



# Great Bradfords

## INFANT AND NURSERY SCHOOL

### Pupil premium strategy statement

Pupil Premium is Government funding available to support disadvantaged children in school. The Local Authority awards the funding for pupils from Reception up to year 11 who are eligible or have been for the past 6 years, to free school meals, are looked after or have parents in the Armed Forces.

Summary information			
<b>School</b>	Great Bradfords Infant and Nursery School		
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£74520
<b>Total number of pupils</b>	252	<b>Number of pupils eligible for PP</b>	59 (23.4%)

Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b>	
Many of our Pupil Premium children often have additional needs such as SEND (% of Pupil Premium children are also SEND)	
Children's on entry personal and social skills are lower for PP children than for other children	
Limited opportunities to build on cultural capital	
<b>External barriers</b>	
Attendance rates for many of our PP children are lower than our non PP children	
Many parents of PP children do not have the resources or skills to support or engage in their child's learning	
<b>Objectives of Pupil Premium spending:</b>	
To raise attainment and accelerate the progress of all eligible pupils and to maintain a favourable comparison of progress between eligible pupils and their peers	
To identify and support eligible pupils with specific barriers to their learning	
To broaden opportunities, raise aspirations and contribute to cultural capital	

1. Planned expenditure					
Academic year	2019/20				
Quality of teaching for all					
Desired outcome	Chosen action / approach	Evidence and rationale	How will we ensure it is implemented well?	Staff lead	When will we review implementation ?
LSAs understand how reading is to be taught whole class as part of a skills based curriculum.	Reading CPD for LSAs to understand how reading is taught and their role.	Quality first teaching is the single most important driver of pupil attainment and a range of other positive outcomes. Maximising the quality of teaching through the effective deployment and development of LSAs is therefore a high priority.	<ul style="list-style-type: none"><li>- Environment walks/drop-ins</li><li>- Reading moderation</li><li>- Pupil reading questionnaire</li><li>- Ensure relevant information is shared which will directly impact upon how they read with children in the classroom</li></ul>	Deputy head	Dec 2019
Children are given a broad range of opportunities to build upon their cultural capital.	Introduction of a dog for pet therapy. After school clubs subsidy. Availability of lunchtime clubs. Curriculum experience opportunities such as visitors and trips.	By offering extra-curricular enrichment activities, it allows children to participate, which parents and carers may otherwise not be able to provide. EEF suggest Arts and Sports participation accelerates progress, each by +2 months.	<ul style="list-style-type: none"><li>- Parent and child perceptions</li><li>- Discussions with members of staff about the impact</li></ul>	Deputy head, class teachers	Jul 2020
Parents and carers take a more supportive role in their child's learning.	Opportunities for greater parental engagement through class-based sessions.	Parental feedback suggests that many parents and carers want to help their children in their learning but don't feel knowledgeable or confident enough to do so. Inviting parents and carers to take part in activities with their children will increase their understanding, enabling them to offer more support at home.	<ul style="list-style-type: none"><li>- Parent questionnaire</li><li>- Incidental feedback/ observations</li><li>- Measure impact upon frequency of reading, homework completion</li></ul>	Head, Deputy head, class teachers	Jul 2020

<b>Total budgeted cost</b>					£57995
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review implementation ?</b>
Accelerated progress in English and Maths. Increased confidence/self-esteem.	LSAs to provide small group support in Maths and English. LSAs to deliver targeted interventions such as Talkboost and pre-teaching for Maths and English.	EEF suggests a +5 months acceleration for small group sessions in English and Maths.	<ul style="list-style-type: none"> <li>- Termly tracking of data</li> <li>- Termly Pupil Progress meetings to monitor progress and impact</li> <li>- Entry and exit data (Talkboost)</li> </ul>	Deputy head/ SENDCo to monitor, working in partnership with class teachers	Dec 2019 Apr 2020 Jul 2020
Children have an avenue to release their issues and anxieties. Children are more emotionally stable and in-turn ready to learn.	Provide play therapy sessions for children with additional emotional needs.	Class teachers have previously noticed a positive impact upon children's behaviour and readiness to learn when they've had play therapy. The EEF identifies a +4 month impact upon social and emotional learning from such therapies.	<ul style="list-style-type: none"> <li>- Discussions with various adults to identify children who would benefit</li> <li>- Feedback from class teachers, LSAs, MDAs and SLT around a child's emotional state and readiness to learn</li> </ul>	Head, SENDCo	Ongoing
For children to have regular stimulation, physical activity and a meal during the Summer holidays.	To provide Summer School provision in collaboration with PLN.	EEF suggest Summer Schools can raise progress by +2 months. We are keen for our children to have a positive Summer break and the Summer School provides this opportunity.	<ul style="list-style-type: none"> <li>- Discussions/communication with all schools who are part of the Summer School</li> <li>- Parent feedback</li> <li>- Reflections/actions based upon the summary report</li> </ul>	Deputy head, staff member	Dec 2019
<b>Total budgeted cost</b>					£6840
<b>Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Evidence and rationale</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will we review</b>

					implementation ?
Staff feel more confident and knowledgeable about children's mental health.	staff members are completing a NVQ level 2 in Mental Health in Young People. It is an online course where staff may benefit from being part of a study group to offer support and share ideas and understanding.	Collaborative studying should motivate all to complete the course and provide the necessary support.	<ul style="list-style-type: none"> <li>- Establish a staff, online mental health group</li> <li>- Diarise after school sessions which as many staff as possible can attend</li> </ul>	SENDCo	Dec 2019
Lunchtimes are a positive time for all and the children are engaged in meaningful play.	MDA training based upon attachment driven behaviour management (delivered through the PLN).	Training for MDAs is crucial as they spend such a long period supervising the children at play when emotions can run high. The children benefit from structured play.	<ul style="list-style-type: none"> <li>- MDAs will attend the set training programme (including coaching sessions on the playground at lunchtime)</li> <li>- Pupil voice</li> </ul>	Head, SENDCo	Apr 2020
Children are able to feel the benefits of yoga and how to use it as a strategy to ensure their own mental well-being.	During our well-being week (4 <sup>th</sup> – 8 <sup>th</sup> Nov) a yoga instructor will come in to deliver sessions in each year group.	EEF suggests +2 months impact upon social and emotional learning.	<ul style="list-style-type: none"> <li>- Explain to the instructor the children's previous experiences of yoga and any additional needs</li> <li>- Pupil voice</li> </ul>	Head	Nov 2019
Attendance of PP children is closer to whole school attendance (95.5% 2018-19)	Attendance officer to monitor and implement resulting actions as appropriate.	Being in school every day is crucial to children's learning.	<ul style="list-style-type: none"> <li>- Regular discussions/contact with the attendance officer</li> </ul>	Attendance officer, Head	Ongoing
Children start their school day on time in a calm manner, with a healthy breakfast and ready to learn.	Breakfast club subsidy for those children who would benefit.	EEF suggests extending the school day can increase attainment by +3 months.	<ul style="list-style-type: none"> <li>- Observations (of PP children in attendance)</li> <li>- Regular discussions with staff who run breakfast club.</li> </ul>	Head, Deputy head	Ongoing
<b>Total budgeted cost</b>					<b>£7409</b>

<b>2. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:.</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>

<b>3. Additional detail</b>				