

| 1. Summary information | | | | | |
|------------------------|---------|----------------------------------|----------|--|-----------|
| Academic Year | 2019-20 | Total PP budget | £212,200 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 339 | Number of pupils eligible for PP | 161 | Date for next internal review of this strategy | Dec 2019 |

| Analysis of PP/Disadvantaged children | Attainment in 2018/19 | | | |
|---------------------------------------|-----------------------|---------------|-------------------|-------------------|
| | PP at BPS | Non PP at BPS | LA – other pupils | LA – nonPP pupils |
| End of KS2 | | | | |
| Reading % at above or expected | 42% (12) | 68% (18) | 61% | 83% |
| Writing % at above or expected | 66% (19) | 85% (23) | 72% | 89% |
| Maths % at above or expected | 52% (15) | 84% (22) | 69% | 89% |
| GPS % at above or expected | 55% (16) | 76% (20) | 68% | 88% |
| Reading % at higher level | 6% (2) | 16% (4) | 17% | 35% |
| Writing % at higher level | 7% (2) | 19% (5) | 11% | 30% |
| Maths % at higher level | 10% (3) | 20% (5) | 14% | 35% |
| GPS % at higher level | 13% (4) | 32% (8) | 22% | 46% |
| RWM combined % at or above expected | 31% (9) | 63% (17) | 54% | 79% |
| Reading progress | 1.1 | 2.9 | -0.1 | 1.3 |
| Writing progress | 4.8 | 4.3 | 0.6 | 1.6 |
| Maths progress | 0.6 | 3.5 | 0.2 | 1.4 |
| End of KS1 | | | | |
| Reading % at above or expected | 69% (11) | 63% (26) | 65% | 81% |
| Writing % at above or expected | 69% (11) | 63% (26) | 60% | 78% |
| Maths % at above or expected | 85% (13) | 74% (31) | 68% | 82% |
| Reading % at higher level | 0% | 17% (7) | 14% | 31% |
| Writing % at higher level | 8% (1) | 19% (8) | 8% | 22% |
| Maths % at higher level | 8% (1) | 33% (14) | 13% | 27% |
| Phonics Year 1 | 100% | 83% | 76% | 86% |
| EYFS GLD | 100% | 63% | 57% | 77% |

2. Barriers to future attainment (for pupils in 2019/20 eligible for PP including high ability)

In school barriers

2019: Baseline data for the children entering Nursery in 2019 show that 53% are significantly below expected levels in Listening and Attention (L&A), 58% are significantly below in Understanding (U) & 74% are significantly below expected standard for speaking (S). 63% of the children are significantly below in Reading (R) & Numbers (N).
 2018: Baseline data for children entering Nursery in 2019 show that are below expected levels in Listening and Attention(L&A), 50% are below in Understanding(U) and 43% are below expected standard for speaking (S). 57% of the children are significantly below in Reading (R) and 50% are 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. 63% of non-disadvantaged pupils achieved the combined result with only 31% of disadvantaged pupils achieving the same.

Many pupils come from homes where a reading culture and a love of reading is not a priority.

Poor exposure to a broad range of age-appropriate language and vocabulary

Pupils lack of understanding around the features of effective learning.

External barriers

Lower than average attendance and higher than average persistent absence. School attendance for 2018-19 is 95.6% and persistence absence is 7.4%

Punctuality for some children impacts on learning.

Pupils who experience a variety of complex home circumstances including those with a range of outside agencies, those poor emotional health or well-being.

Parents lack confidence around engagement with their readiness for learning and low family aspiration.

Parents/carers who do not support learning at home and lack of understanding of the curriculum demands and Age Related Expectations.

A narrower range of life experiences and parental ability to pay for extra-curricular activities e.g. residential visits.

3. Intended outcomes (specific outcomes and how they will be measured)

Success criteria

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| A. | Rate of progress throughout Early Years continues to improve so that a greater proportion of children achieve GLD compared to national averages | At least 73% of pupils in Foundation Stage to make rapid progress from their starting points to meet Reading, Writing and Maths elements of the Early Learning Goal expectations by the end of EYFS |
| B. | Attainment in Reading in KS1 and KS2 at expected and higher standard | Y1 at least 78% will attain 6y6months in reading, 25% 7y2months Y2 at least 77% will attain 7y6months in reading, 27% 8y2months Y3 at least 77% will attain 8y6months in reading, 27% 9y2months Y4 at least 77% will attain 9y6months in reading, 23% 10y2months Y5 at least 82% will attain 10y6months in reading, 24% 11y2months Y6 at least 76% will attain 11y6months in reading, 25% 12y2months |
| C. | Attainment in Writing in KS1 at expected and higher standard | Y1 at least 75% will attain 6y6months in writing, 16% 7y2months Y2 at least 74% will attain 7y6months in writing, 18% 8y2months |

