

Bader Primary School

Pupil Premium Strategy Statement 2024-27

School Overview

Detail	Data
School name	Bader Primary
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	57% (136/237)
Academic years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed Reviewed by PP Lead and HT	December 2025
Statement authorised by	D Hodgson
Pupil premium lead	S Jatwa
Governor / Trustee lead	M Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,710

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£206,710

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 irrespective of their background or challenges, and we believe that no child should be left behind. High quality teaching is at the heart of our approach. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be disadvantaged. We will also use focused support, curriculum enrichment and pastoral care to achieve the aims laid out below:

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.

Enabling Children

Developing our pupils' social, mental and emotional well-being will strengthen resilience, well-being and confidence so that children are able to access a wide range of opportunities to develop their knowledge and understanding of the world.

Achieving our aims:

In order to achieve our aims and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential and first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Internal data indicated a lack of home reading impacting on development of early reading skills, understanding, and a love of books
2	Low attainment on entry to the EYFS in all areas. - lack of vocabulary, knowledge of words and underdeveloped speech impacts upon development
3	Multiple Vulnerabilities and additional complex needs, which can include: - SEND and/or social, mental and emotional well-being difficulties - difficulty within families and/or Social Service involvement
4	Attendance and Punctuality issues - discussions, observations, assessments of pupils indicate that persistent absence is more prevalent in boys with PP - Punctuality and lateness impacts upon teaching and learning of phonics and reading.
5	Local demographics, close relationships with families and a high proportion of disadvantaged indicates that pupils have limited access to life experiences and extra-curricular activities eg educational experiences, trips, aspirations and participation in physical activities, cultural capital and careers.

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 Outcomes	Success criteria
Improve attainment and progress in reading - early reading, phonic knowledge and comprehension skills.	• Achieve above national age related standard scores in Phonics and Reading. • More Children have a love of reading • More children read at home • Children will confidently use a wider range of vocabulary • Children have the reading skills needed to comprehend a text • Staff are confident at teaching high quality reading, VIPERS and phonics lessons which will impact improved attainment and progress
Pupils will improve their understanding and ability to compose and construct effective sentences through quality first teaching and interventions. Staff are trained in adaptive teaching approaches. Children can talk about their writing	• Achieve above national age related standard scores in Writing. • Progress meetings ensure that children are making accelerated progress. • Data analysis to identify pupils whose progress is causing concern & review successes. • Children have confidence in themselves as learners • Feedback to children is specific and targeted
Pupils will acquire improved maths attainment for disadvantaged pupils at the end of KS2 Pupils will improve their understanding and ability to reason and solve problems through quality first teaching and interventions. Staff are trained in adaptive teaching approaches. Children can talk about how they use reasoning and problem solving strategies	• Achieve above national age related standard scores in Maths • Progress meetings ensure that children are making accelerated progress. • Data analysis to identify pupils whose progress is causing concern & review successes. • Children have confidence in themselves as learners • Feedback to children is specific and targeted
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys and teacher observations

Pupils will have the opportunity to experience a wide range of extracurricular activities.	• Pupils participate fully in all educational trips, residentials • Learning is supported by trips that enhance the curriculum • Social skills, independence, perseverance and team-work are
	developed through participation in various activities and overnight stays
	• Children and staff are able to celebrate skills, talents and strengths, and develop confidence
To achieve and sustain improved attendance for all pupils, particularly disadvantaged boys. To improved punctuality for all pupils, particularly disadvantaged boys.	• Achieve National attendance for 2024-25. • Attendance Champion & Officer, PSA and class teachers to target key families to support attendance

Activity in this academic year

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

Teaching

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: - Staff release for best practice training within and across schools for early Reading (incl phonics), Comprehension, Writing and Maths, Science -language development and vocabulary e.g. Talk Boost -purchase of phonically decodable reading books for every phase.	Effectively implement a systematic phonics programme Improving Literacy in Key Stage 1: Support language, reading, and writing skills for five – seven year olds. Systematic phonics approaches explicitly teach pupils a comprehensive set of letter sound relationships for reading and sound letter relationships for spelling. Update & refresh training—ensure all staff have the necessary pedagogical skills and content knowledge	1,2,3

