

Pupil premium strategy statement – Bakewell Methodist Academy 2024-25

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	53
Proportion (%) of pupil premium eligible pupils	24 pupils 45%
Academic 2024-2027 that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah Owens
Pupil premium lead	Sarah Owens
Governor / Trustee lead	Sue Hallam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21090
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£21090

Part A: Pupil premium strategy plan

Statement of intent

At Bakewell Methodist Academy, it is our commitment to enable every child, regardless of background and challenges they may face, to believe, achieve and succeed. We focus upon building resilience in all our children and particularly those children we have identified as having additional challenges to deal with. We focus upon building a resilience to learning to allow our children to achieve a high sense of self-efficacy and in turn reach their full academic potential.

In response to the Pupil Premium guidance (Sept 2021), we understand that in general, disadvantaged pupils face additional challenges and that this can have a negative impact on their learning and academic outcomes. We therefore provide responsive and timely action based on the individual needs of these identified children.

- We are committed to providing quality first teaching across school and this ensures that we are delivering a high quality and successful curriculum which is effective in closing gaps and providing disadvantaged pupils with every opportunity to reach their potential.*

Challenges

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

Challenge number	Detail of challenge
1	9/22 PP children also have been identified as having SEND.
2	A majority of PP children have social emotional issues.
3	Parental engagement of children with PP is sometimes less than others.
4	Access to wider cultural activities
5	

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
Measurable progress is clearly evident for all SEND pupils who are also PP.	Children with SEND/PP will make good academic progress in key areas. Reading, writing and maths Children who are at risk of not making expected progress will be at data meetings and individual strategies will be put in place to enhance learning
To achieve and sustain well-being through more social and enrichment opportunities for all pupils in our school bit especially PP.	Significant participation in enrichment activities amongst PP pupils
Parents of PP children engage with school and actively participate in their child's learning journey.	Parents attend school events such as Story Telling Evening Show active responses in reading records Support other homework.
To ensure PP children have equal access to sporting, music and other cultural activities.	All PP children will access extra music/drama/ sport/art activities.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils receive quality first teaching through high quality CPD	Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	1
Purchase of standardised diagnostic assessments with gap analysis with tailored intervention.	These tests can provide reliable insight into the specific strengths and weaknesses of each pupil https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1
Improve the quality and frequency of feedback to pupils through staff training.	Feedback studies show high effects on learning when staff use feedback well, both verbal and written. There can be particular advantages for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated systematic synthetic phonics programme suitable for KS2 to secure stronger	Targeted phonics interventions have been shown to be effective when delivered as regular sessions. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1

phonics teacher for identified children.		
Investment in 'Catch Up' ®	Good evidence that Catch Up enables children to make targeted accelerated progress Evidence in school of children making good, short term progress. Teaching Assistant Interventions EEF	1
Daily reading activity for all PP pupils	Children need to read every day. Those who do not, are at a disadvantage. Reading comprehension strategies EEF	3

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training for a TA, ELSA sessions for identified children	TA trained as an ELSA practitioner and given time to plan and deliver session. TA also released for supervision session associated with this project. Social and emotional learning EEF	2
Music, PE Trips etc	School to pay for after school activities to allow PP children to attend. School to fund music lessons for one instrument per PP child. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4
Cultural Evening to which parents are invited.	Parental engagement EEF	3

Total budgeted cost: £ 6000+9000+6000=21000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y4 Multiplication Tables Check (MTC)

MTC	All children (14) 7.14%	PP (6) 16.6%
20+	71% (10)	83% (5)
25 (full marks)	43% (6)	33% (2)
Average score	21.9	22.8

Pupil premium children attained in line with their peers within the Year 4 multiplication table check, achieving an average score slightly above all children and above the national average score (20.6).

PP - The tables below reflect end of year data for Year 3,4,5 and 6. Low numbers in specific cohorts can distort the data.

	Reading ARE				
	Sum	Target	Aut	Spr	Sum
(NOR)					
(1)					
(1)				0%	0%
(6)				50%	83%
(5)		50%		0%	40%
(2)				0%	0%
ave	0%	50%	0%	13%	31%

Non-PP

	Reading ARE				
	Sum	Target	Aut	Spr	Sum
(1)					
(1)					
(6)				67%	57%
(8)				50%	63%
(18)		72%		72%	94%
(2)				75%	80%
ave	0%	72%	0%	66%	74%