</p> | <p>Staff will understand how meta-cognitive strategies support pupils to learn and retain knowledge.</p> <p>Pupils will have independent skills for learning, based on meta-cognitive strategies.</p> |
| <p>To ensure that our pupils are emotionally ready to learn and that their mental health does not act as a barrier to learning.</p> | <p>There will be decreased incidents of pupils showing emotional deregulation.</p> <p>Pupils will have improved self esteem and confidence in their learning.</p> <p>Lesson observations will demonstrate pupils who are happy, safe and ready to learn.</p> |
| <p>To work with parents, pupils and wider agencies to understand and overcome barriers to attendance for disadvantaged pupils.</p> | <p>Attendance of disadvantaged pupils will improve and fewer disadvantaged pupils will be persistently absent.</p> <p>Parents will feel supported to address attendance concerns.</p> |

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: £65,706

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Develop metacognitive approaches in all lessons through:</p> <p>Training on metacognition for PP Champion through Durrington Research School.</p> <p>High-quality CPD delivered for teachers focused on metacognition.</p> <p>High-quality CPD for support staff to enable their knowledge of metacognitive strategies to be developed and for them to be coached to use these strategies when teaching / intervening with pupils.</p> <p>Modelling of metacognitive strategies by PP Champion during whole class sessions and small group teaching.</p> <p>Monitoring of metacognition in class teaching by PP teaching and coaching support for teachers to develop this further.</p> <p>Embedding the Empowerment Approach (part of our Behaviour for Learning strategy) to actively teach pupils how to regulate their emotions.</p> | <p>EEF identified +7 months impact of metacognitive strategies and strategies that promote self-regulation - Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> | <p>1</p> |
| <p>Develop wave 1 strategies to support the needs of pupils with SLCN in all lessons through:</p> <p>High-quality CPD for all staff to enable them to understand how speech and language difficulties impact on pupils in the classrooms and the effective strategies to support these pupils.</p> <p>Modelling of scaffolding and strategies to support these pupils to access the aspirational curriculum.</p> <p>Monitoring of these strategies to identify impact.</p> | <p>EEF identified +6 months impact of approaches that developed oracy and speaking and listening skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> | <p>2</p> |

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| <p>Introduce the teaching of Word Aware to narrow the vocabulary gap between disadvantaged pupils and their peers.</p> | <p>Vocabulary is a strong predictor of academic and reading success (DCSF, 2008 from Biemiller, 2003)</p> <p>Lack of vocabulary underlies academic failure for many pupils especially those from socially disadvantaged backgrounds (Block & Magieri, 2006)</p> | <p>1 2 4</p> |
| <p>Develop wave 1 teaching to ensure the high-quality teaching of all disadvantaged pupils through:</p> <p>Planning support from PP Champion to ensure the aspirational curriculum is well taught and planned.</p> <p>Coaching and mentoring for teachers to improve delivery and ensure that strategies to scaffold learning are appropriate.</p> <p>Delivery of high-quality CPD for teachers. Delivery of high-quality CPD for all support staff.</p> <p>Modelling of small group teaching from PP Champion to showcase highest standards whilst also narrowing the gap for these pupils.</p> | <p>EEF Guide to Pupil Premium identifies teaching as the highest priority - Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) with a clear focus on improving teaching, training and support for teachers.</p> <p>EEF identified the significant impact of phonics interventions (+5 months) Phonics EEF (educationendowmentfoundation.org.uk) and reading comprehension strategies (+6 months) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) to develop pupil progress.</p> | <p>1 4 6</p> |
| <p>Provide additional expert CPD for teachers and support staff to enable improved wave 1 teaching for all pupils and detailed understanding of complex needs.</p> | <p>EEF Guide to Pupil Premium identifies teaching as the highest priority - Pupil Premium Guidance iPDF.pdf (educationendowmentfoundation.org.uk) with a clear focus on improving teaching, CPD, training and support for teachers.</p> | <p>1 2 4</p> |

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

Budgeted cost: £177,189

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>To provide targeted intervention for pupils with social, emotional and mental health difficulties to ensure that they are ready to learn in their mainstream classrooms through:</p> <p>A nurture class for EY / KS1 pupils.</p> | <p>Queens University, Belfast were commissioned by the DfE to undertake an evaluation of nurture groups and examine the impact of 30 funded provisions. They found clear evidence to support the approach – details at https://www.education-ni.gov.uk/publications/impact-and-cost-</p> | <p>3</p> |

