

## 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 Junior
Number of pupils in school	341
Proportion (%) of pupil premium eligible pupils	30% (101 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Date on which it will be reviewed	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	J Wrench
Pupil premium lead	B Thompson
Governor / Trustee lead	K Ogan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,085
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,562
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£150,132

# Part A: Pupil premium strategy plan

## Statement of intent

*'Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that the child of farmworkers can become the president of a great nation.'* Nelson Mandela, 1994.

It is our intent, that all children, regardless of their circumstances or the challenges they face, achieve excellence across all areas of the curriculum and go on to lead safe, happy and successful adult lives. We intend to ensure that the focus for our strategy is to enable those who may be at any disadvantage to achieve at least as well as, or better than, their more fortunate peers, including those who are already high attainers.

To allow all of our children to thrive here at Great Bradfords Junior School, our strategy aims to ensure that the children in our care enjoy all aspects of school life, and are provided with a broad, knowledge and skills rich curriculum which inspires and engages all pupils with purposeful outcomes. In addition to this, we endeavour to provide experiences and opportunities which, for some, may be out of reach due to financial difficulties.

Our primary approach in delivering this strategy, is to provide all of our young people with excellent teaching of the whole curriculum. For this to happen, we will ensure that all staff involved in the education, development and well-being of young people are provided with high quality professional development themselves and that they continue to develop as professionals. Investing in our staff, ensuring they are excellent practitioners, contributes to positive teacher well-being and mental health, which will, in turn, encourage teacher retention. Consequently, this provides consistency and reliability for our most vulnerable children, allowing them to build meaningful and respectful relationships. Not only will this lead to long term professional gains for the teachers and support staff themselves, making them feel valued as professionals, but most importantly, it will also benefit all of the children they teach.

We will also identify other challenges vulnerable children and their families may face and develop our strategy to provide more focussed, specific support in these areas too.

Furthermore, our strategy is also integral to wider school plans for education recovery, and we have tailored our approach to ensure we are diagnosing and addressing academic, social and emotional difficulties quickly and efficiently using a range of evidence-based strategies and programmes to support.

## Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that maths, reading and writing attainment among some disadvantaged pupils is below that of non-disadvantaged pupils.
2	Observations and discussions with pupils indicate underdeveloped oral language and communication skills, and vocabulary gaps among some disadvantaged pupils. These are evident on entry to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our assessments, including our Emotional Wellbeing questionnaire, observations and discussions with pupils and families have identified social and emotional difficulties for some pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our assessments and observations indicate that the education and wellbeing of some of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in reading and writing.
5	Our attendance data for the 2020-21 academic year indicates that attendance among disadvantaged pupils has been between 2.3% lower than for non-disadvantaged pupils.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>

Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate 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 maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes for pupil premium in 2024/25 are within 3% of their non-pupil premium peers at ARE expectations.
Improved reading attainment among disadvantaged pupils at the end of KS2.	KS2 reading outcomes for pupil premium in 2024/25 are within 3% of their non-pupil premium peers at ARE expectations.
Improved writing attainment among disadvantaged pupils at the end of KS2.	KS2 writing outcomes for pupil premium in 2024/25 are within 3% of their non-pupil premium peers at ARE expectations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>

## Activity in this academic year 2021-2022

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

Where an activity has ceased to continue in 2022-2023, the explanation is noted in red text.

Additional strategies/modifications for 2022-2023 have been added in blue text.

Additional strategies/modifications for 2023-2024 have been added in green text.

## Teaching (for example, CPD, recruitment and retention)

2021-2022 Budgeted cost: £26,302

2022-2023 Budgeted cost: £ 26,000

2023-2024 Budgeted cost: £30, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued professional development (CPD) for all staff members regarding mathematical development, specifically problem solving through the implementation of the Problem Solving Cats.</p> <p>2022-2023 CPD for teaching staff: David Herbert Consultant for Subject Leads to support curriculum development and monitoring of all subjects. Also, TPP (Trauma Perceptive Practice) training – a whole school approach.</p> <p>2023-2024 CPD for Maths lead and RSLs.:</p> <p>PiXL – Maths Mastery</p> <p>PiXL – Problem Solving</p> <p>Maths Mastery Readiness</p> <p>2023-2024 CPD for all staff: TPP cont.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1</p>

<p>2023-2024 CPD for Teaching and LSA team: 'Outstanding Behaviour'.</p> <p>2023-2024 CPD for teaching team: Nick Rudman (SEP).</p> <p>Identify gaps in children's mathematical understanding through the careful analysis of PiXL data and subsequently close these gaps using whole class PiXL therapies or other teaching approaches, such as 1:1 or small group interventions by CT. <b>2023-2024 CPD training for new staff members</b></p> <p>Ensure a balance of whole class, individual, small group, peer to peer tutoring and guided instruction is provided during lessons.</p> <p>Provide 'real life' opportunities for Maths throughout KS2 by integrating maths into projects where applicable.</p> <p>CTs to ensure enough time is dedicated to maths – embed 'Maths Meetings' ensuring consistency across the school.</p> <p>Embed pre-assessment (PiXL and Century) and pre-teaching as a strategy for accelerating progress.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf</a></p>	
<p>Class teachers will continue to develop their children's understanding of phonics and other reading strategies through quality first teaching and modelling of reading, writing (including joined script) and spelling.</p> <p>Class teachers to embed metacognition strategies – helping children learn how to learn – into all areas of the curriculum.</p> <p>2022-2023 Coaching Cycle focus on English writing using Jane Considine, The Write Stuff, approach.</p> <p>2023-2024 Learning Conversations and Lesson visits with SLs and CTs</p> <p>Continued professional development (CPD) for all staff members regarding oracy and vocabulary development.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF_-_Maths_KS2_KS3_Guidance_A3_Recs_Poster.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>2, 4</p>

<p>2022-2023 Explore 'Mighty Oak, Public Speaking' initiative' as a strategy for developing oracy. <a href="https://www.mightyoakspeaking.com/">https://www.mightyoakspeaking.com/</a></p> <p>2023-2024 Subject Lead coaching cycle with all teaching staff to continue to improve modelled writing.</p>		
<p>PSHE lead to keep class teachers informed of any changes or updates to the curriculum, e.g. RSE for Year 6 children.</p> <p>Continued professional development (CPD) for class teachers and learning support assistants (LSA) in Metacognition and Zones of Regulation.</p> <p>2022-2023 Brain Buddies – intervention programme with Year 3 initially. 1-hour x 6 weekly sessions delivered by our Education Mental Health Practitioners (EMHP) who are part of the Mental Health Support Team (MHST) based at GBJs. 2022-2023 Due to lack of staffing difficulties with the MHST, this cannot be offered to our school going forward.</p> <p>2023-2024 Return of 'Brain Buddies' – intervention programme with Year 3 initially. 1-hour x 6 weekly assemblies delivered by our Education Mental Health Practitioners (EMHP) who are part of the Mental Health Support Team (MHST) based at GBJs. Follow-up sessions to be conducted with CTs.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	3
<p>Attendance monitored and acted upon through daily register taking by class teachers.</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	5

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

2021-2022 Budgeted cost: £103, 830

2022-2023 Budgeted cost: £125,000

2023-2024 Budgeted cost: £151, 250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition by CTs only in 2023-24: small groups after school.</p> <p>Embed pre-assessment (PiXL and Century) and pre-teaching as a strategy for accelerating progress.</p> <p>Use PiXL for identifying and closing gaps through diagnostic assessments, analysis, therapies and 'nuggets' using Century.</p> <p>Continued professional development (CPD) for learning support assistants to enable them to effectively implement the use of PiXL therapies and other interventions, such as Century. <i>2023-2024 New starters and refresher training for LSAs with PiXL and Century</i></p> <p>2022-2023 CPD: Reading with children; TTRS; Supporting dysregulation in children; Spelling – using the Ace dictionary to support learners; Maths – L5 questioning support in lessons; and using Clicker 6 to support children with SEND.</p> <p><i>2023-2024 CPD specific, personalised CPD for LSA based on PMRs and individual needs/skills, e.g., Speech and Language support; de-escalating dysregulation; and play therapy interventions</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a></p> <p><i>'High-quality training is obviously another key driver in maximising teaching assistant effectiveness. It is the senior leadership's responsibility to make sure that teaching assistants are fully prepared for their role. Time, money and resources need to be spread across the school workforce (not just teachers). Teaching assistant training need not be costly, there are many formal and informal options.'</i></p> <p><a href="https://www.headteacher-update.com/best-practice-article/teaching-assistants-the-right-ethos-good-cpd-and-effective-deployment/219193">https://www.headteacher-update.com/best-practice-article/teaching-assistants-the-right-ethos-good-cpd-and-effective-deployment/219193</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</a></p>	1, 4
<p>Targeted small group or 1:1 support in class with learning support assistant or class teacher using PiXL therapies or other interventions, such as Century.</p> <p>Regular opportunities to listen to children practise the skills of reading by learning support assistant, class teacher or a 'reading buddy'.</p> <p>2022-2023 recruit parent helpers to listen to children read more regularly and provide training/and or support materials.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</a> (Specifically Recommendation 4)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 4



<p>2023-2024 maintain and build Parent Helper workforce to listen to children read more regularly and continue to provide training/and or support materials.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> (Specifically Recommendation 5)</p>	
<p>Promote and praise high or improved attendance with targeted 'on watch' children and parents to encourage continued attendance through positive relationships.</p> <p>Administration manager to monitor and analyse attendance of all children. Children falling below a 95% attendance rate will be investigated.</p> <p>Work closely with the external attendance officer to support children and families to raise their child's attendance at school. <b>2022-2023 We will not continue to use the external attendance officer's services but will monitor attendance more closely ourselves (HT and Admin Manager).</b></p> <p>2023-2024 Work closely with the external attendance officer to support children and families to raise their child's attendance at school.</p>	<p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a> (Specifically parental engagement)</p>	5
<p>Bubble Time and Social Stories – social skills group using child role models for support.</p> <p>Pastoral support – weekly sessions and 'check-up chats' to support social and emotional needs of children.</p> <p>Zones of Regulation interventions with children struggling with self-regulation strategies.</p> <p>Learning mentors – support for academic and SEMH where needed.</p> <p>Continued professional development (CPD) for class teachers and learning support assistants Zones of Regulation. <b>2022-2023 CPD for new staff only lead by LS.</b></p> <p>2022-2023 Convert the decommissioned Computer Suite into a 'Grow' style unit.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://thenationalcollege.co.uk/news/eef-remote-cpd">https://thenationalcollege.co.uk/news/eef-remote-cpd</a></p>	3

2023-2024 Build the resource banks in the nurture rooms to support with specific targeted SEMH group work		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

2021-2022 Budgeted cost: £20,000

2022-2023 Budgeted cost: £25,087

2023-2024 Budgeted cost: £ 50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summer holiday club at Alec Hunter academy which runs for 3 weeks/2 days per week during the school summer holidays for pupil premium children.</p> <p>Breakfast, Lunchtime, Star and Homework/Century clubs to run daily/weekly.</p> <p>Educational, outdoor adventurous activities/visits (Bawdsey Manor).</p> <p>Music lessons will be offered to those children who display an interest through the Emotional Wellbeing questionnaire. 'Rocksteady' bands will be offered on a weekly basis.</p> <p>Parental engagement and development through telephone and face to face conversations.</p> <p>2022-2023: Certification of the LPPA (Leading Parent Partnership Award).</p> <p>2022-2023: Parent/Carer Forum (started in Spring 2022) – half termly meetings lead by DHT and Admin Mgr.</p> <p>2023-24 Continue to maintain and develop existing areas for improvement in relation to parent/carers partnership (LPPA).</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	3, 5

<p>2023-24 Explore installing floodlights to the main playground to allow for more physical, outdoor activity during extended school hours to be possible during darker months.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	
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**2021-2022 Total budgeted cost: £150,132**

**2022-2023 Total budgeted cost: £176,087**

**2023-2024 Total budgeted cost: £201, 250**

## Part B: Pupil premium strategy outcomes 2020-2021

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 suggested that the performance of disadvantaged children was lower than their peers in certain areas of the curriculum: 63% of disadvantaged achieved ARE in R, W and M compared to 81% of non-disadvantaged children.

