

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	Bearsted Primary Academy
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	11%
Academic year	2021-2022
Date this statement was published	10th December 2021
Date on which it will be reviewed	Mar, July, Dec 2022
Statement authorised by	Simon Lockwood
Pupil premium lead	Jane Tipple
Governor / Trustee lead	Simon Lockwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,380
Recovery premium funding allocation this academic year	£2,000
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	£7,380

Part A: Pupil premium strategy plan

Statement of intent

At Bearsted Primary Academy, we believe that every child is unique and special. All members of staff, including governors and teaching assistants, accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a nurturing environment. Every child in our care, including a child who is considered to be 'socially disadvantaged', is valued, respected and entitled to develop to their full potential, irrespective of need. We intend that each child will develop a love for learning and acquire skills and abilities to support them in reaching their full potential and to be successful in life.

We are committed to ensuring the achievement of pupils who are eligible for Pupil Premium is equal to the achievement of non-eligible pupils. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified below

High-quality learning and teaching is at the heart of our approach. The Bearsted Primary Academy Curriculum is truly broad and balanced, delivering challenging learning opportunities purposefully and in context.

Funding from the Pupil Premium Grant supports learning and teaching support, enrichment and well-being for our socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Securing a positive sense of self to feel equitable with peers and therefore be equitably successful.
2	Building secure attachments with adults and peers.
3	Trusting in a safe environment to be able to engage with the learning and teaching.
4	Financing academy resources and enrichment activities.

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
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Pupils feel valued enough to have the confidence to engage with their peers.	Knowing they are valued empowers pupils to feel equal to their peers and worthy of wanting and achieving the same things as them.
Pupils can build secure relationships with adults and their peers that fosters independence in their learning and relationships.	Through developing friendships and relationships with peers and adults, pupils are more emotionally secure and happy, and therefore able to access the learning.
Improved opportunities for pupils to be challenged across the curriculum; and to apply and extend skills in greater depth learning to inspire high aspirations for their future.	Pupils will develop physically, emotionally and academically in line with their peers. They will be successful in the Profile for Success that will develop them as an individual through agency and action.
Pupils do not feel disadvantaged because of their socio-economic status.	Pupils know and understand that they are entitled to the same high quality education and life opportunities as their peers and embrace this.

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: £400.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching staff to better understand the developmental needs of these pupils and appropriate interventions and strategies to support them to be successful.	The learning and teaching delivered to pupils directly influences and impacts upon the outcomes of pupils to be successful in line with their peers.	1, 2, 3

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

Budgeted cost: £ 3,230.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA support to allow SEMH interventions to be implemented	Curriculum and developmental research and theory agree that social and emotional development and communication are fundamental to being able to learn.	1,2

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

Budgeted cost: £1,750.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Well-being corners in each classroom to give pupils a safe space to take respite from the day at a time they are struggling.	When pupils struggling with their emotions and behaviour can express how they are feeling, they can recover rapidly and re-engage in their learning. This can be achieved through specific strategies and resources that allow them to independently remove themselves to a safe space to distract from their barriers and regulate their behaviour to access learning again.	1,2,3
Support families who have financial difficulty with regards to academy resources and expenditure.	By supporting families to afford the opportunities on offer, pupils are not disadvantaged and have equity in their learning.	1, 4
Enrichment through clubs, trips and visits.	Access to enrichment activities builds confidence and self-esteem, as well as developing independence, cultural capital and knowledge of wider opportunities.	1, 3, 4

Total budgeted cost: £ 5,380.00

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.

The COVID-19 pandemic significantly impacted upon plans for the academy and pupils. Opening in the midst of a pandemic proved challenging but the care and education of the pupils was always paramount and the academy staff continually adapted to meet their needs and keep them safe.

Families experiencing hardship were supported to ensure pupils could attend the academy and maintain a good level of education.

Wrap around care was maintained as far as possible to support working families and those pupils who may not have had full access to daily meals and care.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider