



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	Bamford Academy
Number of pupils in school	332
Proportion (%) of pupil premium eligible pupils	15.6% (52)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Lisa Matthews Principal
Pupil premium lead	Michele Lewis Deputy Headteacher
Governor / Trustee lead	Jackie Kirby, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 60,525
Recovery premium funding allocation this academic year	£ 27,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 87,525

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background, attain as highly as they can and make good or better progress, across all subject areas, during their time with us at Bamford Academy. We have high expectations and aspirations for all our pupils, including those eligible for pupil premium funding.

The uniqueness of every child is recognised and valued at Bamford, and we embrace the diversity of background and experiences that our pupils bring to our school. We offer an excellent education underpinned by a broad, culturally rich and powerful curriculum to ensure that all pupils are well equipped for the next stage of their education. We prioritise building on our children's actual starting points and secure prior learning when designing our curriculum and aim to design a curriculum that is engaging and relevant to our pupils. Our curriculum provides a range of enhancement opportunities to engage learning and to develop individual talents of pupils, recognising everyone as unique with their own ambitions, skills and dreams. Before leaving the Academy, every child will have built up a repertoire of cultural capital experiences that will assist our pupils in their lives beyond the academy. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve all these goals.

We consider the challenges faced by vulnerable pupils, such as those who have or have had children's social care involvement or who may act as a care giver. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of the education we offer. We focus school improvement priorities on the needs of our pupils and invest in well proven and researched strategies implementing these through high quality professional development so that there is maximum impact on pupil learning, especially that of disadvantaged pupils. Implicit in our intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery. Along with creating nurturing environments where pupils can thrive and grow, our education recovery notably targets support to pupil's needs whose education has been worst affected. Pupil progress is carefully tracked and scrutinised by school leaders and class teachers using termly summative and formative assessments. These assessments provide a clear picture of each child's level of understanding and progress in relation to their learning pathway and age -related expectations, identifying

children making 'slow progress' and putting in place rapid interventions to address gaps in learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Challenges can be wide in spectrum and our approaches positively support families to ensure children are ready for learning, engage in their learning and excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data since 08/03/21 indicates that attendance among disadvantaged pupils has been between 3 – 4 % lower than for non-disadvantaged pupils.</p> <p>32% of disadvantaged pupils have been 'persistently absent' compared to 18% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified that children have been affected socially and emotionally during national lockdowns with the lack of enrichment opportunities. These challenges have particularly affected disadvantaged pupils, including their attainment.</p> <p>Following the re-opening of schools in March 2021, 49 pupils (11 of whom are disadvantaged) required additional support with social and emotional needs in targeted small groups during the Summer Term 2021. This equates to 23% of disadvantaged pupils being supported through small group interventions compared to 13 % of their peers during Summer Term 2021. This reflects an increase in the number of families being supported by Children's Services and other external agencies post lockdown.</p> <p>42 pupils (6 pupils =13% of disadvantaged pupils; 35 pupils = 12 % of non-disadvantaged pupils) were supported in small group interventions</p>