Reading interventions, TA support in classes to hear readers, Reading plus programme, reading for pleasure Embed use of Little Wandle across EY/KS1 & KS2 intervention & Vocabulary across all year groups to increase reading for pleasure. Little Wandle, Reading Plus subscriptions KS1 Resourcing: Little Wandle Reading approach to meet the further develop the Reading Curriculum Developing a love of reading through updating reading material in the library, local library service & book of the year, inviting authors. Plus, in school rewards for engagement with reading eg summer Reading Challenge, Read for the Stars & book vending machine,	Reading – progress and enjoyment Vocabulary development EEF based on extensive evidence that reading comprehension strategies can improve progress. Early Words together DfE ‘Unlocking talent, fulfilling potential’ OUP – why closing the word gap matters KS1 Reading Books (£?) to ensure the books link to phonics. The quality of reading books used in Phonics and home reading has been supported through Little Wandle books. An investment of new books was undertaken to support the EEF research.	1,2,3,5
Speech and Language Therapist screen children and set intervention	EEF: targeted small group and one to one interventions have the potential for the largest immediate impact on attainment	1,2,3, 5
Professional development for staff – quality CPD, mentoring, middle leadership development, involving all TA staff in Pupil Progress	Progress in all subjects 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 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 are supported through Curriculum Teams and are enabled to lead effectively through class release once a term.	1,2,3, 5

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release of SLT, Pastoral Team (TAs: Drawing and Talking, Thrive, Lego Therapy, Bereavement, Keyworker) Additional EP service allocation Poor self-regulation, low confidence	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. Pupil Progress, attendance, removing barriers to learning, pupil welfare and behaviour Improvement of mental health and wellbeing EEF metacognition audit tool	1,2,3, 5
Rockstars Reading Plus Lexia Reading Plus Spelling Shed Literacy Shed Plus Lego Therapy Drawing & talking SATS Companion Thrive	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	1,2,3, 5

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

Budgeted cost: £70,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding Officers	With Attendance, home issues and	1,2,3,4,5

Attendance Champion Attendance Officer Data Analysis (incl Att) (see Attendance Officer above)	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 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 with Persistent Absence more likely in PP boys. 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	
Funding for breakfast club support, PSA, Breakfast club Improving attendance, punctuality and readiness to learn for the most disadvantaged pupils through experiences and enriched curriculum Breakfast provides a low cost breakfast for all children to start their day Engaging activities within Breakfast Club support physical, social and emotional wellbeing	Personal and social, parental engagement, NFER briefing for school leaders (attendance) Food deprivation is high at among families Research shows hungry children do not perform as well. Staff hear children read in breakfast club if they have not read at home the night before.	1, 2, 3, 4, 5

Educational experiences – trips, visitors, visits, residential, singing,	Many of our pupils only time away from home during the year is on school	1,2,3,4,5
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cooking, Scouted Forest Schools, outdoor classroom work, sporting activities, clubs Residential Costs, Music, Stockton Children's Book of Year etc	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. Every child has the right to learn to play an instrument EEF studies consistently show benefits for children in academic learning as well as confidence	
Educational Psychologist assess children and set recommendations Teaching Assistants deliver Drawing & Talking Therapy Play Therapy	On entry to Reception, most children have low Language and Communication skills Due to and poor socioeconomic and disadvantage, children are less likely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. In order for SLT to be released weekly and for all subject leaders to be released once a term. 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	1, 2, 3, 4, 5

Service pupil premium funding:

Budgeted cost: £680

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

Total budgeted cost: £206,710

Part B: Review of the previous academic year: 2024-25

Outcomes for disadvantaged pupils

- 2024-25 data**

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 KS2

Year 6 2024/25		EO KS2								
		2025								
		EXS + (%)			GD (%)			EXS + National (%)		
Group	Cohort	R	W	M	R	W	M	R	W	M
All	39	69	69	69	23	10	33	75	72	74
PP	19	53	53	58	16	11	16	63	59	61

PP: combined Reading, Writing and Maths 49% (3% above National)

PP 3 Year trend: Reading 62% (in line with National)

Writing 69% (9% above National)

Maths 58% (in line with National)

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 KS1outcomes.

Y4: Multiplication

2025		Pass	National
All	34	56%	37%
PP	16	50%	27%

PP Year 4 Multiplication Check outcomes show that children have attained **above national** PP outcomes.

PP 3 Year trend: Y4 MC is significantly **above** national PP outcomes.

KS1: Phonics

2025		Pass	National
All	34	70%	80%
PP	12	75%	67%
Y2*	8	91%	89%

*Y1 cohort 2023-24

PP PSC: Additional 1:1 phonics support for identified pupils judged to be falling behind in phonics has enabled PP children to pass the PSC 8% in advance of National.

By the time the cohort from 2023-24 completed the Year 2 resist PSC, the **pass rate for PP children was 2% above National**.

EY: GLD

Reception 2024-25		Achieved ELG	National 2024
Group	Cohort		
All	33	67%	68%
PP	8	50%	38%

EY Data (see table below) shows that PP children attained almost in-line with our non-PP children and well above national by %

Challenge 1: Internal data indicated a lack of home reading impacting on development of early reading skills, understanding, and a love of books

Staff professional learning focusing on 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.

