

## Bader Primary School Pupil premium strategy statement 2021-4

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for 2021-2024.

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.

### School overview

| Detail   | Data          |
|--|---------------|
| School name  | Bader Primary |
| Number of pupils in school   | 306           |
| Proportion (%) of pupil premium eligible pupils                              | 50% (156/306) |
| Academic years that our current pupil premium strategy plan covers           | 2021-2024     |
| Date this statement was published  | December 2023 |
| Date on which it will be reviewed<br>Reviewed by PP Lead, HT and PP Governor | December 2024 |
| Statement authorised by  | S Jatwa       |
| Pupil premium lead   | D Hodgson     |
| Governor / Trustee lead  | M Stephenson  |

### Funding overview

| Detail   | Amount          |
|--|-----------------|
| Pupil premium funding allocation this academic year                                    | £228,995        |
| Recovery premium funding allocation this academic year                                 | £0              |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0              |
| <b>Total budget for this academic year</b>   | <b>£228,995</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

**Bader Primary School** is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils, and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be disadvantaged.

### **Key Principles for Pupil Premium spending:**

#### **High expectations**

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

#### **High Profile**

Closing gaps in attainment is the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.

#### **Early Intervention**

High quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

#### **Inclusive Provision**

We recognise that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding. **High**

#### **Quality Teaching and Learning**

The biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

#### **Emphasis on Basic Skills**

We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

### **Strategies**

#### **Identifying Need**

Staff will assess the progress of PP pupils regularly. Child voice and pupil feedback will ensure that how children feel they are progressing is taken into account as well as areas in which they feel additional support is required.

#### **Identifying barriers to learning**

Pupils can experience many barriers to their learning and that these barriers can be long or short term. It is vital that barriers are identified and addressed in order for pupils to achieve their maximum potential.

Analysis has shown that typical barriers may be:

- attendance and punctuality issues
- lack of support at home

- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

### **Provision**

All of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment.

Provision is modified according to need. Our provision includes:

- Small group interventions and 1:1 tutoring
- Support with speech and language
- SATs booster classes
- High quality feedback from staff
- Activities to support aspiration of pupils

### **Actions informed by research**

EEF Pupil Premium Guide  
 EEF Big Picture  
 NFER research paper 2015

## **Challenges**

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

| <b>Challenge number</b> | <b>Detail of challenge</b>  |
|-------------------------|---|
| 1                       | Weak Language and Communication skills  |
| 2                       | Low attainment on entry to the Early Years Foundation Stage in all areas.<br>Low attainment at KS2 end. |
| 3                       | Attendance and Punctuality issues   |
| 4                       | Limited access to a broad range of experiences  |
| 5                       | Chaotic family lives and Social Service involvement   |

## 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  |
|-------------------------|---|
| Progress in Reading     | Achieve above national average progress scores in KS2 Reading (0) |
| Progress in Writing     | Achieve above national average progress scores in KS2 Writing (0) |
| Progress in Mathematics | Achieve above national average progress scores in KS2 Maths (0)   |
| Phonics                 | Achieve above national average expected standard in PSC           |
| Other                   | Ensure attendance of disadvantaged pupils is 95%+                 |

## 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

Budgeted cost: £84,630

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Reading interventions, TA support in classes to hear readers, Reading plus programme, reading for pleasure</p> <p>Embed use of Little Wandle across EY/KS1 &amp; KS2 intervention</p> <p>Vocabulary Ninja across all year groups to increase reading for pleasure</p> <p>Little Wandle, Vocabulary Ninja subscriptions</p> <p>EY Resourcing (£4000) to meet the need of the new EY Curriculum</p> | <p>Reading – progress and enjoyment Vocabulary development</p> <p>EEF based on extensive evidence that reading comprehension strategies can improve progress.</p> <p>Early Words together</p> <p>DfE ‘Unlocking talent, fulfilling potential’</p> <p>OUP – why closing the word gap matters</p> <p>EY / KS1 Reading Books (£?) to ensure the books link to phonics.</p> <p>The quality of reading books used in Phonics and home reading has been supported through Little Wandle books.</p> <p>An investment of new books was undertaken to support the EEF research.</p> | <p>1,2</p>                    |
| <p>Speech and Language Therapist screen children and set intervention programmes are put in place</p>  | <p>EEF: targeted small group and one to one interventions have the potential for the largest immediate impact on attainment</p> <p>EEF trials have shown when properly trained and supported TAs working in structured ways with small groups boost pupils progress</p> <p>Higher than average numbers of children access SALT in Reception – and will either require small group support or 1:1 support as an intervention</p>  | <p>1,2</p>                    |
| <p>Professional development for staff – quality CPD, mentoring, middle leadership development, meta-cognition training, involving all TA staff in Pupil Progress</p>   | <p>Progress in all subjects</p> <p>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</p> <p>Teacher recruitment and Retention strategy</p> <p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. We are part of the Maths Hub. All staff to lead effectively are released once a term</p>  | <p>1,2,3,4,5</p>              |

