

Bader Primary School Pupil premium strategy statement 2022-3

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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	317
Proportion (%) of pupil premium eligible pupils	48% (153/317)
Academic years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed Reviewed by PP Lead, HT and PP Governor	December 2023
Statement authorised by	S Jatwa
Pupil premium lead	D Hodgson
Governor / Trustee lead	J O'Boyle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,905
Recovery premium funding allocation this academic year	£21,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£232,905</p>
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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

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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.

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas. 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: £88,400

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>Reading Teacher</p> <p>Buy and embed use of Little Wandle across EY/KS1 & KS2 intervention & Vocabulary Ninja across all year groups to increase reading for pleasure 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</p> <p>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</p>	<p>EEF: targeted small group and one to one interventions have the potential for the largest immediate impact on attainment</p>	<p>1,2</p>
<p>programmes are put in place</p>	<p>EEF trials have shown when properly trained and supported TAs working in structured ways with small groups boost pupils progress 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>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 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: £41198

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 Improvement of mental health and wellbeing EEF metacognition audit tool</p>	1,2,3
<p>Providing catch-up in mathematics – Third Space maths tuition <i>Times Table</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>	1,2
<p><i>Rockstars</i> <i>Reading Plus</i> <i>Lexia</i> <i>Reading Plus</i> <i>Spelling Shed</i> <i>Literacy Shed Plus</i> <i>Lego Therapy</i></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>	

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

Budgeted cost: £80942

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>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>	3,4,5

<p><i>Funding for breakfast club support, PSA,</i></p> <p>Breakfast club Improving attendance, punctuality and</p>	<p><i>Personal and social, parental engagement,</i></p> <p><i>NFER briefing for school leaders (attendance)</i></p>	3,4,5
<p>readiness to learn for the most disadvantaged pupils through experiences and enriched curriculum</p> <p><i>Breakfast provides a low cost breakfast for all children to start their day</i></p>	<p>Food deprivation is high at school. Research shows hungry children do not perform as well.</p>	

<p>Educational experiences – trips, visitors, visits, residential Peat Rigg, singing, cookery, outdoor classroom work, sporting activities, clubs <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.</p> <p>Every child has the right to learn to play an instrument</p> <p>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 Teaching Assistants deliver Drawing & Talking Therapy Play Therapy</p>	<p>On entry to Reception, most children have low Language and Communication skills</p> <p>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.</p> <p>In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>In order for SLT to be released weekly and for all subject leaders to be released once a term.</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>1,2</p>

Total budgeted cost: £232,905

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Ongoing formative assessments, and leadership monitoring activities, show improved language skills, numeracy skills and oracy skills among the vast majority of our disadvantaged pupils.

Speech and language inputs and interventions are supporting improvements for disadvantaged children in Early Years.

End of Key stage 2 outcomes show that PP children have attained above national PP outcomes in Reading, Writing and Maths. The data shows progress from KS1 outcomes.

KS2

Year 6 2022/23		EO KS1			EO KS2 2023											
		EXS+			EXS +			GD			EXS + National			Progress		
Group	Cohort	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
All	53	77	79	77	77	68	79	21	4	15	73	71	73	0.1	-2.1	0.6
PP	27	64	56	80	70	63	81	4	0	0	60	58	59			

KS1

End of KS1 outcomes show that PP children have attained above national levels. Writing for PP children will remain a focus group to close the gap between PP and non-PP.

As key stage data shows, PP make progress over time.

Year 2 2022/23		EO KS1 2023								
		EXS+			GD			EXS+ National 2023		
Group	Cohort	R	W	M	R	W	M	R	W	M
All	36	72	67	72	14	3	6	68	60	70
PP	17	71	53	76	18	6	12	54	44	46

Phonics

	Cohort	PSC Pass	National
22-23 Y1	45	69%	79%
22-23 Y2	6	67%	89%

Additional 1:1 phonics support for identified pupils judged to be falling behind in phonics has enabled most of these PP children to pass the PSC.

EY Data (see table below) shows that PP children attained better than our non-PP children and close to the national comparator of 63.4%

Reception 2022-23		
Group	Cohort	Achieved ELG
All	37	59
PP	16	62.5

Our Parent Support Advisor continues to maintain and develop positive relationships with a number of PP pupils and parents. PP attendance has been below other pupils.

Access to the school's Play Therapist has allowed a number of PP children to access therapeutic and emotional wellbeing support. Feedback from parents and carers shows that these sessions have been very well received. This has been a very useful network of support as Social, Emotional and Mental Health needs have increased significantly since March 2020.

Pupils have benefited from exciting and varied teaching and learning experiences, including cultural and enrichment experiences within and outside the school day. These experiences have included:

- Educational Trips: Preston Park, Arbeia, Farms, Thorpe Perrow, Danby Lodge National Park
- musical events: Coldstream Guards Concert, Choir to the Mayor's Carol Service

- Theatre visit to see a Pantomime
- Y6 Residential – 3 days
- Yr4 Residential – 2 days
- visits from Historians
- visits from Scientists, STEM, The Emergency Services, and various adults to enhance the curriculum
- sporting events

These experiences have clearly enhanced and inspired learning, making it more memorable. Pupil voice demonstrates that the children value and enjoy this learning enrichment and that they are enjoying their overall school experience.

Identified mental health/emotional needs have been addressed through bespoke support from our Play Therapist and school delivered support such as Thrive, Lego Therapy, Bereavement Therapy, Drawing and Talking.

CPD focusing on how pupils remember and retrieve information to support learning in the curriculum is to be further embedded in 2023-2024. The use of prior learning, vocabulary development and retrieval practice through quizzes and informal assessments show evidence that strategies are being used to support pupils to remember key curriculum content.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars	Maths Circle Ltd
Reading Plus	Reading Plus
Drawing and Talking Therapy	Drawing and Talking
Lexia	Lexia Learning
Third Space	Third Space Learning
Reading Plus	Reading Plus LLC
Spelling Shed	Ed Shed Ltd
Literacy Shed Plus	Ed Shed Ltd
Lego Therapy	LEGO® Therapy

At Bader Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and 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 they need to make progress and have barriers removed, not just those eligible for the PP money.