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| D. | Rate of attendance, including children with persistent absences, improves | The number of persistently absent pupils reduced below 7.4% |
| E. | Punctuality of children addressed and improved. | A robust system to track the number of minutes lost to learning. Consistently record arrival times after 8.55am. |
| F. | Children with low emotional health/well-being, including low self-esteem, are supported | Positive mental health is promoted and supported. Early intervention practices are in place to support children. |
| G. | Pupils are supported at home due to a greater understanding of Age Related Expectations by parents/carers | Parents are able to support the completion of home learning and can move learning forward. |
| H. | A 'Learning for Life' ethos through an increase in take up of sports activities, and outdoor experiences is promoted and provided throughout school. | Children are intrinsically engaged and self-motivated with a range of sporting and outdoor activities. Children are keen to share new experiences, knowledge, skills and understanding. |

4. Planned expenditure

Academic year

2019-2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this | How will you ensure it is implemented well? | Staff lead | When will you review |
|---|--|--|---|---|---|
| <p>A</p> <p>Rate of progress throughout Early Years continues to improve so that a greater proportion of children achieve GLD compared to national averages</p> | <ul style="list-style-type: none"> * Leaders will ensure that training for all staff will enhance quality first teaching * Target early intervention for those children who lack age related skills necessary for Nursery in order to accelerate progress and to diminish difference. * Reduce adult/child ratio by assigning all EY staff to a key person group * Interventions in place for vulnerable groups led by trained staff * Increased parental support through curriculum workshops led by Phase Leader * 'Stay and Read' sessions in place for Reception to encourage shared reading * 'Stay and Play sessions in place for Nursery to promote school expectations * Identified CPD is planned to ensure quality first teaching and provision is in place for all children | <ul style="list-style-type: none"> * EEF report states that 'On average Early Years' interventions have an impact of five additional months progress, and appear to be particularly beneficial for children from low income families.' * School has identified that some children need early intervention and support * Early Years teachers and teaching assistants need to be competent using Early Years Profile and Development Matters to track pupils progress and identify next steps. | <ul style="list-style-type: none"> * Early Years Self Evaluation * Half termly pupil progress dialogues with HT, DHT will evidence progress * Further develop the use of the school's tracking system Steps/Cornerstones * Key person groups will be planned and focused on pupils needs * Phase Leader to lead moderation within BPS, Trust Schools and local schools * Phase Leader to complete regular book/planning/marking scrutiny * Progress/Barriers to learning shared with parents/carers * Parents strongly encouraged and reminded to attend all workshops provided. * GLD continues to improve to be above National Average | <p>Early Years Phase Leader</p> <p>Senior Leadership Team</p> | <p>December 2019</p> <p>March 2020</p> <p>July 2020</p> |

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| <p>B Attainment in Reading in KS1 and KS2 at expected and higher standard</p> | <ul style="list-style-type: none"> * Increase the time dedicated to reading and questioning * Ensure children are exposed to quality first teaching * Ensure a variety of reading material is available to all children across school * Purchase additional non-fiction reading books, linked to topics to engage reluctant readers * Focus on VIPERS for question stems * Improve CPD opportunities for Reading strategies * Supplement and enhance the school's reading scheme with a range of reading materials that are phonetically decodable and cover a range of genre and interests | <ul style="list-style-type: none"> * EEF report states that 'On average reading comprehension approaches have an impact of five additional months progress, over the course of a school year.' * Additional opportunities to access and discuss a range of engaging texts will provide children with a broad range of both fiction and non-fiction material. * VIPERS Reading provides children with skills to comprehend texts | <ul style="list-style-type: none"> * Additional training for staff * Observations and monitoring of planning and reading sessions by SLT * Children are able to access a wider variety of reading materials both fiction and non-fiction across all year groups, for use in school and at home. * Half termly pupil progress dialogues with HT, DHT will evidence progress | <p>English Leader Senior Leadership Team</p> | <p>December 2019 March 2020 July 2020</p> |
| <p>C Attainment in Writing in KS1 at expected and higher standard</p> | <ul style="list-style-type: none"> * Increase pace of lessons and introduce appropriate punctuation * Ensure quality marking and feedback takes place for all pupils, guaranteeing progress is evident and next steps identified * Provide carefully planned and focused opportunities for writing for a range of purposes | <ul style="list-style-type: none"> * The EEF states that 'approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning' (series of sequential steps), also tend to have a positive impact'. | <ul style="list-style-type: none"> * Half termly pupil progress dialogues with HT, DHT will evidence progress | <p>English Leader Senior Leadership Team</p> | <p>December 2019 March 2020 July 2020</p> |
| Total budgeted cost | | | | | £127,325 |

