

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding for the 2025 to 2026 academic year 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	261
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Dale Headteacher
Pupil premium lead	Lisa Dale Headteacher
Governor Lead	Lisa Wiese

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,730
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9,706
Total budget for this academic year	£102,436

Part A: Pupil premium strategy plan

Statement of intent

Our vision for the children at Great Bradfords Infant and Nursery School is for every child, regardless of their starting point, to have the opportunity to thrive.

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. There has also been a rise in recent years of disadvantaged children joining the school who have English as an additional language (EAL). This figure now stands at 18% of the total school population and covers around 20 different languages.
2	Some families who are disadvantaged live with significant pressures and face multiple barriers, 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
The intended outcome for improving vocabulary acquisition for disadvantaged early years pupils is to narrow the word gap between them and their peers, thereby providing them with the necessary foundation for later literacy development, overall educational success, and lifelong learning.	<p>Increased Vocabulary Breadth: Pupils will demonstrate knowledge of a wider range of words, including high-frequency words that are important across different topics and contexts.</p> <p>Enhanced Vocabulary Depth: Pupils will develop a deeper understanding of word meanings, including the relationships between words and how to use them correctly in various contexts.</p> <p>Improved Expressive and Receptive Language Skills: Children will be better able to understand what is being said to them (receptive language) and use new vocabulary effectively in their own speech and, eventually, writing (expressive language).</p> <p>Increased Engagement and Confidence: Pupils will show greater confidence in using new words and actively participate in conversations, story-telling, and other language-rich activities.</p> <p>Stronger Foundational Skills for Literacy: By improving vocabulary, pupils will build stronger foundations for phonological awareness, reading comprehension, and writing, which are critical for academic progress.</p> <p>These areas will be evaluated through formative and summative assessments processes, observations, the Assess Plan Do Review process and through conversations with families.</p>
The intended outcome for improving the wellbeing of disadvantaged infant school children is to develop their personal, social, and emotional skills , providing them with the necessary foundation to feel secure, confident, and "ready to	<p>Improved Self-Regulation and Emotional Management: Children will demonstrate an increased ability to understand and manage their own feelings and behaviour, using appropriate strategies to calm down when in a heightened emotional state.</p> <p>Enhanced Sense of Safety and Belonging: Pupils will feel safe and secure within the school environment, forming positive attachments to key adults and feeling a sense of belonging among their peers.</p>

<p>learn", which in turn supports their academic achievement and long-term life chances.</p>	<p>Increased Confidence and Self-Esteem: Children will show greater confidence in trying new activities, demonstrating independence, resilience, and perseverance when faced with challenges.</p> <p>Improved Social Skills and Relationships: Pupils will be better able to work and play cooperatively with others, take turns, and form positive friendships, showing sensitivity to the needs of their peers.</p> <p>Reduced Emotional and Behavioural Difficulties: There will be a decrease in externalising behaviours (e.g., aggression) and internalising problems (e.g., anxiety or withdrawal), as reported by staff and parents.</p> <p>Better School Attendance and Engagement: Improved wellbeing will lead to increased attendance rates and active engagement in learning and school activities, as children feel more positive about school and less likely to experience emotionally based school avoidance.</p> <p>Stronger Home-School Partnerships: Parents and carers will be actively involved in supporting their child's emotional development at home, working in partnership with the school to ensure consistency and integrated support.</p> <p>These areas will be evaluated through attendance data and case studies, conversations with families, evidence from our Family Liaison Officer, pupil voice, referrals made, observations, the Assess Plan Do Review process, formative and summative assessment in EYFS, behaviour data using Arbor.</p>
<p>The intended outcome for improving cultural capital for disadvantaged infant school children is to equip them with the essential knowledge, skills, and experiences needed for future academic success and social mobility. This is about ensuring all children have equitable opportunities to understand and navigate the wider world, preparing them for the "next steps" in their learning and life, irrespective of their socio-economic background.</p>	<p>Children will have access to and participate in a wide range of enriching cultural experiences they might not otherwise encounter, such as visits to museums, art galleries, libraries, parks, and theatres.</p> <p>Pupils will demonstrate curiosity and express a sense of "awe and wonder" about the world, nature, different cultures, and human creativity.</p> <p>Children will develop a greater understanding and appreciation of diverse cultures, beliefs, and traditions, promoting respect, empathy, and positive social interactions.</p> <p>Increased levels of pupil access and engagement in extra-curricular enrichment activities.</p> <p>These areas will be evaluated through attendance data and case studies, conversations with families, pupil voice, curriculum information.</p>

