

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- Whole school attendance for 2016/17 was 95.5% and persistence absence was 9.8%. For disadvantaged pupils it was
- For some children due to lack of experience starting points on entry are lower than average- Children who completed their EYFSP in 2017 entered N well-below age related expectation in CL, R, W and M.
- Below average communication and language skills on entry- 86% of children entered Nursery well below age-related expectation in CL
- 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%

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

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> <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 &amp; progress between disadvantaged learners and their peers</p>

**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				
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%	
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	

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	
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.	
Provide opportunities for teachers to learn from the best practice within the school through Research Lesson Studies	£5100	Ensure the quality of teaching is consistently good across school and secures improved outcomes for all learners	Numbers of children achieving at least ARE continue to improve. 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	
Provide new reading resources	£7000	Increase the range of reading materials to match need and interest	Improved attainment in reading for disadvantaged pupils	
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	
Ensure timely response	Existing	Provide targeted support	Improved attendance and	

to disadvantaged pupil absence through, first day phone call, home visits, attendance meetings and timely attendance procedures.	member of staff and associated costs.	and intervention for disadvantaged pupils whose attendance is below average	reduced persistent absence for disadvantaged pupils.	
Increase opportunities for parents to learn about curriculum and standards. E.g workshops, opportunities to share learning (structured conversations), parent focus groups	HT/T release time	Improve understanding of curriculum demands and improve aspirations	Improved attainment and progress for disadvantaged pupils	
Allocate additional T/TA time to intervention in reading and reasoning across the curriculum	£7000	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	
Targeted support from EP to ensure pupils needs are identified accurately in a timely manner	£5225			