

Pupil Premium Strategy Bader Primary School

Review July 2021

Summary information					
Academic Year	2020-21	Total PP budget	£192,655	Date of most recent PP Review	July 2020
Total number of pupils	330	Number of pupils eligible for PP	137 FSM 4 Service 8 post LAC	Date for next internal review of this strategy	Feb 2021

Analysis of PP/Disadvantaged children	Attainment in 2019/20			
	PP at BPS (Teacher Assessment)	Non PP at BPS (Teacher Assessment)	LA – other pupils	LA – non PP pupils
End of KS2				
Reading % at above or expected	61%	77%	61%	83%
Writing % at above or expected	44%	81%	72%	89%
Maths % at above or expected	50%	81%	69%	89%
Reading % at higher level	28%	27%	17%	35%
Writing % at higher level	11%	14%	11%	30%
Maths % at higher level	16%	36%	14%	35%
RWM combined % at or above expected	39%	77%	54%	79%
End of KS1				
Reading % at above or expected	65.5%	81%	65%	81%
Writing % at above or expected	58.3%	81%	60%	78%
Maths % at above or expected	62.5%	77%	68%	82%
Reading % at higher level	20.8%	27%	14%	31%
Writing % at higher level	0%	12%	8%	22%
Maths % at higher level	12.5%	19%	13%	27%
Phonics Year 1 (taken Late Autumn 2020)	-	-	76%	86%
EYFS GLD	50% PP	67% non PP	57%	77%

Barriers to future attainment (for pupils in 2020/21 eligible for PP including high ability)
Identified barriers to educational achievement:
1. Access to life experiences and extended curriculum activities – educational experiences such as trips, music lessons, life skills, aspirations and participation in physical activities
2. Many pupils come from homes where a reading culture and a love of reading is not a priority. This impacts upon development of early reading and a love of books. Children being 'well below' on entry with a lack of vocabulary and knowledge of words impacts on development.
3. Attendance and persistent absence across school.
4. Social and emotional welfare – the need to develop mental/emotional health and well-being, improve resilience and develop trusted relationships.
5. Parents lack confidence around engagement with their readiness for learning, support for home learning and low family aspiration.

Key expenditure – how the allocation will be spent for 2020-21			
Area of spend	Focus	Reference to research	cost
New reading books, reading interventions, Reading Teacher support in classes to hear readers, Read for the Stars, Speech and Language	Reading – progress and enjoyment Vocabulary development	EEF based on extensive evidence that reading comprehension strategies can improve progress, harnessing parent support Early Words together DfE 'Unlocking talent, fulfilling potential' OUP – why closing the word gap matters	£10,000 £22,000 £2,000 £4,950
Educational experiences – trips, visitors, visits, Kingswood, music, sporting activities, clubs	Life skills, links to literacy and numeracy, perseverance, emotional and social skills	EEF studies consistently show benefits for children in academic learning as well as confidence.	£5,000 £2,000
Additional TA support in classes, meet and greet, targeted PP focus on interventions (progress), training and development Booster classes for Y6	Literacy, numeracy, perseverance, Pupil welfare	EEF evidence shows that where targeted support and intervention is given gains are higher. NFER – quality interventions support progress and attainment.	£20,000
Professional development for staff – quality CPD, mentoring, middle leadership development, TA of Excellence, meta-cognition training, involving all TA staff in Pupil Progress (linked to PM)	Progress in all subjects	Maximising the impact of Teaching Assistants NFER research – effective ways to support disadvantaged pupils to achieve TAs a guide to good practice (Oxford Prim) DfE Teacher Recruitment and Retention strategy	£10,000
Release of Deputy Head Teacher Pastoral Team (Attendance Officer, PSA, School Counsellor) Educational Psychologist	Pupil Progress, attendance, removing barriers to learning, pupil welfare and behaviour Improvement of mental health and wellbeing	NFER briefing for school leaders – improving attendance is a priority to improve attainment. Also using data to drive improvement is vital. 1 in 10 children have a mental health condition nationally DfE green paper on transforming	£20,000 £57,775 £5,225

		children and young people's mental health provision EEF metacognition audit tool	
Funding for breakfast club support, PSA, Teaching Assistant	Personal and social, parental engagement, attendance,	NFER briefing for school leaders (attendance)	£3,705
Engage in a recovery curriculum/Catch-up through funding IT devices/ipads to engage children/Third spaced Learning – 6licences	Pupil engagement and progress	EEF Ensure online learning requires on-going involvement from teachers, focusing particularly on the most disadvantaged. Covid-19 Support Guide for Schools. Encourage parents to help their children create regular routines and study habits, offering practical steps to take. Children's Commissioners Report access to IT devices	£ 26,526.9 + 3,473.10
			£192,655

