University of Brighton

Academies Trust

This statement details our academy's use of pupil premium funding, for the 2025 to 2026 academic year, 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	273
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2023-24 2024-25 2025-26
Date this statement was published	December 2024 October 2025 (Reviewed)
Date on which it will be reviewed	December 2026
Statement authorised by	Carly Welch
Pupil premium lead	Carly Welch

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£226,477
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£226,447

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 empowered 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
- 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	**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. 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
2	**Speech, Language and Communication Needs (SLCN)** A high percentage 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 receptive or expressive language. In addition, many of our disadvantaged pupils have impoverished vocabulary, which is a direct indicator of future attainment. There is direct evidence that the Covid-19 pandemic has negatively impacted pupils' SLCN - https://www.bbc.co.uk/news/education-63373804 across the UK. The Baird already had a significantly high proportion of pupils who had SLCN and the impact of the pandemic has meant that an increasing percentage of pupils have high level SLCN which require specialist support.
3	**Social, Emotional and Mental Health Difficulties** In recent years, we have seen a significant decline in both the mental health of our parents and the mental health of our pupils. Poor pupil mental health is often communicated in a behavioural response. Poor access to services, means that pupils and parents are often unable to access the support they need. In addition, an increasing proportion of pupils with mental health difficulties means that the resources locally to support are ever-more stretched. Whilst the academy has an Education Mental Health Support Practitioner, as well as 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 to enable them to access learning.
4	**Lack of Reading at Home / Poor parental engagement with learning at home** 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 a variety of texts to have in the home. Parental attendance at learning based engagement events is poor and parental attendance at parents' evenings is low. 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.
5	**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. This has had a significant impact on pupils' mental health and wellbeing, as well as parental mental health. Increases to the cost of living also impact on our families' capacity to access wider opportunities. The greater the increase in transport costs, as well as basic cost of living costs, the less opportunities our pupils will have to broaden their horizons outside of school.
6	**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. 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.

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
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. 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.	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. Disadvantaged pupils will make accelerated progress from starting points. 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. The progress measure at the end of KS2 will be in line with national averages for disadvantaged pupils. Phonics assessments will show expected progress from starting points. Curriculum planning will show evidence of pupils accessing an ambitious and well-planned curriculum. All pupils will attend off site visits and enrichment opportunities which enhance the curriculum.
To ensure that all pupils develop age-appropriate reading skills. To work with parents and carers to promote reading at home.	An increased percentage of disadvantaged pupils will achieve age-related expectations in reading and have improved reading age data.

	An increased percentage of disadvantaged pupils will achieve the phonics screening test. Parents and carers of disadvantaged pupils will attend reading drop-ins. Parent feedback will show positive satisfaction.
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.	Pupils on the speech and language caseload will make progress against management plan targets. Provision in classrooms will support pupils with SLCN to access the aspirational curriculum and be able to communicate their needs. Language Link data will show progression.
To work with parents, pupils and wider agencies to understand and overcome barriers to attendance for disadvantaged pupils.	Attendance of disadvantaged pupils will improve and fewer disadvantaged pupils will be persistently absent. Parents will feel supported to address attendance concerns.
To ensure that our pupils are emotionally ready to learn and that their mental health does not act as a barrier to learning.	There will be decreased incidents of pupils showing emotional deregulation. Pupils will have improved self-esteem and confidence in their learning. Lesson observations will demonstrate pupils who are happy, safe and ready to learn.

Activity in this Academic Year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,962.64 – although additional activity is provided through senior leaders who are excluded from the Pupil Premium budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop wave 1 strategies to support the needs of pupils with SLCN in all lessons through: 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.	EEF identified +6 months impact of approaches that developed oracy and speaking and listening skills. Oral language interventions | EEF (educationendowmentfoundation.org.uk)	2 4

Modelling of scaffolding and strategies to support these pupils to access the aspirational curriculum. Monitoring of these strategies to identify impact. **Embed the teaching of Word Aware to narrow the vocabulary gap between disadvantaged pupils and their peers.**	Vocabulary is a strong predictor of academic and reading success (DCSF, 2008 from Biemiller, 2003) Lack of vocabulary underlies academic failure for many pupils especially those from socially disadvantaged backgrounds (Block & Magieri, 2006)	
Develop wave 1 teaching to ensure the high-quality teaching of all disadvantaged pupils through: Coaching and mentoring for teachers to improve delivery and ensure that strategies to scaffold learning are appropriate. Delivery of high-quality CPD for teachers. Delivery of high-quality CPD for all support staff. Provision from a specialist teacher of catch-up and keep-up interventions to ensure that pupils do not fall behind.	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. 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.	2 4
Provide additional expert CPD for teachers and support staff to enable improved wave 1 teaching for all pupils and detailed understanding of complex needs.	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.	2 4

