

Bader Primary School

Pupil Premium Strategy Statement 2024-27

December 2025 update

School overview

Detail	Data
Number of pupils in school	277
Proportion (%) of child premium eligible pupils	118/240 = 49%
Academic year/years that our current child premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26
Date this statement was published	December 2024
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D. Hodgson
Child premium lead	S. Jatwa
Governor / Trustee lead	M. Stammers

Funding overview

Detail	Amount
Child premium funding allocation this academic year	£189,700
Child premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£189,700

Part A: Child premium strategy plan

Statement of intent

Bader Primary School is committed to providing the best possible education for every individual child. We have high aspirations and expectations for all children, irrespective of their background or challenges, and we believe firmly that no child should be left behind. High-quality teaching is at the heart of our approach, supported by appropriate provision for children who belong to vulnerable groups, including those who may be disadvantaged.

Through focused support, curriculum enrichment and strong pastoral care, we aim to ensure that all children—particularly those who face disadvantage—can thrive academically, socially and emotionally.

Key Principles for Child Premium Spending

1. High Expectations

We promote a culture where staff believe in every child. No excuses are made for underperformance. We work to overcome barriers to learning and provide every child with the best possible opportunity for success.

2. High Profile

Closing attainment gaps is a key priority across the school. We adopt a whole-school approach in which all staff are actively involved in identifying the needs of our children, understanding the barriers that may impact their learning, and contributing to the provision required to support those that are disadvantaged. Ensuring that these children remain central to our work reflects our commitment to inclusion.

3. Early Intervention

High-quality early years provision—particularly the development of early reading and number skills—is essential for all children, but especially for those who have experienced early disadvantage. Early identification of need and timely, targeted support underpin our approach, ensuring that gaps are addressed swiftly and strong foundations for future learning are secured.

4. Inclusive Provision

We recognise that not all children eligible for the Child Premium are disadvantaged or at risk of underachievement, just as many vulnerable children may not meet the criteria for this additional funding. Our provision is therefore responsive, inclusive and rooted in

need rather than labels, ensuring that support is directed where it will have the greatest impact.

5. High-Quality Teaching and Learning

The most significant factor in raising attainment is consistently strong teaching. We ensure that all children experience high-quality instruction, underpinned by effective assessment, feedback and moderation practices. Our appraisal systems and commitment to high-quality professional development for teachers and teaching assistants further strengthen classroom practice across the school, ensuring that teaching remains responsive, ambitious and evidence-informed.

6. Emphasis on Basic Skills

We focus our spending on securing the highest possible standards in English and maths. This includes both high-quality direct teaching and targeted interventions, as well as wider strategies that support improved attendance, behaviour and access to essential learning resources. At the same time, we place strong value on a broad and balanced curriculum, ensuring that children benefit from a wide range of meaningful learning experiences that promote both academic achievement and personal development.

7. Enabling Children

Supporting children's social, emotional and mental wellbeing is fundamental to building resilience, confidence and readiness to learn. We are committed to developing the whole child by broadening their understanding of the world and ensuring they can access a wide range of opportunities. This holistic approach enables children to thrive academically, socially and emotionally.

Achieving Our Aims

To achieve our objectives and overcome identified barriers to learning, we will:

- Provide all teachers with high-quality CPD to ensure consistently effective, quality-first teaching for all children.
- Deliver targeted interventions and support to address specific gaps in learning.
- Allocate funding so that all children can access trips, residential, and first-hand learning experiences.
- Ensure that every child has opportunities to participate in enrichment activities.
- Provide appropriate nurture and pastoral support to enable children to engage successfully within and beyond the classroom.

- Adopt a whole-school approach in which all staff take responsibility for the outcomes of disadvantaged children and maintain high expectations of what they can achieve.

This is not an exhaustive list. Our strategies will continue to evolve and adapt in response to the changing needs of the individual child and cohorts, ensuring that all children have the opportunity to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Home Reading and Early Literacy Internal data indicate that limited home reading is affecting the development of early reading skills, comprehension, and a love of books.
2	Low Attainment on Entry to EYFS Many children enter the Early Years Foundation Stage with lower-than-expected attainment across all areas. Gaps in vocabulary, word knowledge, and speech development impact overall learning progress.
3	Multiple Vulnerabilities and Complex Needs Some children experience additional challenges including SEND and/or social, emotional, and mental health difficulties. Family circumstances and involvement with social services can further impact learning and wellbeing.
4	Attendance and Punctuality Persistent absence is more prevalent among disadvantaged boys, affecting learning progress. Lateness and irregular attendance disrupt access to phonics teaching, reading lessons, and other key learning opportunities.
5	Limited Access to Life Experiences and Enrichment Local demographics and high levels of disadvantage mean that many children have fewer opportunities to engage in extra-curricular activities, educational trips, cultural experiences, and physical activities. Limited exposure to aspirational opportunities and careers experiences can impact motivation and broader development.

