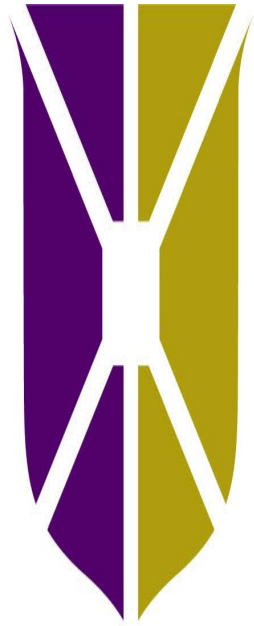


Pupil Premium 2023-2024



THE *sir*
DONALD BAILEY ACADEMY

LABOR OMNIA VINCIT

The Sir Donald Bailey Academy

**Pupil Premium Spending Current Academic
Year 2023/2024**

This statement details our school's use of pupil premium 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	Sir Donald Bailey Academy
Number of pupils in school	512
Proportion (%) of pupil premium eligible pupils	270/512 -53%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	
Pupil premium lead	Mrs Joanne Knapp
Governor / Trustee lead	Mrs Sue Trentini

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 383,677 PP £372,480, EYFS PP £11,197
Recovery premium funding allocation this academic year	£0
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	NA

Part A: Pupil premium strategy plan

Statement of intent

The Sir Donald Bailey Academy is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care.

The curriculum at The Forge Trust is underpinned by 3 key drivers: aspiration, standards and cultural diversity. It is imperative that pupils who receive pupil premium funding are aspirational and achieve high standards of pupil achievement. We feel that this is the school's role to ensure this happens for all pupils. We believe that pupils should access the full spectrum of the curriculum and that finances should not limit children's access to a high-quality education.

Our strategy involves low class sizes and three waves of teaching related to the core subjects: We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on *all pupils (DAILY Guided Group)*
- focussed support to target *under-performing pupils*
- specific support targeting *pupil premium pupils*

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care.

We believe that this ensures our children make good or better progress as learning is personalised. The overall aim of our pupil premium strategy is to ensure children move on to the next phase of their education (Pre-school to FS1/ FS2 to Year One and Year 6 to secondary school) well equipped in the core subjects so that they can achieve a good academic performance and therefore become high performers. Ultimately, we want our children to reach their full potential to go into careers that make a positive contribution to society.

Challenges

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

Challenge number	Detail of challenge
1	Low Attendance and Persistent Absentees
2	Vulnerable families and pupils with mental health, emotional and social needs
3	Gaps in knowledge and understanding of phonics (early reading) and reading comprehension.
4	School readiness –UKS2 children well-equipped to move onto the secondary phase of their education.
5	Gaps in knowledge in Reading, Writing and Maths in KS1

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
A. Pupils with low attendance/Persistence Absentee levels are supported and challenged	improved levels of attendance, punctuality, and a decrease in numbers of Persistent Absentees
B. Continued support for families and pupils with social, emotional, and mental health needs	Children's behaviour, attitudes to learning, social skills, and emotional and mental health are understood and best supported through a mix of school based AP/ Motional and SEMH programmes and additional support in class Children's social and emotional well-being is best supported to enable them to learn and enjoy school.
C. Continue to develop reading, phonics, vocabulary, and Speech and Language in EYFS, KS1, Lower KS2	Accelerated phonics learning, reading/comprehension and vocabulary in EYFS/KS1/LWKS2.
D. Identify, support and challenge pupils who are at risk of falling behind in Reading, Writing and Maths in across school, in particular UPKS2	Increase in children achieving National and Greater Depth standards at the end of KS1 and KS2.
E. Narrow the percenatge gap between boys who are PP and Non PP in R/W/M in the EYFS and KS1	PP boys achieving EXS is in line with non-PP children. EXS gap is narrowed against all pupils for R/W/M

