

Bader Primary School Pupil Premium Expenditure 2019-20

Overview of the school

Review July 2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	339
Total number of pupils eligible for PPG	161
Amount of PPG received per pupil	£1320-£1900
Total amount of PPG received	£212,200

We organise teaching and learning at Bader Primary School in order to meet the needs of all children in the best possible way.

We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met.

We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals.

We reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged.

We will allocate Pupil Premium funding after a needs analysis to identify priority groups and individuals.

The Governors of Bader Primary School reserve the right to spend Pupil Premium funding as they see fit to ensure the best outcomes for vulnerable pupils.

Barriers to Learning:

- Attendance (2019-20 96%) and persistent absence (2019-20 7.49%) monitoring requires persistent and consistent monitoring and challenge. Improvements show: PP Attendance 95.7%, PA 4.49; Non-PP Attendance 95.8%, PA 2.38% for 2019-20. Focused support will work with children falling below 92% to prevent further decline into persistent absence.
- Baseline data for children entering Nursery in 2019 (N1 cohort based on 15 children) show that 53% are below expected levels in Listening and Attention(L&A), 47% are below (13% significantly below) in Understanding(U) and 20% below (47 % significantly below) expected standard for speaking (S). 53% significantly below in Reading (R) and 20% below (53% significantly below) in Numbers (N).
- Attainment in reading, writing and maths across Key Stage 2 remains a barrier. Children are not sufficiently prepared for the next stage in their learning. This is evidenced by end of Key Stage 2 results for CRWM. 77% of non-disadvantaged pupils achieved the combined result with only 33% of disadvantaged pupils achieving the same.
- Underdeveloped parental understanding of the curriculum demands
- Parental ability to pay for extra-curricular activities e.g. residential visits
- Pupils lack of understanding around the features of effective learning.

We regularly take the following steps to identify and target our pupils' barriers to learning:

- Bader Primary School's pupil progress meetings are held at the end of each term. Each year group presents information back to SLT on how they are addressing the school's improvement priorities, specifically focusing on raising attainment and narrowing gaps, in line with the School's Improvement Priorities.
- Each year group has disadvantaged children written into the performance management targets of teachers and teaching assistants - identified to narrow gaps.
- Tracking data is reviewed and plans updated termly;
- Data, successes and barriers to learning for each year group are shared with the whole school on a termly basis.

Previous performance of KS2 disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
Key Stage 2 – disadvantaged pupils outcomes (18 out of 40 children)	Expected Standard	Higher Standard
% of pupils attaining expectations in reading	61%	13%
% of pupils attaining expectations in writing	44%	0%
% of pupils attaining expectations in maths	50%	0%
% of pupils attaining expectations in reading, writing and maths	39%	0%
% of pupils attaining expectations in spelling, punctuation & grammar	-	-
<p>KS2 Progress Measures The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment and come in the form of scaled scores and a school progress score. Scaled scores are reported between 80 and 120 with 100 as the national standard Progress scores are for the school only, not individual pupils. A score of 0 means that pupils in this school on average do as well at KS2 as those with similar prior attainment nationally. A positive score means pupils do better. A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points</p>		
KS2 Progress measure for disadvantaged pupils	Scaled Score	Progress Score
Reading	N/A	N/A
Writing	N/A	N/A
Maths	N/A	N/A

Previous performance of KS1 disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
Key Stage 1– disadvantaged pupils outcomes (31 children out of 52)	Expected Standard	Greater Depth
% of pupils attaining expectations in reading	74%	23%
% of pupils attaining expectations in writing	65%	19%
% of pupils attaining expectations in maths	74%	23%
% of pupils attaining expected standard in CRWM	65%	13%
% of pupils achieving threshold Phonics screening	89%	

Previous performance of Early Years children (34 of 46 children)	
Percentage of children achieving GLD	73%

Summary of planned PPG spending 2018-19
<p>Objectives in spending PPG:</p> <p>To raise attainment in disadvantaged children’s target areas</p> <p>To increase access to curriculum enrichment activities</p> <p>To continue to close the gap in attainment & progress between disadvantaged learners and their peers</p>

Summary of spending and actions to be taken

- To use a dedicated Teacher and Teaching Assistants for small group ppl mentoring- supporting children with timely same day feedback (+8 months), metacognition and peer tutoring (+5 months)
- To allocate T/TA time to intervention in reading and reasoning across the curriculum
- To provide CPD opportunities for staff to utilise proven strategies to support vulnerable pupils (eg. EEF findings)
- To maintain a favourable teacher pupil ratio in key year groups
- To support pupils with SEMH difficulties through access to school counsellor
- To provide intervention for pupils with Speech Language and Communication difficulties (+6 months EY EEF)
- To ensure early identification of cognitive delay and specific pupil need in order to plan appropriate provision