Although these results are not as desired, and we have endeavoured to implement as much of our strategy as we could, it is important to note that the impact of the COVID-19 pandemic was most detrimental to our disadvantaged children, as evidenced in schools across the country, as they were not able to benefit from our pupil premium funded improvements to teaching, learning and targeted interventions to the degree to which they were intended. We did, none-the-less, mitigate this impact as much as possible through our determination to deliver a well-rounded curriculum, including during periods of partial closure, which was aided by the skills and commitment of our teaching team who delivered 'live' lessons through the Microsoft 'Teams' platform and through our provision of technology to our most vulnerable and disadvantaged, allowing them to access the learning available.

The positive impact of our provision can be seen in many areas:

- Year 5 pupil premium children out-performed non-pupil premium children in reading, writing and maths at ARE
- Year 5 pupil premium children out-performed non-pupil premium children at Above ARE in reading and maths
- Year 4 pupil premium children out-performed non-pupil premium children at Above ARE in in writing
- After analysis of data early in Autumn 1 2020, Year 4 was identified as a cohort who needed additional focus in some core areas of the curriculum so was offered after-school tuition in reading and maths. As it stood, at the end of the academic year 2020-21, 50% of the children in receipt of pupil premium funding, who attended tuition groups achieved ARE in maths. In addition, 2 out of 3 children who attended tuition for reading achieved ARE, with 1 child achieving Above ARE.
- With maths being a school priority, tuition groups focussed on this subject only in Year 6. At the end of the academic year 2020-21, 70% of the children in receipt of pupil premium funding, who attended tuition groups, achieved ARE in maths. However, it is important to note that with the Covid-19 pandemic interrupting the full tuition offer early in the autumn term and for the first three months of the calendar year, it is difficult to say what the impact would have been had the children received their full year offer.

- Attendance for pupil premium children averaged 93% which is a 1.3% increase on the previous year, 2019-20. This shows that, even with the pandemic, we have continued to improve the attendance of pupil premium children. However, this remains below their non-pupil premium peers, which ended at an average of 97% for 2020-21 with the national average of 95.3%.
- Homework club (after school) was well-attended by pupil premium children (36.5%) across all year groups, but only for the Autumn term due to Covid-10 restrictions. Parents of children who struggle to complete homework and did not sign up for the club were contacted personally to invite their child and discuss why they did not sign up. Unfortunately, some children were unable to attend on the given day that their year group club was offered due to other commitments/clubs or childcare issues. Because of the restrictions due to Covid-19, we were unable to offer an alternative day (not being allowed to mix bubbles). This should not be an issue going forward as all restrictions have now been lifted and we will be able to offer homework club on four out of 5 days per week to any year group, on any day. Children will also be allowed to attend more than one day, if they desire.
- After-school 'Century' club was trialled in the summer term with all Year 5 children offered this club. This was intended as a booster/intervention for Year 6 children. 37% pupil premium children attended and this club will be provided again in 2021/22 open to all year groups.

## Further information (optional)

### ***Planning, implementation and evaluation:***

- To help inform the efficacy of our provision within our current strategy and to inform the development of the strategy going forward, we are undertaking an internal audit from the 'Addressing Educational Disadvantage in School and Colleges: The Essex Way' edited by Mark Rowland.
- The Deputy Headteacher/Disadvantaged Champion/Senior Mental Health Lead is undertaking a NPQLTD (National Professional Qualification in Leading Teacher Development) to ensure CPD chosen and delivered is of a high quality and specific to teachers' and learning support staff's professional development needs.
- Deeper analysis of the Emotional Wellbeing questionnaires will be carried out at shorter intervals to help ascertain more quickly where intervention is needed and which children to prioritise.
- Monitoring of pupil premium children's progress will occur with more frequency to allow for quicker intervention and identify where support is needed.