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

Budgeted cost: £61,200

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Release of SLT, Pastoral Team (TAs Drawing and Talking) Additional EP service allocation</p> <p>Poor self-regulation, low confidence</p> <p><i>Library/reading</i></p>   | <p>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.</p> <p>Pupil Progress, attendance, removing barriers to learning, pupil welfare and behaviour<br/>Improvement of mental health and wellbeing<br/>EEF metacognition audit tool</p>                 | <p>1,2,3</p>                  |
| <p>Providing catch-up in mathematics – Third Space maths tuition</p> <p><i>Times Table</i><br/><i>Rockstars</i><br/><i>Reading Plus</i><br/><i>Lexia</i><br/><i>Reading Plus</i><br/><i>Spelling Shed</i><br/><i>Literacy Shed Plus</i><br/><i>Lego Therapy</i></p> | <p>COVID-related disruption has had a considerable impact on outcomes, especially in 2021. An essential part of learning and engagement for KS2 children</p> <p>EEF: Research supports tutoring as an effective way to help children to improve academically. Children who receive high quality tutoring may make more progress in their learning than children who do not receive this</p> | <p>1,2</p>                    |

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

Budgeted cost: £82495

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Safeguarding Officers (see PSA above)</i></p> <p><i>Data Analysis (incl Att) (see Attendance Officer above)</i></p> <p><i>Funding for breakfast club support, PSA,</i></p> <p>Breakfast club<br/>Improving attendance, punctuality and readiness to learn for the most disadvantaged pupils through experiences and enriched curriculum<br/><i>Breakfast provides a low cost breakfast for all children to start their day</i></p> | <p>With COVID home issues and Safeguarding being the most important drive in our school, the last year has seen the need to extend our safeguarding team to deal with an increase in Social Services involvement</p> <p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils</p> <p>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 children and young people’s mental health provision</p> <p><i>Personal and social, parental engagement,</i><br/><i>NFER briefing for school leaders (attendance)</i></p> <p>Food deprivation is high at school. Research shows hungry children do not perform as well.</p> | <p>3,4,5</p>                  |

|  |  |                  |
|--|--|------------------|
| <p>Educational experiences – trips, visitors, visits, residential Peat Rigg, Carlton, singing, cookery, outdoor classroom work, sporting activities, clubs<br/><i>Residential Costs, Music</i></p> | <p>Many of our pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All residential are linked to Topics that they are studying. Y6 teambuilding exercise pre Secondary School.<br/>Every child has the right to learn to play an instrument<br/>EEF studies consistently show benefits for children in academic learning as well as confidence</p>  | <p>1,2,3,4,5</p> |
| <p>Educational Psychologist assess children and set recommendations<br/>Teaching Assistants deliver Drawing &amp; Talking Therapy<br/><br/>Play Therapy</p>  | <p>On entry to Reception, most children have low Language and Communication skills<br/>Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that ‘typical’ Reception children have.<br/>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.<br/><br/>In order for SLT to be released weekly and for all subject leaders to be released once a term.<br/>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 children and young people’s mental health provision</p> | <p>1,2</p>       |

### Service pupil premium funding:

Budgeted cost: £670

| <b>Intention</b>  | <b>Success Criteria</b>   |
|---|---|
| <p>Ensure that current and future service pupils feel happy and safe at Bader.</p>  | <p>Service children will attain at least in line with their peers and that their progress is at least good.</p> |
| <p>To address any identified gaps in learning with tailored individual support.</p> | <p>Service children will feel emotionally well supported.</p>   |
| <p>To develop partnerships with parents and carers.</p>                             | <p>Service children and families will feel well supported in the event of a service venue move.</p>             |

**Total budgeted cost: £228,995**