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| <p>A whole school ethos underpinned by the principles of nurture.</p> <p>Implementation of social skills interventions e.g. Talk About and interventions to support management of anxiety e.g. Worry Busters / Boris</p> | <p>effectiveness-nurture-groups-primary-schools-northern-ireland-executive-summary</p> <p>EEF identified moderate impact (+4 months) of social and emotional interventions Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | |
| <p>To provide speech and language therapy to a caseload of pupils with significant speech, language and communication difficulties through:</p> <p>Implementation of thorough assessments of speech, language and communication needs.</p> <p>Delivery of speech and language therapy for a caseload of currently 70 pupils.</p> <p>High-quality staff CPD to develop and promote wave 1 communication friendly strategies.</p> | <p>EEF identified +6 months impact of approaches that developed oracy and speaking and listening skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Clear evidence for the provision of Speech and Language Therapy from Evidence based pathways to intervention for children with Language Disorders accepted version 7.pdf (stir.ac.uk)</p> | 2 |
| <p>To provide targeted teaching and individualised instruction for pupils with English as an Additional Language to enable development of vocabulary and literacy skills.</p> | <p>EEF identified +4 months impact of individualised instruction - Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> | 1 4 |
| <p>To provide targeted reading interventions for a caseload of pupils through:</p> <p>High quality CPD for both teaching and support staff delivered by the Reading Recovery Teacher as a reading expert</p> <p>Provision of Reading Recovery for a caseload of pupils</p> <p>Provision of reading comprehension interventions by a specialist TA who holds a dyslexia specialism.</p> | <p>EEF identified +6 months impact for reading comprehension interventions. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>In addition, clear evidence was identified by UCL in support of the impact of Reading Recovery- About Reading Recovery Reading Recovery Europe - UCL – University College London</p> | 4 |

Budgeted cost: £33,785

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Provision of small group catch-up teaching for pupils in Key Stage 1 and Key Stage 2 focused on gap analysis and individualised instruction. In addition, these teachers provide some 1:1 tuition.</p> | <p>EEF identified +4 months impact of individualised instruction - Individualised instruction EEF (educationendowmentfoundation.org.uk) and high impact for 1:1 tuition - One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1 2 4 |

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

Budgeted cost: £69,584

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Provision of a Safeguarding Officer to provide parental support, improve attendance and improve engagement with parents. | EEF identified evidence that positive parental engagement impacts positively on pupil outcomes - Parental engagement EEF (educationendowmentfoundation.org.uk) . Due to the nature of our cohort, this requires a full-time member of staff to support this. | 5 6 7 |
| Provision of Magic Breakfast to ensure that no child is hungry and our children are well-equipped to start the day. | Evidence suggests the positive correlation between a healthy breakfast and children's cognitive function - https://www.magicbreakfast.com/the-power-of-a-healthy-free-school-breakfast | 5 |
| Provision of resources and wider opportunities to support pupils to feel ready to learn e.g. uniform and to access opportunities to enhance their cultural capital e.g. educational visits. | The EEF found limited evidence that provision of school uniform supports pupils however this is often a barrier to attendance for our pupils and therefore something that a small pot of money is allocated to. In addition, money is allocated to support pupils engaging in wider opportunities that would otherwise not be available. | 5 6 |
| Provision of Social, Emotional and Mental Health support and a trained Emotional Literacy Assistant to provide emotional support for pupils who have suffered trauma and who require additional support to be ready to learn. | EEF identified moderate impact of social and emotional interventions as detailed at Social and emotional learning EEF (educationendowmentfoundation.org.uk) | 3 5 |
| Provision of an Attendance Officer (0.5 FTE) to promote positive attendance amongst pupils and implement Attendance Improvement Agreements for pupils who are considered persistently absent. | Pupil attendance is a significant priority for us as if pupils are not in school, they are unable to learn. The DfE published research to indicate the impact of poor attendance on attainment - Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk) | 5 7 |

Total budgeted cost: £ 346264

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 the Covid-19 pandemic and periods of partial closures, government produced performance measures have not been published for the academic year of 2020-2021, and 2020-2021 results will not be used to hold schools to account.

Throughout the pandemic, the academy provided significant support for disadvantaged pupils. All vulnerable pupils were invited into the academy and during the second lockdown, approximately 39% of pupils were attending daily. In addition, the academy conducted approximately 45 home visits per week to families to provide emotional and wellbeing support, as well as ICT support, food parcels etc. We loaned 110 laptops to families and provided support to enable parents to learn how to access online teaching. We also provided delivery of approximately 50 packs of breakfast food on a weekly basis to our most vulnerable families.

In addition, during lockdown expert teaching for reading was provided online to pupils. All interventions focused on reading during this time. This enabled key pupils to continue to access the reading support they required to engage with reading at home. This meant that for the key pupils, they made accelerated progress in reading during this time.

Attendance during the various lockdowns remained a challenge. Many pupils were attending during this time and attendance for these pupils was in line with our expectations. Despite this, for pupils who were working remotely, attendance in online teaching sessions remained a challenge. The academy spent considerable time providing technical support for pupils and parents during home visits and this supported some access however families had many barriers which prevented pupils from attending these sessions.

The Covid-19 pandemic and the subsequent partial closure of the academy had a significant impact upon the ability of the academy to undertake all of the intended actions detailed on last years' Pupil Premium Strategy Statement. With this in mind, many of the barriers identified last year remain the same for this academic year as do many of the planned strategies that we will utilise the Pupil Premium and Recovery Premium funding for. It has been challenging to fully analyse accurately the impact of last year's funding due to the amount of time that children were not in the academy.

Externally Provided Programmes

| Programme | Provider |
|---------------|---------------------------|
| Language Link | Speechlink Multimedia Ltd |
| Speech Link | Speechlink Multimedia Ltd |
| Bug Club | Active Learn |

Service Pupil Premium Funding

| Measure | Details |
|--|--|
| How did you spend your service pupil premium allocation last academic year? | N/A – the academy did not receive any service pupil premium. |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A – the academy did not receive any service pupil premium. |