

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	286
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Anita Easton Headteacher
Pupil premium lead	William Kimber Deputy Headteacher
Governor / Trustee lead	Holly Sandford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,848
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£8,501
Total budget for this academic year	£130,659

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 enrichment 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, sense of self-esteem and develop stronger levels of resilience
- 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	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.
3	Opportunities for disadvantaged children to build 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.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged pupils.	<p>Wellbeing levels improve demonstrated through:</p> <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
Children have a range of opportunities and experiences provided to build cultural capital.	<p>Increased levels of pupil access and engagement in extra-curricular enrichment activities that promote the development of cultural capital.</p> <p>This is evident through the school calendar (trips/outings planned/visitors invited into school etc.), medium/long-term planning by teaching staff, extra-curricular opportunities available, including after school clubs.</p>

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
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>EEF Social and Emotional Learning pdf</p>	2

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
<p>Interventions led by teachers and LSA's to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1
<p>LSAs to provide small group support in Maths and English. LSAs to</p>	<p>The Education Endowment Foundation (EEF) suggests a +5 months acceleration for small group sessions in English and Maths</p>	1

<p>deliver targeted interventions (e.g. Rapid Catch-Up phonics) and pre-teaching of subject specific vocabulary for Maths, English and other subject areas.</p>	<p>Small Group Tuition</p>	
<p>Pupils to participate in activities such as theatre workshops, to develop skills related to the arts and consequently build upon their cultural capital experiences.</p>	<p>Overall, the impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, Mathematics and Science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts Participation</p>	<p>1,3</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to provide therapy through art/play for pupils who need additional emotional support</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Providing access to Breakfast Club for those needing nurture time before school</p>	<p>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,</p>	<p>2</p>

	according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF).	
Continue to provide ongoing staff CPD 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)	2
Develop lunchtime provision to make lunchtimes a more enjoyable experience for all, to promote pupil well-being and ensure children return to classes ready for learning.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	2
Continue to 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. Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2,3
Gain animal assisted intervention/therapy certification to support children's social and emotional well-being	Use of animal assisted therapy intervention and therapy in schools has been found to; promote higher participation and reduction in withdrawal behaviours, reduce stress and anxiety, improve self-esteem and self-determination, stimulate memory and problem solving, increase verbal and non-verbal communication, foster positive emotions and mood, Help children to express their feelings and develop social skills. https://paws-therapydogs.com/	1,2

Total budgeted cost: £127,500

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 2022 to 2023 academic year.

Disadvantaged children meeting age related expected standard in;
Early Years Foundation Stage (EYFS)
Good level of development (GLD) 67% National 67%
Year 1 Phonics
Working at 83.5% National 79%
End of Key Stage One
Reading 71% National 68%
Writing 61% National 60%
Maths 82% National 70%
Combined reading, writing, maths 54% National 56%
Greater Depth at end of KS1
Reading 13% National 18%
Writing 6% National 8%
Maths 19% National 16%

Externally provided programmes

Programme	Provider
Numbots	Maths Circle Ltd
Rapid Catch-up	Little Wandle Letters & Sounds Revised
White Rose	White Rose Education Services
Reading Eggs	3P Learning
Rocksteady Music School	Rocksteady
Therapy Dog Certification	PAWS Therapy Dogs

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.

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