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
Improve attainment and progress in reading – early reading, phonics knowledge, and comprehension skills	<ul style="list-style-type: none"> - Achieve above national age-related standard scores in Phonics and Reading - More children develop a love of reading - Increased frequency of reading at home - Children confidently use a wider range of vocabulary - Children have the reading skills needed to comprehend texts - Staff are confident in delivering high-quality reading, VIPERS, and phonics lessons, leading to improved attainment and progress
Improve attainment and progress in writing – composition and sentence construction through quality first teaching and interventions	<ul style="list-style-type: none"> - Achieve above national age-related standard scores in Writing - Progress meetings ensure accelerated progress for all pupils - Data analysis identifies pupils whose progress is causing concern and informs next steps - Children develop confidence as learners - Feedback to pupils is specific, targeted, and effective - Staff are trained in adaptive teaching approaches - Children can articulate their understanding and skills in writing
Improve attainment and progress in mathematics – reasoning, problem-solving, and conceptual understanding	<ul style="list-style-type: none"> - Achieve above national age-related standard scores in Maths - Progress meetings ensure accelerated progress for all pupils - Data analysis identifies pupils whose progress is causing concern and informs next steps - Children develop confidence as learners - Feedback to children is specific, targeted, and effective - Staff are trained in adaptive teaching approaches - Children can explain and demonstrate their reasoning and problem-solving strategies
Achieve and sustain improved wellbeing for all pupils, particularly disadvantaged children	<ul style="list-style-type: none"> - Sustained high levels of wellbeing demonstrated through student voice, parent surveys, and teacher observations
Increase participation in extracurricular activities and enrichment opportunities	<ul style="list-style-type: none"> - Children participate fully in all educational trips and residential - Learning is supported and enhanced by trips that reinforce the curriculum - Social skills, independence, perseverance, and teamwork are developed through participation in activities and overnight stays - Children and staff celebrate skills, talents, and strengths, building confidence
Improve and sustain attendance and punctuality, particularly for disadvantaged boys	<ul style="list-style-type: none"> - Achieve or exceed national attendance targets for 2025–26 - Attendance Champion, Attendance PSA, and class teachers actively support key families to improve attendance and punctuality - Reduction in persistent absence and late arrivals, particularly among disadvantaged children

Activity in this academic year

This details how we intend to spend our child premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Staff release for best practice training within/across schools and wider training – Early Reading (including phonics), Comprehension, Writing, Maths, Science	<ul style="list-style-type: none"> - teaching more able pupils who encounter disadvantage (York SJ university) - Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and spelling (EEF, “Improving Literacy in Key Stage 1”, DfE Guidance – High Quality teaching improves attainment) - Talk Boost and language development interventions support vocabulary acquisition - Training updates ensure all staff have the necessary pedagogical skills and content knowledge 	1, 2, 3
Purchase of phonically decodable reading books for every phase	<ul style="list-style-type: none"> - Supports systematic phonics delivery and aligns home reading with classroom teaching (Little Wandle guidance) - Ensures high-quality, consistent reading resources that improve reading outcomes 	1,2,3,5
Reading interventions & TA support in classes – TA support to hear readers, Reading Plus programme, reading for pleasure	<ul style="list-style-type: none"> - Little Wandle and Reading Plus subscriptions embed phonics and vocabulary across EY/KS1 & KS2 - EEF evidence shows reading comprehension strategies improve progress and engagement - Early Words Together and DfE “Unlocking Talent, Fulfilling Potential” support language acquisition 	1,2,3
KS1 Reading Curriculum Resourcing – Little Wandle reading approach, library updates, author visits, book of the year, reading rewards (e.g., Summer Reading Challenge, Read for the	<ul style="list-style-type: none"> - Encourages reading for pleasure and vocabulary development - Aligns with EEF evidence that engagement in reading improves attainment and comprehension - Investment in quality texts supports phonics progression and home reading 	1,2,3,5