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

Budgeted cost: £148,165.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: Two nurture classes. A whole school ethos underpinned by the principles of nurture. Implementation of social skills interventions e.g. Talk About and interventions to support management of anxiety e.g. Worry Busters / Boris Increased numbers of ELSA trained staff and Mental Health First Aiders.	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-effectiveness-nurture-groups-primary-schools-northern-ireland-executive-summary EEF identified moderate impact (+4 months) of social and emotional interventions Social and emotional learning | EEF (educationendowmentfoundation.org.uk)	3
To provide speech and language therapy to a caseload of pupils with significant speech, language and communication difficulties through: Implementation of thorough assessments of speech, language and communication needs. Delivery of speech and language therapy for a caseload of currently 60 pupils. High-quality staff CPD to develop and promote wave 1 communication friendly strategies.	EEF identified +6 months impact of approaches that developed oracy and speaking and listening skills. Oral language interventions | EEF (educationendowmentfoundation.org.uk) 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)	2
To provide targeted teaching and individualised instruction for pupils with English as an Additional Language to enable development of vocabulary and literacy skills.	EEF identified +4 months impact of individualised instruction - Individualised instruction | EEF (educationendowmentfoundation.org.uk)	2 4 6
To provide targeted reading interventions for a caseload of pupils through: High quality CPD for both teaching and support staff delivered by the Reading Recovery Teacher as a reading expert	EEF identified +6 months impact for reading comprehension interventions. Reading comprehension strategies | EEF (educationendowmentfoundation.org.uk) 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	4

Provision of Reading Recovery for a caseload of pupils Provision of reading interventions by specially trained TAs.		

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

Budgeted cost: £47,845.97

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.	1 3 5
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	1 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.	1 3 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
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)	1
Provision of an Education Welfare Officer to provide targeted attendance support to a caseload of families to support and improve the most complex attendance cases.	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 -	1

	Absence and attainment at key stages 2 and 4: 2013 to 2014 - GOV.UK (www.gov.uk)	

Total budgeted cost: £224,973.76

Part B: Review of Outcomes in the Previous Academic Year
Outcomes for Disadvantaged Pupils

EYFS Data

Within this cohort, there were 36 pupils, 14 of whom were disadvantaged (39% of pupils). 3 of these pupils were in-year admissions and started during the year, all of whom had complex SEN. The cohort also had a high proportion of complex SEN pupils with 36% of pupils having SEN – the majority of SEN pupils were also disadvantaged.

At the end of EYFS, our outcome data was as follows:

	Communication and Interaction	Physical Development	Personal, Social, Emotional Development	Good Level of Development (GLD)
All pupils	69%	89%	72%	64%
Disadvantaged pupils	57%	79%	64%	50%
Non-disadvantaged pupils	77%	96%	77%	73%

Our high proportion of disadvantaged pupils, who also often have SEN, have extremely low starting points. They make strong progress across our EYFS provision, with a significant focus on developing early communication and language skills. Moving forward the academy will continue to focus on the specific areas to further narrow the gap for disadvantaged pupils at GLD.

KS1 Data

At the end of Year 1, our phonics outcome data was as follows:

	Phonics Screening Pass
All pupils	73%
Disadvantaged pupils	56%
Non-disadvantaged pupils	85%

Phonics shows a rising trend for both disadvantaged pupils and non-disadvantaged pupils, demonstrating the impact of our actions on quality wave 1 phonics teaching and focused intervention. Moving forward the academy will continue to focus intervention for the most vulnerable disadvantaged pupils to ensure the gap is further narrowed.

At the end of Key Stage 1, our outcome data was as follows:

	Reading	Writing	Maths	RWM
All pupils	63%	53%	67%	49%
Disadvantaged pupils	41%	24%	47%	18%
Non-disadvantaged pupils	77%	73%	81%	69%

There were 43 children in this cohort, 17 of whom were disadvantaged (40%). Moving forward, we will continue to focus on attainment in writing, with a focus on the combined measure. We will also focus on intervention for the

most vulnerable pupils to ensure that they keep up in all areas of the curriculum, therefore reducing the need for catch up interventions.

KS2 Data

This cohort consisted of 52 pupils. 46% of pupils were disadvantaged and 27% of pupils had SEN.

At the end of Key Stage 2, our outcome data was as follows:

	Reading	Writing	Maths	RWM
All pupils	75%	63%	73%	56%
Disadvantaged pupils	71%	54%	58%	46%
Non-disadvantaged pupils	79%	71%	86%	64%

Data shows a rising trend across all subjects and for all groups of pupils, demonstrating the impact of the strategy. The combined measure for all pupils shows a significant increase from 20% in 2023 to 47% in 2024 to 56% n 2025. In addition, the intensive focus on reading is clearly evident in the reduction of the disadvantaged gap.

Moving forward, the academy continues to focus on attainment for all pupils, especially those disadvantaged in writing to further impact the combined measure. In addition the academy needs to focus on narrowing the disadvantaged gap in maths.

General
Pupil attendance remained a challenge throughout 2024-2 although data shows improvements. Parents continued to be anxious about sending their children in if they were slightly unwell and there were significant numbers of families where mental health impacted the ability to bring the child to school.

Overall pupil attendance increased from 90.95% in 24-25 to 92.11% in 25-26.

Throughout the course of 2024-25, more than 400 interventions were delivered by the Inclusion Team to disadvantaged pupils. This supported the outcome data above. The Inclusion Team focus on early intervention, as well as reading and phonics and the impact of this is therefore evident in the EYFS data as well as the end of KS2 reading data.

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
Language Link	Speechlink Multimedia Ltd
Speech Link	Speechlink Multimedia Ltd
Mathletics	3P Learning

Service Pupil Premium Funding
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A – no Service Premium received

What was the impact of that spending on service pupil premium eligible pupils?	N/A – no Service Premium received