



Great Bradfords

INFANT AND NURSERY SCHOOL

Pupil premium strategy statement 2020-21

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	2020-21	Total PP budget	£80,438 + £20,080 (Covid Catch-up funding) = £100,518
Total number of pupils	251	Number of pupils eligible for PP	68 (27%)

Barriers to future attainment (for pupils eligible for PP)
In-school barriers
Children's on entry personal and social skills are lower for Pupil Premium children than for other children
Some Pupil Premium children have gaps in their learning due to the Covid-19 lockdown
On entry speaking and listening skills are poorer for Pupil Premium children than for other children
External barriers
Attendance rates for many of our PP children are lower than our non PP children
Some of our Pupil Premium children require emotional and wellbeing support due to family circumstances
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 bring children's personal, social and emotional skills and wellbeing in line with not Pupil Premium children

1. Planned expenditure					
Academic year	2020-21				
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?
Accelerated progress in Reading, Writing and Maths	Continued Professional Development (CPD) linked to the subject specific needs of staff.	The single most important driver of pupil attainment is quality of teaching, ensuring staff knowledge and expertise is kept up to date.	<ul style="list-style-type: none"> - Lesson observations - Performance management - Pupil Progress Meetings (termly) - Moderations 	Head, Deputy head	Ongoing
The attainment gap left from the Covid-19 lockdown is closed.	Additional teacher employed to work 1:1 and with small groups to address gaps.	One of the most effective methods for closing gaps and accelerating progress is quality feedback with the Education Endowment Foundation (EEF) suggesting a +8 months impact.	<ul style="list-style-type: none"> - Additional teacher to attend year group planning - Additional teacher to be involved with planning and fully briefed on support to be provided 	Head, class teachers (responsibility of day-to-day deployment within class)	Weekly
Parents and carers take a more supportive role in their child's learning	Provide more information about how Maths and English are taught via online videos and virtual opportunities for parents/carers to access.	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. By providing various online videos and guidance, parents should have a better understanding of how to support their child.	<ul style="list-style-type: none"> - Parent questionnaire - Incidental feedback/ observations - Measure impact upon frequency of reading, homework completion 	Head, Deputy head, class teachers	Jul 2021
Total budgeted cost					£7,640

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.	The Education Endowment Foundation (EEF) suggests a +5 months acceleration for small group sessions in English and Maths.	<ul style="list-style-type: none"> - Termly tracking of data - Pupil Progress meetings (termly) to monitor progress and impact - Entry and exit data (Talkboost) 	Deputy head/ SENCo to monitor, working in partnership with class teachers	Dec 2020 Apr 2021 Jul 2021
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, SENCo	Ongoing
Total budgeted cost					£67,920
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?
Attendance of PP children is closer to whole school attendance	Attendance officer to monitor attendance and implement resulting actions as appropriate.	In order to learn, children need to be in school. Persistent absence has a significant impact upon children's outcomes due to gaps in their learning. Evidence: 'Absence from school: A Study of its causes and effects in seven LEAs' H. Malcolm	<ul style="list-style-type: none"> - Twice daily registers - Analysis of attendance data - 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					£7,698
2. Additional detail					