## Pupil premium strategy statement Year 2 of 3 2022-2023

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 Junior
Number of pupils in school	321
Proportion (%) of pupil premium eligible pupils	34% (109)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 2 of three-year plan
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Date on which it will be reviewed	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	J Wrench
Pupil premium lead	B Thompson
Governor / Trustee lead	K Ogan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,435
Recovery premium funding allocation this academic year	£10,694
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,958
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£176,087

## Pupil premium strategy outcomes 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Our end of KS2 SATs results 2021-22 showed that children in receipt of Pupil Premium outperformed their non-Pupil Premium peers in many areas of the curriculum: 73% of Pupil Premium children achieved combined ARE in Reading, Writing and Mathematics compared with 66% of non-Pupil Premium children. They also either equalled or outperformed them in individual subjects:

### WHOLE SCHOOL ACHIEVEMENT (SUMMER 1 DATA- AT E2 AND A1)

Combined		Prior Assessment	% On Track to Meet Age Related Expectations							
Current Year Group	Cohort:	% at Expected	All Pupils	Pupil Premium (Not SEND)	Non Pupil Premium	Disadvantaged Vs Non-Disadvantaged		EAL	Boys	Girls
Y3	2021-2025	58	77	65 (77)	84	58	90	89	71	83
Y4	2020-2024	56	71	38 (67)	82	29	91	64	68	74
Y5	2019-2023	58	64	52 (67)	68	41	79	83	62	66
Y6	2018-2022	60	68	73 (100)	66	60	72	83	53	85
Combined		Prior Assessment	% On Track to Meet Above Age Related Expectations							
Current Year Group	Cohort:	% at Above	All Pupils	Pupil Premium	Non Pupil Premium	Disadvantaged Vs Non-Disadvantaged		EAL	Boys	Girls
Y3	2021-2025	4	2	0	4	0	4	0	2	2
Y4	2020-2024	10	7	5	6	4	7	27	5	7
Y5	2019-2023	7	4	0	6	0	7	0	5	3
Y6	2018-2022	12	9	4	11	3	12	0	11	8

The positive impact of our Pupil Premium provision can be seen in many areas across the school where they are achieving equally as well or have narrowed the gap substantially (particularly when those children do not have any additional barriers to learning).

- Attendance for pupil premium children averaged 91.4% which is a 1.6% decrease on the previous year, 2020-21. This remains below their non-pupil premium peers, which ended at an average of 94% for 2020-21 – a decrease of 3% - with the national average yet to be confirmed. Even though attendance of children in receipt of Pupil Premium did decline slightly, it did not decline as much as their non-Pupil Premium peers so the gap is closing; there is now only a 2.6% difference.
- Homework club (after school) was well-attended by pupil premium children (15%) across all year groups, for the spring and summer terms. Parents/carers of children who struggle to complete homework, or expressed a dislike for homework in their Emotional Wellbeing Questionnaire were contacted by telephone to invite their child and discuss why they did not sign up. Some children were unable to attend due to other commitments/clubs or childcare issues.



- After-school Century club was also well-attended 17% by pupil premium children across all year groups. The children were also selected for extra in-school Century intervention groups led by an experienced teacher and funded by the Recovery Premium.
- Other enrichment after-school clubs were subsidised by the Pupil Premium grant allowing disadvantaged children to access a range of enrichment activities and clubs, from BMX biking to Ballroom and Latin dance classes, as well as the residential visit to Bawdsey Manor.
- Rocksteady music school has been a resounding success this year. Children have thrived learning to play an instrument, building relationships with children from different year groups and performing on stage in front of hundreds of children, parents and special guests. Feedback from class teachers and parents has been overwhelmingly positive in terms of improved self-esteem, resilience and confidence when dealing with challenges in class and on the playground.
- The CPD programme delivered to the LSAs has been implemented successfully and they have reported using the training in class with the children, particularly the 'problem solving cats' which will continue to impact positively on the children's progress in lessons. More training has been allocated for the autumn term.
- Staff meetings for class teachers have centred around Rosenshine's principles for learning, metacognition and securing knowledge into long term memory. Evidence in planning shows that suggested strategies are being implemented and the impact of these will be seen over time through our robust monitoring programme.
- Further CPD for teachers has been provided by Jonathan Lear (The Guerrilla Curriculum and The Monkey proof box) centred around our curriculum development. From these training events, substantial developments have been made to project planning for foundation subjects with a focus on procedural and propositional knowledge, and assessment opportunities; these will continue to be embedded over the forthcoming academic year and monitored for impact through curriculum meetings with DHT and CTs in year groups.
- To improve parent engagement and relationships with parents, we have embarked on a Leading Parent Partnership Award (LPPA) journey whereby huge improvements have been made already to aid the transition of children from the infant to the junior school, and outreach to parents with a new Parent Forum and Parent Questionnaires available at the Parent/Child consultations. This platform has allowed for many different initiatives to be rolled out with the support and advice from parents:
  - Half termly project posters inform parents of what their children will be learning in the upcoming half term/terms in project work and the core subjects. This will allow parents to support their children at home with homework more easily and also includes dates well in advance about special events parents are invited to attend.