| ii. Targeted support | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this | How will you ensure it is implemented well? | Staff lead | When will you review |
| <p>D</p> <p>Rate of attendance, including children with persistent absences, improves</p> | <ul style="list-style-type: none"> * Holidays in term time will not be authorised, except under exceptional circumstances * Regularly promote the importance of good attendance to parents through dialogue, website and displays * Arrange meetings with parents where attendance is an issue * Maintain a First Day Contact Strategy to ascertain why children are absent from school * Request medical appointment letters to validate absence * Signpost to Health Visitor/GP if child has several medical absences * Involve the education Welfare Officer to ensure best possible attendance outcomes * Maintain the rated approach to attendance 100% Excellent, >95% Good, >90% improvement needed, <90% cause for concern * Weekly attendance figures are given for each class during weekly assemblies and on newsletters * Celebrate success by rewarding the class with the highest attendance and reward individuals with 100% attendance. | <ul style="list-style-type: none"> * Regular attendance promotes effective and continuous learning * Regular attendance promotes positive friendships and well-being * Failing to attend school on a regular basis is a Safeguarding matter. * Good habits of attendance will assist to develop self-discipline and responsibility in preparation for future employment. * Children respond to completion and rewards * Parents/carers have legal responsibility for their child's attendance at school | <ul style="list-style-type: none"> * Monitoring of attendance figures will take place highlighting positive change * Dialogue with parents and children will evidence an increased understanding of the importance of regular attendance * Half termly pupil progress dialogues with HT, DHT will evidence progress Children will report an increase in positive friendships and well-being * Key staff will feedback to governors | <p>Senior Leadership Team</p> <p>Attendance Officer</p> <p>School Administrators</p> <p>PSA</p> | <p>December 2019</p> <p>March 2020</p> <p>July 2020</p> |

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| <p>E Punctuality of children addressed and improved.</p> | <ul style="list-style-type: none"> * Review the Attendance and Punctuality Policy * Challenge parents who bring their children late to school. Record reasons given. * Arrange meetings with parents where punctuality is an issue. * Regularly promote the importance of good attendance to parents through dialogue, website and displays * Success will be rewarded to the class who have the least minutes lost to learning during weekly assemblies. * Display minutes lost to learning on newsletters and within classes. | <ul style="list-style-type: none"> * Parents are responsible for ensuring that their son/daughter arrives at school punctually. * Good habits of attendance will assist to develop self-discipline and responsibility in preparation for future employment. * Being late 10 mins every day for one year is equal to 33 hours (approx. 6 days) * Minutes lost to learning impacts directly on progress | <ul style="list-style-type: none"> * Monitoring of attendance figures will take place highlighting positive change * Dialogue with parents and children will evidence an increased understanding of the importance of regular attendance * Half termly pupil progress dialogues with HT, DHT will evidence progress Children will report an increase in positive friendships and well-being * Key staff will feedback to governors | <p>Senior Leadership Team</p> <p>Attendance Officer</p> <p>School Administrators</p> <p>PSA</p> | <p>December 2019 March 2020 July 2020</p> |
| Total budgeted cost | | | | | £26,000 |