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: £295,894

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x Additional teacher into Year 3 (LH £51,439 plus oncosts) 1 x Additional teacher into EYFS to support with phonics/ language development. (UQ 6- £43,046)	EEF- Improving Literacy in Key Stage 1 Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	Challenge 3 Challenge 5
Additional teacher into Year 6 and Grade 4 TA (£66,897 + £34,683)	EEF-Reducing class size has a small positive impact of +2 month, on average	Challenge 4
Non-class-based phonics lead in KS1- Phonics/ Reading Intervention Year 1 Bottom 20% of children (£59,804)	EEF- Improving Literacy in Key Stage 1 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds	Challenge 3
Additional Adult in pre-school/FS1 to enhance numbers. (£39,988)	Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an earlyyears setting before turning three make approximately six additional months' progress compared to those who start a year later. Positive effects have been detected for early reading outcomes	Challenge 3

	in the first year of primary school and moderate to high effects have been detected for early language and number skills. There are some indications that the impact of high-quality early years provision is particularly positive for children from low-income families.	
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

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

Budgeted cost: £ 24,417

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Speech and Language Therapist for one day per week to assess and support children with Speech and Language difficulties. (£7000)	EEF- Early Years Tool Kit Communication and Language Approach Very high impact for very low cost based on extensive evidence	Challenge 3
CASY counselling £17,417	Improving the emotional health and wellbeing of children and young people.	Challenge 2

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

Budgeted cost: £84,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer monitors attendance and action plan. (£37,069)	Research into the effects of persistent absence demonstrates detrimental effect on pupil achievement	Challenge 1

Motional - online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people. (£1000)	Improving the emotional health and wellbeing of children and young people.	Challenge 2
TA's to deliver motional interventions and SEMH interventions £2279 5Tas x 1hr x 39weeks Forest Schools Costs of TA hours-£1898-4hrs per week First Aid- £1800 BS to deliver ELSA/ Drawing and Talking for Tier 1 emotional support. (£31,148)	EEF- Moderate Impact- low cost The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours	Challenge 2
Provide funding to minimise costs of opportunities for all. £6378	EEF Toolkit: Social & emotional learning (+4) for moderate cost.	Challenge 2
School Uniform To ensure all children have correct uniform for school including a PE Kit for Foundation children and blazers Total cost = (£3100)	Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.	Challenge 2

Total budgeted cost: £404,981

School Contribution- £21,304

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.

Desired Outcomes	Im- pact
Improve pupil's confidence, social skills and emotional well-being.	<ul style="list-style-type: none">• Pupils were included in all aspects of school life.• Pupils were able to confidently communicate with others during online learning sessions.
All pupil premium pupils make at least expected progress from their starting points.	<ul style="list-style-type: none">• Pupils in the EFYS accessing FSM achieved a GLD percentage broadly in line with the national average in 2022-2023• KS1-above the national average in 2022-2023• Pupils in KS2 achieved above national average
Attendance of pupil premium children is at least in line with non-pupil premium children.	<ul style="list-style-type: none">• In 2022-2023 PP pupils' attendance was 92.83% compared to 95% of Non-PP pupils. This was an improvement on the previous years 2021-2022 and 2020-2021 year 81.4% PP
Support families through processes including Early Help to continue to develop and maintain positive relationships.	<ul style="list-style-type: none">• Families had access to specific resources to support their child's development.• All children were appropriately supported.• More families identified as meeting requirements for PP funding.

Internal school data

KEYSTAGE 2

SUBJECT	THE SIR DONALD BAILEY ACADEMY PP	THE SIR DONALD BAILEY ACADEMY NON-PP	DIFFERENCE
READING	68.1%	80%	--11.9%
WRITING	70.5%	85.7%	-15.2%
MATHS	75%	89.3%	-14.3%
SPaG	61.7%	68%	-6.3%
COMBINED	66%	80%	-14%

KEYSTAGE 1

SUBJECT	THE SIR DONALD BAILEY ACADEMY PP	THE SIR DONALD BAILEY ACADEMY NON-PP	DIFFERENCE
READING	66.7%	79.3%	-12.6%
WRITING	57.1%	79.3%	-22.2%
MATHS	59.9%	89.3%	-30.2%
COMBINED	57.1%	79,3%	-22.2%

Further information

Sports Activities and Lunch Time Club Overview: Adults to work with pupils during lunchtimes to reduce behaviour issues and increase self-esteem.

Aims/ Outcomes: Increased confidence and self-esteem. Pupils are happier at school and at home and more able to access learning.

PE and after school sports clubs Overview: priority places are given to pupil premium pupils. Pupils have the opportunity to experience a wide range of new sports and games such as netball and hockey after school football clubs. The school employs a PE specialist to teach PE across the school including EYFS.

Aim/Outcome: Increase self-esteem, improve fine and gross motor skills