- Year group curriculum meetings have informed parents of the overview of learning for the school year allowing them to support more easily with learning at home.
- In response to our parent questionnaire handed out at Parent and Child Consultations, changes have been made to our end of year written reports which now inform parents of their child's attainment levels, results from PiXL assessments and their reading age.

In the subsequent Parent Questionnaire issued at Parent/Child Consultations in the Autumn of 2022, the percentage who agreed with the statement '*The school makes me aware of what my child will learn during the year.*' increased by 7% to 97%.

## Further information (optional)

### ***Planning, implementation and evaluation:***

- Most strategies stated in Year 1 of the 3 -Year plan are to continue.
- Where an activity has ceased to continue, the explanation is noted in red text.
- Additional strategies for 2022-2023 have been added in blue text.
- Leading Parent Partnership award completion 2023.
- The deputy headteacher/Disadvantaged Champion/Senior Mental Health Lead will ensure CPD chosen and delivered is of a high quality and specific to teachers' and learning support staff's professional development needs.  
Training and development booked for 2022-23:
  - David Herbert Consultancy to support subject leaders in their roles starting in the spring term.
  - LSA training and development programme scheduled for the autumn term (Reading with children, Dysregulation, spelling support for children using Emile and Ace dictionaries, TTRS, Maths challenging L5 questioning, Clicker 7 writing support for SEND children).
- To improve efficiency and closer monitoring of attendance, we have made the decision to cease use of an external attendance officer. This will now be monitored more closely by the administration team, fed back to HT and DHT through CFT meetings who will then invite parents/carers of persistently absent children to attend support meetings. We will continue to track, celebrate and communicate levels of attendance with all PP children's parents/carers on a termly basis.
- Continued analysis of the Emotional Wellbeing questionnaires will be carried out at shorter intervals to help ascertain more quickly where intervention is needed and which children to prioritise.
- Monitoring of pupil premium children's progress will occur with more frequency to allow for quicker intervention and identify where support is needed. This will be achieved through regular Raising Standards Lead (RSL) meetings with Year teams during PPA to track progress and target interventions where necessary. These children will also be offered after-school tuition.
- External, specialist Speech and Language support explored and will be used to address specific children's barriers to learning.
- The Senior Mental Health Lead will carry out targets from the action plan to further support children, families and staff with their mental health and wellbeing.

## 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 for the next three years, and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Great Bradfords Junior
Number of pupils in school	335
Proportion (%) of pupil premium eligible pupils	33% (109 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 3 of three-year plan
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Date on which it will be reviewed	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	J Wrench
Pupil premium lead	B Thompson
Governor / Trustee lead	K Ogan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,110
Recovery premium funding allocation this academic year	£15,426
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,714
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£201,250

## Pupil premium strategy outcomes 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our end of KS2 SATs results 2022-23 showed that children in receipt of Pupil Premium performed closely in line with their non-Pupil Premium peers, achieving ARE with only a 5% difference in reading and maths and 1% difference in GPS.

The positive impact of our Pupil Premium provision can be seen in many areas across the school where they are achieving equally as well or have narrowed the gap (particularly when those children do not have any additional barriers to learning).

### KEY STAGE 2 SATS ANALYSIS 2022-23

Combined		% at Expected	Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		56	37 (55)	62 (60)	14	62.5	58	53
Combined		% at Above	Above Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		6	0 (0)	6(8)	0	0	5	6

Reading		% at Expected	Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		70	53 (75)	75 (82)	29	75	70	69
Reading		% at Above	Above Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		17	5 (9)	21 (24)	0	12.5	12.5	31
GPS		% at Expected	Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		72	58 (83)	77 (84)	36	63	73	72
GPS		% at Above	Above Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		26	21 (36)	28 (33)	0	13	28	25
Mathematics		% at Expected	Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		70	53 (75)	75 (80)	29	75	73	66
Mathematics		% at Above	Above Age Related Expectations						
Current Year Group	Cohort:		All Pupils	Pupil Premium (not SEND)	Non Pupil Premium (not SEND)	SEND	EAL	Boys	Girls
Y6	2019 - 2023		13	5 (9)	15 (18)	0	0	15	9