Activity in this academic year

This details how we intend to spend our pupil premium **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
Prioritising quality-first teaching. Ensuring disadvantaged pupils are challenged. CPD. Subject specific training. Training on evidence-based practices and for specific needs. Ordinarily Available and Targeted Support (Essex) Phonics expertise. Behaviour management training. Whole school strategies. Developing a strong curriculum	High-quality teaching is the primary strategy and is proven to have the greatest impact on closing the attainment gap. The Essex Ordinarily Available Framework The Education Endowment Foundation (EEF) states that effective professional development (CPD) is a crucial tool for improving the quality of teaching, which, in turn, has the greatest potential to improve pupil outcomes. The EEF emphasises that a well-designed and effectively implemented curriculum is foundational to all effective teaching and has a significant, long-term impact on pupil outcomes, particularly for disadvantaged pupils.	1, 2

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions led by teachers and LSAs to improve listening, narrative and vocabulary skills for disadvantaged pupils	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

who have relatively low spoken language skills.	Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Implement the Word Aware Programme to enhance vocabulary development across the school.	Research-based approach that is particularly beneficial to those with SEND and those learning English as an additional language. Word Aware – Thinking Talking	1
LSAs to provide small group support in Maths and English. LSAs to deliver universal support and targeted interventions (e.g. Rapid Catch-Up phonics, Number Stacks and pre-teaching of subject specific vocabulary for Maths, English and other subject areas.	The Education Endowment Foundation (EEF) suggests a +5 months acceleration for small group sessions in English and Maths Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions#:~:text=Key%20findings,different%20deployments%20of%20teaching%20assistants.	1
Pupils to participate in activities such as theatre workshops, to develop skills related to the arts and consequently build upon their cultural capital experiences. One Day Creative to deliver 'Choose Respect' anti-bullying drama workshops to promote pupil well-being and self-esteem.	Overall, the impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, Mathematics and Science. 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. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Arts Participation	1,3

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home-School Liaison Officer employed for drop-	Research shows that enhanced communication and support for families	2

in sessions for families as well as direct work and supporting with TAFs and other referrals and signposting.	results in increased attendance, well-being and readiness to learn. Home School Link Workers: Who are they, what do they do and why are they important? - The Centre for Emotional Health	
Providing access to 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).	2
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

Total budgeted cost: £105,000

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 2024 to 2025 academic year.

Disadvantaged children meeting age related standards in;

Early Years Foundation Stage (EYFS)

Good level of development (GLD) – 50% of our Pupil Premium pupils achieved the expected standard. (3/6)

Year 1 Phonics

71% of our Pupil Premium pupils achieved the expected standard. (13/19)

End of Key Stage One (Teacher Assessment)

Reading – 56% of our Pupil Premium pupils achieved the expected standard. (11/19)

Writing - 53% of our Pupil Premium pupils achieved the expected standard. (10/19)

Maths – 62% of our Pupil Premium pupils achieved the expected standard (12/19)

Combined RWM – 47% of our Pupil Premium pupils achieved the expected standard.

Externally provided programmes

Programme	Provider
Numbots	Maths Circle Ltd
Anti-Bullying Workshops	One Day Creative
Rapid Catch-up	Little Wandle Letters & Sounds Revised
White Rose Maths	White Rose Education Services
Number Stacks	Number Stacks
Reading Eggs	3P Learning
Rocksteady Music School	Rocksteady
Therapy Dog Certification	PAWS Therapy Dogs
Up & Active Lunchtimes	Superstar Sports