| iii. Other approaches | | | | | |
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| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review |
| <p>F</p> <p>Children with low emotional health/well-being, including low self-esteem, are supported</p> | <ul style="list-style-type: none"> * Promote the importance of positive mental health to all stakeholders * A governor will support and work alongside key staff * Meet with parents to discuss concerns and issues * Provide guidance and reading material to parents * Signpost to local agencies who can further support parents * Continue to work with health professionals, including CAMHS * Provide quality support groups, ran by external qualified professionals * Concerns/observations will be recorded onto CPOMs, senior staff will be notified and act accordingly *Weekly PSHE lesson and circle time to enable children to air concerns/worries *Provide a variety of clubs to promote well-being, self-confidence and social skills | <ul style="list-style-type: none"> * Public Health England 'Promoting Children and Young People's Emotional Health and Wellbeing' report states 'It is widely recognised that a child's emotional health and well-being influences their cognitive development and learning as well as their physical and social health and their mental well-being in adulthood * Children and Young People's Mental Health Coalition report that 'At any one time, 1 in 10 children have a diagnosable mental health problem, and it is well established that most adolescent and adult mental illness can be traced back to childhood.' * School recognise their role in supporting children to be resilient and mentally healthy * School recognises their duty to promote the well-being of all children *Some of our children have witnessed domestic violence, suffer from severe anxiety or depression, experienced close family bereavement, are self-harming, experienced a difficult parental separation, encountered a traumatic start in their early life. | <ul style="list-style-type: none"> * Dialogue with parents and children will evidence an increased understanding of positive mental health * Children will report an increase in positive well-being * Key staff will feedback to governors | <p>HT</p> <p>DHT</p> <p>SLT</p> <p>PSA</p> <p>All Staff</p> | <p>December 2019</p> <p>March 2020</p> <p>July 2020</p> |

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| <p>G</p> <p>Pupils are supported at home due to a greater understanding of Age Related Expectations by parents/carers</p> | <ul style="list-style-type: none"> * Hold welcome to Year meetings for parents to introduce yearly expectations and desired outcomes. Ensure all parents are given the appropriate year group objective/expectations. * Provide termly newsletters to inform parents/carers of the objectives of the term ahead. Challenge parents when home learning is not completed. * Subsidise Reading Plus, Spelling Shed, Times Table Rockstars to aid home learning * Hold parental workshops, covering key aspects of learning. Including phonics, early reading and calculations * Hold showcase events for parents to come into school to observe, take part in and join in with their child's learning | <ul style="list-style-type: none"> * The EEF states that 'There is a long history of research into parental engagement. The association between parental engagement and a child's academic success is well established. * Report goes on to say 'On average parental engagement programmes evaluated to date have led to a positive impact of approximately five additional months progress over the course of the year'. * Scrutiny of past parental surveys has revealed parents don't feel confident supporting their children as methods now used are unfamiliar | <ul style="list-style-type: none"> * Monitoring of homework return and success by teachers * Acting on feedback from parent surveys * Pupil voice | <p>Phase Leaders</p> <p>Subject Leaders</p> <p>Year Group Teaching Staff</p> | <p>December 2019</p> <p>March 2020</p> <p>July 2020</p> |
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| <p>H</p> <p>A 'Learning for Life' ethos through an increase in take up of sports activities, and outdoor experiences is promoted and provided throughout school.</p> | <ul style="list-style-type: none"> * Provide a vibrant and experiential curriculum, including visits and visitors to enhance learning further * Provide opportunities for all children to explore The Natural World (from National Trust: 50 things to do before 11 ¾) * Early Years staff released to target pre admission children identified via open days * Make better use of local parks and outdoor amenities in their planning. *Subsidising of out of school opportunities eg residential and educational visits * Subsidising of a arrange of extra-curricular clubs * Arrange e-safety speaker to raise awareness of e-safety and staying online safe for parents * Celebrate success of children | <p>The National trust's Natural Childhood report states that 'Physical and mental health problems are the most obvious consequences of a lack of engagement with nature. The problem is more pronounced in low-income urban areas; where computer games, tablets and TV dominate 'play' activities</p> <ul style="list-style-type: none"> *Children are accessing web-based school resources late at night. These times are recorded. *Children speak of playing on-line video games well-above age restriction for long periods of time, often late at night. *In recent survey, the majority of children have regular access to a tablet, mobile phone or PC *Children report staying in the house to play as they are not allowed out as a result of parent's stranger danger fear. | <ul style="list-style-type: none"> * Monitor of activities and experiences will take place to measure success, enjoyment and impact * Outcomes from pupil voice will be acted upon and lead new experiences and activities organised *Parental feedback will be gained, measuring views of the effectiveness of the programme | <p>HT</p> <p>DHT</p> <p>EVC</p> | <p>December 2019</p> <p>March 2020</p> <p>July 2020</p> |
| Total budgeted cost | | | | | £57,775 |
| Overall total | | | | | £196,875 |

5. Additional detail

- 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.