- To provide access to a range of after school learning opportunities in order to enrich experiences (+5 months)
- To secure effective leadership and targeted teaching of phonics in order that the number reaching the expected standard are at least in line with those seen nationally (+ 5 months)
- To ensure that Key Stage 2 pupils make improved progress in order that higher numbers are well prepared for the next stage of their learning
- To secure effective leadership of teaching and learning across the whole of Key Stage 2
- To provide part payment for educational visits and funding for other events and activities which incur costs

PPG spend by item/project 2019/120				£212,200
Item/Project	Cost	Objective	Expected Outcome	Review
Maintaining favourable teacher pupil ratio	£127,325	Improve progress and attainment for disadvantaged pupils in all year groups in order that pupils achieve at least ARE	The numbers of disadvantaged pupils reaching ARE will increase and the gap in performance will diminish to 0%	<i>EY disadvantaged pupils achieving GLD</i> 2017- 67% 2018- 80% 2019 -100%, 2020-50% <i>KS1 disadvantaged pupils CRWM</i> Exp-2017- 67% 2018- 65% 2019 - 60% 2020 58% <i>GD- 2017- 6% 2018- 13% (LA 7%) 2019 - 0% 2020 0 %</i> <i>KS2 disadvantaged pupils CRWM</i> 2017- 9% 2018- 29% 2019 - 31% 2020 – 33%
Allocate additional T/TA time to intervention in reading and reasoning across the curriculum	costed above	To improve pupils ability to understand and articulate reasoning when reading or problem solving	Increase in numbers of pupils reaching the expected standard in maths and reading	<i>As above</i>

Provide pupils with timely intervention to support targeted feedback, metacognition and peer tutoring	costed above	Ensure that disadvantaged pupils have a clear understanding of their strengths and weaknesses in relation to their own learning.	Pupils understand what they need to do to improve through timely same day feedback Pupils books offer clear evidence of improvement over time as a result of targeted feedback	<i>Book scrutiny has shown improvement in presentation, high expectations and the quality and quantity of work. Work book scrutiny has concentrated on disadvantaged pupils</i>
Ensure timely response to disadvantaged pupil absence through, first day phone call, home visits, attendance meetings and timely attendance procedures.	£57,775 of staff and associated costs	Provide targeted support and intervention for disadvantaged pupils whose attendance is below average	Improved attendance and reduced persistent absence for disadvantaged pupils.	Attendance procedures carried out to support vulnerable pupils. Data 2017 2018 2019 2020 8.8% 9.5% 7.4% 7.49%
Provide targeted support for children with SEMH difficulties (Play Therapist)	£12,000	Support children in developing understanding of their own emotions and to develop strategies for self-regulation	Remove SEMH barriers to learning. Incidents of inappropriate behaviour and outbursts are few. Evidenced through CPoms	<i>Incidents of inappropriate behaviour and outbursts are few. Cpoms evaluation 2019-20 show 36 separate incidents of behaviour including: Against Staff, Cyber-bullying, Homophobic Incident, Physical/Verbal Bullying, Racial Incident, Transphobic Incident</i>
Provide targeted SL support with an emphasis on early intervention	Costed above	Provide opportunities for children to develop speech, language and communication skills through targeted work with professionals	Disadvantaged children's speech, language and communication skills improve rapidly.	<i>Speech and Language concerns picked up at earliest opportunity- Work alongside Speech and Language lead to ensure disadvantaged pupils are supported. Smooth hand over to new member of staff in role as Early Language Lead</i>
Provide financial support for residential and day educational visits	£5000	Ensure that no child is disadvantaged through parent inability to support financially.	Remove barriers to learning. Disadvantaged pupils have opportunities to take part in residential and day visits to enhance learning	<i>All opportunities for residential and day visits were accepted. No disadvantaged pupil missed out- barriers removed</i>

Targeted support from EP to ensure pupils needs are identified accurately in a timely manner	£5225	To ensure provision for pupils correctly matches their learning needs.	Increase in numbers of SEND pupils reaching targets in reading writing and maths.	SEND data 2020 Y1 phonics- 0% KS2 Reading 25% KS2 Writing 0% KS2 Maths 12.5%
Provide 1:1 maths online tutoring through Third Space Learning	£2,148	To improve pupils ability to understand and articulate reasoning when reading or problem solving	Increase in numbers of pupils reaching the expected standard in maths	Maths data KS2 Expected Standard 2016 2017 2018 2019 2020 37% 22% 50% 66 % 68%
Resource books for new Read for the Stars home reading initiative	£2,727	Incentivise and rewards reading with new reading materials to match need and interest	Improved love of reading and attainment in reading for disadvantaged pupils	Disadvantaged pupils reading attainment- EYFS Expected in Reading 2016 2017 2018 2019 2020 57% 67% 80% 100% 64% KS1 Expected Standard 2016 2017 2018 2019 2020 50% 69% 74% 73% 62% KS2 reading 2016 2017 2018 2019 2020 37% 39% 47% 41% 61%
Total	£212,200			

Total cost: £212,200 - £212,200 = £0