

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Great Bradfords Infant and Nursery School
Number of pupils in school	239
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Anita Easton Headteacher
Pupil premium lead	Vanessa Farr Deputy Headteacher
Governor / Trustee lead	Annmarie Wagstaff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,010
Recovery premium funding allocation this academic year	£8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,972
Total budget for this academic year	£116,392

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for all our children, irrespective of their background or challenges they face, leave our school with the essential knowledge and skills that they need for future success. The aim of our strategy is to support disadvantaged pupils to achieve that goal.

At the heart of our approach are strategies and support to enable our children to be emotionally, mentally and physically ready for their learning. We recognise the importance of high-quality teaching with a focus upon areas in which disadvantaged pupils require the most support. Our Pupil Premium strategy is informed by high quality research to ensure we provide the best possible route to improve the educational outcomes for our children. This is done through a tiered model which focuses on high quality teaching, targeted academic support and wider strategies.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Grant for children whose education has been worst affected, including non-disadvantaged pupils.

Our approach is responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one another to help children excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in their learning;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Upon joining us in Reception many disadvantaged pupils display underdeveloped oral language skills. Assessments, observations and discussions indicate this is more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations and discussions with children suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts upon their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to children falling further behind age-related expectations in Reading, Writing and Maths.
4	Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2021/22 are more in line with National data for disadvantaged pupils.
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	Wellbeing levels improve demonstrated through: <ul style="list-style-type: none"> • Qualitative data from stakeholder surveys and teacher observations • An increase in participation in enrichment activities, particularly among disadvantaged pupils • Fewer children being referred for in-house emotional therapies and support

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning pdf	4

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

Budgeted cost: £103,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of a programme to improve listening, narrative and vocabulary skills for disadvantaged	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:	1

pupils who have relatively low spoken language skills.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Developing a School Led Tutoring Programme to provide tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3
LSAs to provide small group support in Maths and English. LSAs to deliver targeted interventions such as <i>Numberbox</i> 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.	1, 2, 3

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to provide play therapy for pupils who need additional emotional support.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Providing breakfast club for those receiving tuition and/or those needing nurture time before school	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.	3, 4
Whole staff training on Trauma Perceptive Practice with the aim of developing staff understanding of children's behaviours and experiences and the impact they can have upon learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Improving our lunchtime provision to make lunchtimes a more enjoyable experience for all and ensure children return to classes ready for their learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4
Contingency fund for acute issues.	Based upon our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £124,750

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 indicate that the performance of disadvantaged pupils was lower than in previous years in Reading, Writing and Maths. The disruption caused by Covid-19 has been the main cause of this detrimental impact. School closures had a significant effect on our disadvantaged pupils as many targeted approaches could not be delivered in the way they were intended. The impact was mitigated by teaching staff using online software to continue teaching lessons and maintaining regular contact with all children. This was aided by online resources being made accessible for home learning, such as reading books. Assessments and observations suggest that the children's behaviour, wellbeing and mental health were significantly impacted last year, primarily due to Covid-19 related issues. The 2021/22 strategy aims to develop a successful approach which limits the impact of such issues. We know that some of our approaches from 2020/21 continue to have a positive impact upon our children and for this reason they will continue to form part of our strategy.

Externally provided programmes

Programme	Provider
Numbots	Maths Circle Ltd
White Rose	White Rose Education Services
Reading Eggs	3P Learning

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Our strategy is first and foremost to support all pupils and to use funds to ensure optimum progress for all children. We aim to identify needs as early as possible and put in the appropriate intervention quickly to close gaps in learning. Our whole school culture of Inclusion enables us to have a highly trained workforce.