



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

Barriers to future attainment (for pupils eligible for PP)
In-school barriers
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
External barriers
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
Objectives of Pupil Premium spending:
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.	- Environment walks/drop-ins - Reading moderation - Pupil reading questionnaire - Ensure relevant information is shared which will directly impact upon how they read with children in the classroom	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.	- Parent and child perceptions - Discussions with members of staff about the impact	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.	- Parent questionnaire - Incidental feedback/ observations - Measure impact upon frequency of reading, homework completion	Head, Deputy head, class teachers	Jul 2020
Total budgeted cost					£57995

Targeted support					
Desired outcome	Chosen action/approach	Evidence and rationale	How will we ensure it is implemented well?	Staff lead	When will we review implementation?
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"> - Termly tracking of data - Termly Pupil Progress meetings to monitor progress and impact - Entry and exit data (Talkboost) 	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"> - Discussions with various adults to identify children who would benefit - Feedback from class teachers, LSAs, MDAs and SLT around a child's emotional state and readiness to learn 	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"> - Discussions/communication with all schools who are part of the Summer School - Parent feedback - Reflections/actions based upon the summary report 	Deputy head, staff member	Dec 2019
Total budgeted cost					£6840
Other approaches					
Desired outcome	Chosen action/approach	Evidence and rationale	How will we ensure it is implemented well?	Staff lead	When will we review 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"> - Establish a staff, online mental health group - Diarise after school sessions which as many staff as possible can attend 	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"> - MDAs will attend the set training programme (including coaching sessions on the playground at lunchtime) - Pupil voice 	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 th – 8 th 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"> - Explain to the instructor the children's previous experiences of yoga and any additional needs - Pupil voice 	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"> - Regular discussions/contact with the attendance officer 	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"> - Observations (of PP children in attendance) - Regular discussions with staff who run breakfast club. 	Head, Deputy head	Ongoing
Total budgeted cost					£7409

2. Review of expenditure				
Previous Academic Year				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria?	Lessons learned	Cost
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.	<ul style="list-style-type: none">LSAs were able to effectively support class teachers in teaching reading skills with greater knowledge and expertise.Progress and attainment was being positively affected (pre Covid-19 March 2020).	<ul style="list-style-type: none">A staff questionnaire could have been used to gauge the LSAs' prior understanding of teaching reading skills.Follow-up training would be useful to consolidate and further extend understanding.	None
Children are given a broad range of opportunities to build upon their cultural capital.	Introduction of a dog for pet therapy. After school club's subsidy. Availability of lunchtime clubs. Curriculum experience opportunities such as visitors and trips.	<ul style="list-style-type: none">Y2 children visited Braintree library - Autumn term.Greater selection of lunchtime clubs were being offered with clubs always running at capacity.Memorable experiences for children such as pantomime and visit from Nick Butterworth – Autumn term.The school is on a waiting list for a potential pet therapy dog.	<ul style="list-style-type: none">Memorable experiences will continue to be offered to the children.	Nick Butterworth visit £307 Pantomime £999
Parents and carers take a more supportive role in their child's learning.	Opportunities for greater parental engagement through class-based sessions.	<ul style="list-style-type: none">Lots of positive feedback from parents /carers regarding how useful they find such sessions.Parents/carers have a better understanding of how specific areas of the curriculum are taught.	<ul style="list-style-type: none">Parent/carers attendance at learning based events is always better when sessions involve the children.These sessions will continue post Covid-19 and in the meantime ways will be explored to provide parents with virtual access to such opportunities.	None

Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
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.	<ul style="list-style-type: none"> Teachers reported that children were more confidence and benefitted from having some more 1:1 or small group support. For Talkboost children were pre-assessed and targeted, enabling specific personalised targets to be worked on, which then had an impact back in the classroom. 	<ul style="list-style-type: none"> Small group/1:1 support will continue in a similar way and is particularly crucial due to the impact of the Covid lockdown on the children's learning. After discussion with teachers and monitoring, Talkboost will continue to be used as an intervention. Numbers coming into EYFS with speech and language needs continue to grow. 	£52,671
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.	<ul style="list-style-type: none"> Children having play therapy have really benefitted from the time spent with an experienced therapist. Children have been able to share concerns in a safe environment. 	<ul style="list-style-type: none"> This will continue to be offered to children who require it, after discussion with class teachers to identify those in need. 	£5456 pa
For children to have regular stimulation, physical activity and a meal during the Summer holidays.	To provide Summer School provision in collaboration with PLN.	The Summer School didn't go ahead due to Covid-19 restrictions.		

Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Staff feel more confident and knowledgeable about children's mental health.	Staff members complete 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.	<ul style="list-style-type: none"> Staff have been talking to one another about the course and their understanding of the course materials. Staff recognise that children can have very different emotional/mental health starting points. 	<ul style="list-style-type: none"> The course was quite involved and required a significant time commitment. Staff should understand the level of commitment required before signing up. There were many discussions around the course content which was team building. 	£478
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).	<ul style="list-style-type: none"> 2/4 sessions took place before Covid-19 restrictions. A date hasn't been set for the remainder. The training was supporting the MDAs' understanding of attachment theory and how to effectively manage behaviour. 		£223
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 th – 8 th Nov) a yoga instructor will come in to deliver lessons in each year group.	<ul style="list-style-type: none"> Children particularly enjoyed the lessons and it built upon their experiences of <i>Cosmic Yoga</i>. Teachers could incorporate some of the moves into their PE warm-up/cool down. 	<ul style="list-style-type: none"> Potentially this could be included in an annual well-being week as the children spoke positively about the experience. 	£300

Attendance of PP children is closer to whole school attendance (95.5% 2018-19)	Attendance officer to monitor and implement resulting actions as appropriate.	<ul style="list-style-type: none"> Attendance officer continues to closely monitor attendance and send letters and attends meetings as necessary. 	<ul style="list-style-type: none"> Attendance has to be closely monitored and having somebody who specialises in this area is beneficial. 	£6780 pa
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.	<ul style="list-style-type: none"> Those children invited are coming in more successfully. Teachers report more settled children, who are ready to learn and calmer to start the day. 	<ul style="list-style-type: none"> This will continue to be offered to invited children. 	£556

3. Additional detail

Due to the National Coronavirus Pandemic, many of the planned expenditures will be carried forward to 2020-21.