

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	252
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Anita Easton Headteacher
Pupil premium lead	William Kimber Deputy Headteacher
Governor / Trustee lead	Annmarie Wagstaff

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,820
Recovery premium funding allocation this academic year	£12,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,659
<b>Total budget for this academic year</b>	<b>£116,804</b>

# 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, skills and experiences 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 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;
- ensure disadvantaged pupils are provided with experiences that enable them to access the full breadth of the curriculum and build cultural capital;
- actively support disadvantaged pupils with regards to their well-being, mental health and sense of self-esteem;
- 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	Some families who are disadvantaged may live with significant pressures which can increase stress and have an impact on children's emotional wellbeing and consequently their attainment.
4	Opportunities for building cultural capital are not always accessible.

## 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
Vocabulary is developed explicitly to reduce the word gap in the early years, and to enable disadvantaged children to develop their vocabulary faster	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 2022/23 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"> <li>• Qualitative data from stakeholder surveys and teacher observations</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Fewer children being referred for in-house emotional therapies and support</li> </ul>

## 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: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase additional resources required from 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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	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): <a href="#">EEF Social and Emotional Learning pdf</a>	3

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by teachers and LSA's 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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1

pupils who have relatively low spoken language skills.		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. A whole school 'keep up' not 'catch up' ideology is upheld.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
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  <a href="#">Small Group Tuition</a>	1, 2

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

Budgeted cost: £18,550

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: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Providing Breakfast Club for 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
Continue to provide whole staff training on Trauma Perceptive Practice with the aim of developing staff	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

understanding of children's behaviours and experiences and the impact they can have upon learning.		
Improving our lunchtime provision to make lunchtimes a more enjoyable experience for all, to promote pupil well-being and ensure children return to classes ready for their learning.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3
Provide weekly 'Rocksteady' music lessons to pupils; increasing opportunities for cultural capital, increased levels of well-being and self-esteem	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as increased engagement, more positive attitudes to learning and increased well-being have also consistently been reported. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	3, 4

**Total budgeted cost: £121,050**

## 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 2021 to 2022 academic year.

#### **Disadvantaged children meeting age related expected standard in:**

##### **Early Years Foundation Stage (EYFS)**

Good level of development (GLD) 65% National 49%

##### **Year 1 Phonics**

Working at 82% National 62%

##### **End of Key Stage One**

Reading 69% National 51%

Writing 55% National 41%

Maths 66% National 52%

Combined reading, writing, maths 52% National 51%

##### **Greater Depth at end of KS1**

Reading 3% National 8%

Writing 3% National 3%

Maths 7% National 7%

## Externally provided programmes

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

## 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.