Item/Project	Objective	Barriers to be addressed	Expected Impact
<ul style="list-style-type: none"> *Purchase additional reading resources – books, comprehensions, vocabulary. *Reading teacher salary *Reading for the Stars books *Vocabulary resources/teaching 	<ul style="list-style-type: none"> *Improve attainment and progress in reading (particularly in KS2). *Children are more enthusiastic about reading – including at home. *Improve staff confidence at teaching reading comprehension skills and vocabulary. *Children are clearer about how to get better at reading and what will help them. 	2	<ul style="list-style-type: none"> *PP children demonstrate accelerated progress in reading. *More children have a love for reading. *More children are reading at home *Children use a wider range of vocabulary more confidently. *Children know how to get better at reading and can talk about it more confidently. *Children are equipped with the reading skills needed for comprehension. *Attainment in reading is improved at all Key Stages *Children achieve well at higher levels in reading in particular
<ul style="list-style-type: none"> *Part funded residential trip for all year 6 pupils. *Qualified music professionals TVMS – all children to access. *TA support in all classrooms *All visits/trips funded/part funded *After school and lunchtime sports clubs – Sports Coach * Aspiration/Enrichment weeks and days across school 	<ul style="list-style-type: none"> *Improve access to educational experiences and enriched curriculum activities to allow all children to access opportunities and a variety of experiences. 	1 2 3 4	<ul style="list-style-type: none"> *Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum *Social skills, independence, perseverance and teamwork are developed through participation in various activities (eg music) and overnight stays on residential visits. *Learning tasks tailored to specific needs of pupils – closing gaps in understanding. *Consolidation of learning completed in classes – time for practise and application of skills. *Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence

*Additional EP service	Buy in additional EP service targeted at pupils experiencing barriers to learning	4	*Learning tasks tailored to specific needs of pupils – closing gaps in understanding.
*Monitor the progress of PP children *Third Spaced Learning *DHT release *SENDCO *PSA/Attendance *Professional development of staff – particularly Middle leaders and subject leaders *Involve TA staff in PP meetings and understanding of cycle of planning, assessment and teaching *Staff visits to other settings for good practice *Develop staff understanding of meta-cognition *Quality professional development for staff	*Higher rates of progress for all pupils *Discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes *Middle/subject leaders have more holistic view of progress across school as well as in their subjects leading to better outcomes for all *Staff are upskilled in metacognition *Children can talk about their learning	2 4	*Accelerated progress from low starting points needed to further improve GLD. *Phonics check scores be sustained *End KS1 data continues to improve *Progress across all year groups ensure that children are making accelerated progress whenever possible. *End KS2 data indicates improved attainment and progress *Data analysis to identify pupils whose progress is causing concern and to review successes (from SLT, subject leaders & class teachers) *DHT/Teachers to identify groups/individuals for TA support and challenge. *Regular review of groupings and re-shaping of focus as required. *All staff groups have shared ownership for progress *Metacognitive talk is developed in classrooms
*Release of DHT to lead monitoring of attendance. *PSA *Extra TAs in classrooms - classrooms supervised from 10 minutes prior to bell time to allow children to come straight into school. *TAs to supervise free Breakfast Club. *Awards to reward good attendance. *DHT/Attendance Officer to identify and work with families.	To improve attendance and persistent absence to in line with National Average. To ensure rapid response to target families who need support and challenge around attendance and punctuality.	4 3 5	*PSA to target key families to support attendance. *Teachers/TAs to meet and greet parents each morning. *Close liaison with LA – Family Case Conferences where necessary. *Attendance support plans in place *First Day response for all children – including Nursery. *DHT available to closely monitor attendance with particular focus on PP families.
*PSA *Breakfast Club staff *DHT release *SENCO release *Be an Attachment Friendly School *Raise staff awareness of mental health issues	Reduce Social and Emotional Welfare as a barrier to learning. Enhance the health and well-being of our pupils and families Focus on improving mental health and wellbeing for pupils and staff Staff have confidence to work with the children around mental health issues Break down barriers and tackle stigma Developing emotional resilience gives gains in attendance and attainment.	3 4 5	*PSA, SENDCO & DHT available to support families where appropriate. *PSA to continue to signpost training to parents etc *Part funded Breakfast Club – supported by school staff. *SENDCO to provide support to families of identified children *Team meet monthly to discuss support required and identify actions *PSHE curriculum supports social and emotional wellbeing

How will the school measure the impact of the Pupil Premium at Bader Primary School?

- The progress of attainment will be monitored and analysed.
- Data collection will include monitoring and tracking of each cohort's attainment and used to inform pupil progress to enable the early identification of need, support and appropriate intervention.
- Pupil Progress meetings will be held at least termly and more regularly if concerns are raised.
- At each review of this strategy, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. All pupils will be given the support the need to make progress and have barriers removed not just those eligible for the PP money.
- Pupil Premium Funding and the impact of this is a regular item on the governors' committees. Nominated governor: Mr J O'Boyle

Date of next Pupil Premium Strategy Reviews:

- February 2021
- July 21