- Attendance for Pupil Premium children averaged 93.5% which is a very encouraging 2.1% increase on the previous year, 2021-22. This is slightly below their non-pupil premium peers, which ended at an average of 94.93% for 2022-23 demonstrating the gap has been closed from 3.4% to 1.43% difference. This is an improving picture and one we aim to maintain for the next academic year.
- Homework club (after school) was well-attended by Pupil Premium children (19%) across all year groups, for the academic year. This is an increase of 4% on last year's attendance which proves it continues to be a valuable provision. Parents/carers of children who struggle to complete homework, or expressed a dislike for homework in their Emotional Wellbeing Questionnaire were contacted by telephone or in person to invite their child. Where children did not attend, most claimed it was because of other out-of-school commitments such as other clubs or childminders.
- Other enrichment after-school clubs were subsidised by the Pupil Premium grant allowing disadvantaged children to access a range of enrichment activities and clubs, from BMX biking to Ballroom and Latin dance classes, as well as the residential visit to Bawdsey Manor.
- Rocksteady music school has continued to be a success this year. Children have thrived learning to play an instrument, building relationships with children from different year groups and performing on stage in front of hundreds of children, parents/carers and special guests. Feedback from class teachers and parents has been overwhelmingly positive in terms of improved self-esteem, resilience and confidence when dealing with challenges in class and on the playground.
- The CPD programme delivered to the LSAs has been implemented successfully and they have reported using the training in class with the children, particularly the Feedback from the LSA team, showed a positive 80% satisfaction rating in terms of usefulness of the professional development. Analysis of responses showed where it was less effective and this has been considered when planning for future training needs.
- We continue with our TPP journey (sessions 1-3 completed to date) with the remainder scheduled for this academic year.
- Staff meetings continue to be effective in developing class teachers have continued to focus on Rosenshine's principles for learning and securing knowledge into long term memory. The development of Knowledge Organisers is supporting staff to ensure learning is retained over time and they have reported how this has been useful in developing more effective planning and assessment.
- CPD for teachers has been provided by Jonathan Lear (The Guerrilla Curriculum and The Monkey proof box) centred around our curriculum development with a continued focus on assessment in the foundation subjects this year. Curriculum development meetings with the DHT and CTs have allowed for professional conversations to support further development in this particular area with a view to understanding what ARE looks like in all subjects and how the assessment tasks

can be differentiated to support less able children with their responses to demonstrate their knowledge and understanding.

- Further CPD has been provided by Educational Consultant, David Herbert, which focussed upon Subject Leadership. Efficient, effective strategies for monitoring, action planning and supporting CT development has proven to be highly useful and has already shown positive impact in terms of specific CT development of teaching skills and planning.
- The process of the Leading Parent Partnership Award (LPPA) has allowed for many different initiatives to be rolled out whilst working together with the support and advice from parents. We have successfully passed the award and have a legacy of improvements which will remain, continuing to build positive relationships with the parents and carers. The 'You Said, We Did' document published in the PP section of our website, demonstrates the impact of our journey.

## Further information (optional)

### ***Planning, implementation and evaluation:***

- Most strategies stated in Year 1 of the 3 -Year plan are to continue.
- Where an activity has ceased to continue, the explanation is noted in red text.
- Additional strategies for 2022-2023 have been added in blue text.
- Further strategies for 2023-2024 have been added in green text

The deputy headteacher/Disadvantaged Champion/Senior Mental Health Lead will ensure CPD chosen and delivered is of a high quality and specific to teachers' and learning support staff's professional development needs.

Training and development booked for 2023-24:

- David Herbert Consultancy to continue with support for Subject Leads
- LSA training and development programme scheduled for the spring and summer terms (PiXL, TPP, Outstanding Positive Behaviour as well as specific targeted development for individuals).
- CPD for the teaching team: (Staff meetings, PiXL, TPP, Outstanding Positive Behaviour as well as specific targeted development for individuals.)
- Dr Nick Rudman, SEP, support and consultancy