

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	389
Total number of pupils eligible for PPG	152
Amount of PPG received per pupil	£1320-£1900
Total amount of PPG received	£200,060

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.

Barrier to Learning

- Lower than average attendance and higher than average persistent absence. School attendance for 2016-17 is 95.5% and persistence absence is 9.8%.
- For some children due to lack of experience starting points on entry are lower than average. Baseline data for the children entering Nursery and Reception in autumn 2016 shows that 64.8% of children enter significantly below ARE in the Prime areas of learning.
- Baseline data for children entering Nursery and Reception in 2016 show 66.4% are well below average in their communication and language skills.

- 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. 33% of non-disadvantaged pupils achieved the combined result with only 10% 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 (21 out of 42 children)	Expected Standard	Higher Standard
% of pupils attaining expectations in reading	33%	5%
% of pupils attaining expectations in writing	38%	-
% of pupils attaining expectations in maths	24%	-

% of pupils attaining expectations in reading, writing and maths	10%	-
% of pupils attaining expectations in spelling, punctuation & grammar	38%	5%
<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	99.0	+1.5
Writing	98.6	-1.5
Maths	98.4	-0.6

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 (16 children)	Expected Standard	Greater Depth
% of pupils attaining expectations in reading	69%	19%
% of pupils attaining expectations in writing	69%	6%
% of pupils attaining expectations in maths	69%	25%

% of pupils attaining expected standard in CRWM	69%	6%
% of pupils achieving threshold Phonics screening	73%	

Previous performance of Early Years children (28 children)	
Percentage of children achieving GLD	60%

Summary of planned PPG spending 2017-18
<p>Objectives in spending PPG:</p> <ul style="list-style-type: none"> To raise attainment in disadvantaged children's target areas To increase access to curriculum enrichment activities To continue to close the gap in attainment & progress between disadvantaged learners and their peers

Summary of spending and actions to be taken

- To use a dedicated Teachers and Teaching Assistants for small group 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 Place 2 be
- 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 2017/18 Impact Statement				
Item/Project	Cost	Objective	Expected Outcome	Review
Maintaining favourable teacher pupil ratio	£143,123.69	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>Continuing upward trend in EY and KS1 EY disadvantaged pupils achieving GLD 2017- 67% 2018- 80% KS1 disadvantaged pupils CRWM Exp-2017- 67% 2018- 65% GD- 2017- 6% 2018- 13% (LA 7%) KS2 disadvantaged pupils CRWM 2017- 9% 2018- 29%</i>
Provide pupils with timely intervention to support targeted feedback, metacognition and peer tutoring		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>
Provide targeted support for children with SEMH difficulties (PLace2be)	£16,442.50	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 ???</i>
Provide targeted SL support with an emphasis on early intervention	£4995	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 opportunities for teachers to learn from the best practice	£5100	Ensure the quality of teaching is consistently good across school and	Numbers of children achieving at least ARE continue to improve.	On reflection RLS was not used- EEF findings did support this strategy

within the school through Research Lesson Studies		secures improved outcomes for all learners	Disadvantaged pupils achieve at least as well as their non-disadvantaged peers.	
Provide financial support for residential and day educational visits	£10000	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>
Provide new reading resources	£7000	Increase the range of reading materials to match need and interest	Improved attainment in reading for disadvantaged pupils	Disadvantaged pupils reading attainment- EYFS Expected in Reading 2016 2017 2018 57% 67% 80% KS1 Expected Standard 2016 2017 2018 50% 69% 74% KS2 reading 2016 2017 2018 37% 39% 47%
Secure effective leadership and targeted teaching of phonics in EY and KS1	£1175	To increase the numbers of disadvantaged children able to effectively decode when reading. Increase the numbers of disadvantaged children reaching the expected standard in the phonics screening check	Number of children reaching the expected standard are at least in line with non-disadvantaged children nationally	Phonics - 2016 2017 2018 77% 76% 89%
Ensure timely response to disadvantaged pupil absence through, first day phone call, home visits, attendance meetings and timely attendance procedures.	Existing member 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 8.8% 9.5%
Increase opportunities for parents to learn	HT/T release time	Improve understanding of curriculum demands and	Improved attainment and progress for disadvantaged	See above- attainment

Space Learning?				37%	22%	50%
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