Impact:

- In-school strategies are more established which has improved early reading confidence, fluency, and retention despite limited home reading for some pupils.
- Retrieval practice and a focus on vocabulary is now evident in classrooms, leading to better recall of key knowledge

Next Steps:

- Increase parental engagement to boost home reading.
- Strengthen tracking of home reading to target support earlier.

- Provide more opportunities for pupils to encounter high-quality texts to encourage a love of reading.

Challenge 2: Low attainment on entry to EYFS in all areas – lack of vocabulary, knowledge of words and underdeveloped speech impacts upon development

NELI CPD strengthens teachers' and TAs' ability to support early language development, which underpins pupils' memory, retrieval, and application of knowledge across the curriculum, with the greatest gains for disadvantaged pupils.

Impact:

- Staff use NELI strategies confidently, improving the quality of language modelled and vocabulary teaching across EYFS.
- Children are developing listening, attention and early communication skills and recall of new vocabulary.

Next Steps:

- Embed NELI approaches consistently in whole-class teaching and continuous provision.
- Strengthen planned opportunities for modelled vocabulary and repetition across the day.
- Continue staff refresher training to maintain fidelity to the programme.

Challenge 3: Multiple Vulnerabilities and additional complex needs, which can include: - SEND and/or social, mental and emotional well-being difficulties - difficulty within families and/or Social Service involvement

Access to the school's Play Therapist and Alliance 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.

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

Impact:

- Therapeutic interventions (Play Therapy, Alliance, Thrive, Lego Therapy, Bereavement Therapy, Drawing and Talking) have reduced incidents of dysregulation and improved behaviour-for-learning.
- Positive feedback from families reflects strengthened home-school relationships and increased wellbeing support.

Next Steps:

- Strengthen tracking of SEMH progress to better target support.
- Improve early identification of emerging needs.
- Maintain strong links with external agencies to support complex cases.

Intended Outcome 4: Attendance and Punctuality issues - persistent absence concerns are reduced, including PP and boys with PP

- punctuality and lateness issues are reduced which will ensure that teaching and learning of phonics and reading is not disrupted through late arrival of children

Our new Attendance PSA, in post from June 2025, continues to develop positive relationships with a number of PP pupils and parents.

All Pupils – Attendance

Year	Cohort	School	National
2024/25	224	95.1%	94.9%
2023/24	258	93.2%	94.5%
2022/23	281	93.5%	94.1%

PP – Attendance

Year	Cohort	School	National
2024/25	117	94.7%	92.6%
2023/24	137	92.6%	92.0%
2022/23	149	92.4%	91.6%

All Pupils – Persistent Absence

Year	Cohort	School	National
2024/25	224	12.5%	14.3%
2023/24	258	22.1%	14.6%
2022/23	281	20.6%	16.2%

PP – Persistent Absence

Year	Cohort	School	National
2024/25	117	14.5%	24.4%
2023/24	137	26.3%	27.1%
2022/23	149	24.2%	29.3%

Impact:

- Overall persistent absence has decreased in the whole school cohort
- A small number of PP pupils continue to have attendance challenges, but these are being closely monitored and supported by the Attendance PSA.

Next Steps:

- Attendance will remain a key focus in the Pupil Premium Strategy for 2025-26.
- Targeted interventions will continue to ensure the gap in attendance between PP and non-PP pupils narrows further.
- Continued work with families will aim to reduce both absence and lateness, supporting uninterrupted learning.

Intended Outcome 5: Access to life experiences and extra-curricular activities for children in receipt of PP eg educational experiences, trips, aspirations and participation in physical activities, cultural capital and careers

Teachers plan a range of experiences and provide a 'hook' into purposeful learning opportunities and conclude with a 'final flourish' to share their learning with parents and carers.

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, Captain Cook Birthplace Museum,

Segedunum Roman Fort , Farms, Beamish Open Air Museum

- Various musical events Theatre visit to see a Pantomime
- Y6 Residential – 3 days
- Y4 Residential – 2 days
- visits from Historians
- visits from Scientists, STEM, The Emergency Services, and various adults to enhance the curriculum
- sporting events

Impact:

- 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.

Next Steps:

- Introduce Bader's Passport for Life to engage children in the wider opportunities provided by school which contributes towards developing the whole child and promotes a love of learning.
- Continue the development of school's outdoor classroom and learning, fitness equipment, MUGA, and introduce a new cycle track within the school grounds will remain a key priority on the Pupil Premium Strategy in 2025-26.

Externally provided programmes

Non-DfE programmes purchased in the previous academic year.

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.