	<p>with socially and emotional needs so far during the academic year 2021/2022.</p> <p>In our Autumn Term well-being survey, a slightly higher proportion of KS2 disadvantaged pupils (12%) assessed their life satisfaction to be low compared to their peers (9%).</p> <p>13% of disadvantaged pupil had a behaviour logged over the Autumn Term compared to 9% of their peers.</p>
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p> <p>On entry to Reception class in the last year, 100% of our disadvantaged pupils arrived below age-related expectations compared to 68% of other pupils. This gap remains steady into KS2.</p>
4	<p>Internal and external (where available) assessments indicate that phonics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. This suggests that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as early readers.</p>
5	<p>Internal and external (where available) assessments indicate that reading and writing attainment by the end of Key Stage 1 is below that of non-disadvantaged pupils.</p>
6.	<p>Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception class in the last year, 67% of our disadvantaged pupils arrive below age-related expectations compared to 30% of other pupils</p>
7.	<p>Observations of pupils physical motor skills development in early years shows that post pandemic disadvantaged pupils have less well developed gross and fine motor skills than their non-disadvantaged peers.</p> <p>On entry to Reception class in the last year, 67% of our disadvantaged pupils arrive below age-related expectations compared to 28% of other pupils. (Physical development)</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
1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall authorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • Levels of persistent absence are lower than national levels, particularly for disadvantaged pupils
2. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • the level of needs as identified through behaviour logs and surveys are comparable between non disadvantaged and disadvantaged pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
3. Improved maths attainment for disadvantaged pupils at the end of KS1 & KS2.	<ul style="list-style-type: none"> • EYFS maths outcomes in 2024/2025 show that between 85-90 % of disadvantaged pupils met the ELG • KS1 maths outcomes in 2024/2025 show that more than 80% of disadvantaged pupils met the expected outcomes and that 25% exceed these standards • KS2 maths outcomes in 2024/25 show that between 75%-80% of disadvantaged pupils met the expected standard and that 20% exceed these standards
4. Increased % of DP pupils meeting Year 1 phonics standards	<ul style="list-style-type: none"> • Year 1 phonics outcomes in 2024/25 show more than 85-90% of disadvantaged pupils met the standard
5. Increased % of DP pupils meeting or exceeding end of Key stage 1 standards in Reading	<ul style="list-style-type: none"> • KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard and 25% achieve higher standards

<p>6. Increased % of DP pupils meeting or exceeding standards in writing</p>	<ul style="list-style-type: none"> • KS1 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard and 25% achieve higher standards • KS2 writing outcomes in 2024/25 show that between 75-80% of disadvantaged pupils met the expected standard and that 30% achieve higher standards
<p>7. Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • CLL outcomes show between 85-90% disadvantaged pupils met ELG
<p>8. Increase opportunities for pupils to develop their physical gross and fine motor skills</p>	<ul style="list-style-type: none"> • EYFS physical development outcomes show that 85-90% of disadvantaged pupils met the ELG

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: £ 55,762.50 (£28,762.50 from PP + £27,000 from RP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Smaller class sizes in Years 5 and 6	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size +2 months	2, 3, 6
Metacognitive approach to teaching and learning	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation +7 months	3, 4, 5, 6,
<p>Embedding dialogic activities across the school curriculum. Introduction and Embedding of Talk for Reading and talk for writing approaches.</p> <p>Early assessment of language understanding and oracy skills on entry to EYFS using Well-comm .</p> <p>We will purchase resources and fund ongoing</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>We have introduced and are embedding the Pie Corbett Approach of ‘ Talk for Reading ‘ and ‘Talk for Writing’ to develop and extend vocabulary and understanding of language. Our curriculum is centred on English and excellent texts as a stimulus for children’s own writing. Reading are writing are promoted across the wider curriculum.</p>	1, 2, 3, 4, 5, 6, 7, 8.

teacher training and release time.		
Whole school approach to trauma aware relationships;	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning + 4 months	1, 2,
Collaborative Learning Approaches	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches + 5 months	1, 2, 3, 4, 5, 6.

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

Budgeted cost: £ 14,381.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics progress for pupils who have not met Year 2 standards	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics + 5 months A robust and impact evidenced phonics approach (Phonics for SEN) will be introduced to lower key stage 2 to target children who need support with their reading.	2, 4, 5, 6

Additional small group maths, reading and writing sessions targeted at disadvantaged pupils who require further support	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition + 4 months	2, 3, 5, 6
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Additional small group communication and oral language development</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions + 6 months</p> <p>Children are targeted following WELLCOMM assessments in oracy skills as needed. This extends through EYFS and into Year 1 to support pupil needs</p>	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: £ 14,381.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive partnership work with	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4, 5, 6, 7