Stars, book vending machine)		
Speech and Language Therapy – screening children and providing targeted interventions	<ul style="list-style-type: none"> - EEF evidence: targeted small-group and one-to-one interventions have the potential for the largest immediate impact on attainment - Supports language development, vocabulary acquisition, and comprehension, which underpin literacy progress 	1,2,3,5
Professional Development for Staff – high-quality CPD, mentoring, middle leadership development, and involvement of all TAs in pupil progress	<ul style="list-style-type: none"> - Effective CPD improves teaching quality and pupil outcomes (EEF, DfE Teacher Recruitment and Retention Strategy) - Progress in all subjects is supported through training and mentoring - Participation in Maths Hub enhances subject-specific leadership and curriculum knowledge - Curriculum Teams, staff meetings, and INSET follow-up ensure CPD is embedded and sustainable 	1,2,3,5
Maximising the Impact of Teaching Assistants – deployment, training, and structured support	<ul style="list-style-type: none"> - NFER research: effective deployment of TAs improves outcomes for disadvantaged pupils - Oxford Primary guide: TAs have greatest impact when trained, targeted, and monitored - Structured TA interventions complement quality-first teaching and support pupils with SEND, SEMH, and other barriers 	1,2,3,5

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

Budgeted cost: £10,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition One-to-one tutoring Structured interventions	<ul style="list-style-type: none"> -Targeted groups in English and Maths for pupils below expected levels (EEF Toolkit; NFER Research – Small group tuition) -Individual support for pupils with significant gaps (EEF Toolkit; NFER Research – High impact on underperforming pupils) -Reading, phonics programs, and numeracy interventions (Little Wandle; Oxford Primary Guide; EEF Toolkit – Phonics, reading comprehension) 	1,2,3,5

Release of SLT, Pastoral Team, and TAs – Drawing & Talking, Thrive, Lego Therapy, Bereavement Support, Keyworker sessions; Poor self-regulation, low confidence	<ul style="list-style-type: none"> - Supports pupils with poor self-regulation, low confidence, and SEMH needs - Life skills interventions link to literacy, numeracy, perseverance, and social-emotional development - EEF evidence shows targeted pastoral and therapeutic interventions improve academic learning, confidence, and wellbeing - Pupil progress, attendance, and barriers to learning are monitored and addressed - EEF metacognition audit tool used to evaluate impact 	1,2,3,5
Online/Intervention Tools – Rockstars, Reading Plus, Lexia, Spelling Shed, Literacy Shed Plus, SATS Companion, Lego Therapy, Drawing & Talking, Thrive	<ul style="list-style-type: none"> - EEF research supports tutoring and targeted interventions as effective ways to improve academic outcomes - High-quality use of digital platforms and structured interventions accelerates progress in literacy, numeracy, and wider skills - Enhances engagement and personalisation of learning 	1,2,3,5

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

Budgeted cost: £ 69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club Support & Attendance PSA	<ul style="list-style-type: none"> - Improves attendance, punctuality, and readiness to learn for the most disadvantaged pupils - Provides a low-cost nutritious breakfast, supporting physical health, concentration, and learning readiness - Engaging activities develop social and emotional wellbeing (EEF, DfE) - Staff can hear children read if they have not read at home, promoting literacy - NFER briefing highlights impact of attendance on attainment - Food deprivation is linked to lower academic performance 	1,2,3,4,5
Educational Experiences & Enrichment – trips, visitors, residential,	<ul style="list-style-type: none"> - Residentials and trips provide experiences many pupils would not otherwise have - Supports wellbeing, social skills, 	1,2,3,4,5

outdoor learning (Cookery, Forest Schools, Outdoor Classroom, Sporting Activities, Clubs, Music, Stockton Children's Book of the Year)	independence, and teamwork - Enhances writing, topic understanding, and curriculum links - Every child has the right to learn to play an instrument; EEF, DfE research shows enrichment improves academic outcomes and confidence	
Therapeutic & Pastoral Support – Educational Psychologist assessments, Drawing & Talking Therapy, Play Therapy, SLT release, weekly pastoral interventions	- Early identification and intervention for low language and communication skills, SEMH needs, and barriers to learning - Supports pupils with vocabulary, oral communication, and confidence - Structured therapy and pastoral support improves resilience, wellbeing, and academic engagement - Aligns with DfE guidance on mental health provision and EEF evidence on targeted interventions	1,2,3,4,5
Leadership Release & Data-driven Interventions – SLT weekly release, subject leader termly release	- Enables strategic oversight of pupil progress, attendance, and curriculum delivery - NFER briefing highlights importance of data to drive improvement - Supports monitoring of Pupil Premium impact and targeted interventions	1,2,3,4,5

Total budgeted cost: £189,700

Further information (optional)

At Bader Primary School, the established cycle of data collection, monitoring and tracking of cohort attainment will continue to inform pupil progress and allow for the early identification of need, support and appropriate intervention. Pupil Progress Meetings will be held at least termly—and more frequently if concerns arise.

At each review of this strategy, the school will evaluate the impact of actions taken and plan how funding will be allocated for the next phase. When selecting pupils for Pupil Premium target groups, the school will consider all pupils across the school. Support will be provided to any pupil who requires it to make progress and overcome barriers to learning, not only those eligible for Pupil Premium funding.