<p>parents/carers, particularly of disadvantaged pupils, to encourage attendance and timely intervention where needed at the appropriate level</p>		
<p>Enabling children to have staggered lunchtimes and increased space and access to equipment for basic physical skill development and social and emotional nurturing</p>	<p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>+ 1 month</p>	<p>2, 7</p>
<p>Purchase of a social and emotional wellbeing termly survey for Key Stage 2 pupils</p> <p>Additional social and emotional targeted small group support and resources</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>+ 4 months</p>	<p>1, 2, 3, 4, 5, 6, 7.</p>

<p>Pupil Premium children signposted to enrichment opportunities</p>	<p>Increased opportunities to build self confidence; self efficacy and enjoyment of learning through the development of talents and interests will increase positive pupil attitude towards school life and learning, increase attendance, facilitate progress and grow aspirations as well as developing social and emotional skills</p>	<p>1, 2, 6</p>
<p>Financial support for PP children to aid inclusion in the life of the school such as uniform, wider school experience such as before/after school club, educational trips</p>	<p>An inclusive ethos positively impacts on pupils self -esteem, mental health and well-being.</p>	

Total budgeted cost: £ 87,525

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.

During 2020/2021, there has been an increase in families supported by children's services at CIN, CIP and MARAC. Our family worker has supported families and children effectively, particularly disadvantaged pupils, during lockdown and self-isolation periods to enable children to access and engage in their learning whilst at home and at school. Our purchase of Edukit mental health and well-being survey has enabled termly monitoring of children's mental health and wellbeing leading to the early identification of pupil need allowing pastoral intervention and support to be put in place. Edukit data from these termly surveys show positive improvements in children's mental health and wellbeing over the course of the year with the school progressing from its initial starting point and being above North West schools and All Schools in all areas by the end of the year. During 2020/21, the purchase of our safeguarding monitoring systems, CPOMs, resulted in more effective tracking of vulnerable children and families enabling earlier intervention in supporting the needs of families and children to be put in place. Our funding of after and before school clubs for parents of disadvantaged children has enabled working parents on low income or families in crisis to be supported through extended working hours, respite and enrichment for children. The funding of school trips and uniform has supported an inclusive ethos and positively impacted on children's self-esteem, mental health and wellbeing.

Pupil Premium expenditure

Total amount allocated for 2020/21

£60,524

Use of funding

Leadership



Strategy	Cost	Impact
Family Worker to support: <ul style="list-style-type: none"> EHA & SDQ assessment Parental engagement with behaviour and attendance In class emotional & learning support for targeted children School support at CIN and CP level Improved multi agency partnership working 	£24,741	<ul style="list-style-type: none"> Children and families supported effectively during times of crisis. Large increase in CIN, CP and MARAC cases during lockdown – this resource has been valuable in supporting families
Specific Support Resources: <ul style="list-style-type: none"> Edukit mental health support 1-1 support for LAC, SALT, SEMH provision, little leaders courses Small group work with Learning Mentor Drawing & Talking Therapy for children in crisis not yet seen by CAMHS 	£540 £20,009 £1940	<ul style="list-style-type: none"> Termly monitoring of children and staff mental health has allowed early intervention and support to be put in place Edukit surveys show positive improvements in children's mental health and wellbeing since the start of the year

Pupil Premium expenditure

Total amount allocated for 2020/21

£60,524

Use of funding cont...

Leadership



Strategy	Cost	Impact
CPOMS	£800	<ul style="list-style-type: none"> More effective tracking of vulnerable children and earlier intervention. Increase in referrals to outside services to ensure children and families get the support they need.
Inclusion and Cultural Capital <ul style="list-style-type: none"> Access to after school club and holiday club provision School essentials – uniform, equipment etc Trip provision 	£12,025 £195 £280	<ul style="list-style-type: none"> Access to after school club for working parents on low income or families in crisis has provided support, respite and enrichment for the children Uniform and trip provision supports inclusive ethos and positively impacts children's self esteem, mental health and wellbeing
Total expenditure	£60,530	