

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 School
Number of pupils in school	2024-25: 337 pupils 2025-26: 329 pupils 2026-27
Proportion (%) of pupil premium eligible pupils	2024-25: 36% (120 pupils) 2025-26: 36% (117 pupils) 2026-27
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026-27
Date this statement was published	October 2024
Dates on which it will be reviewed	October 2025 ✓ 2026 2027
Review of previous academic year included	2023-24 2024-25
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	2024-25: £159, 840 2025-26: £188,510

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	2024-25: £5,468.47 2025-26: £1,234.00
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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.

Great Bradfords Junior School aims to ensure that all children, regardless of their background or challenges, excel in all areas of the curriculum and are prepared for safe, happy, and successful adult lives. This plan focuses on closing the achievement gap by supporting those who may be at a disadvantage to achieve on par with or surpass their more fortunate peers, including high-attaining students.

Our Core Objectives

- To cultivate a supportive school environment where all children, especially those eligible for pupil premium, are inspired to engage fully in school life and pursue their academic and personal goals. This includes providing a well-rounded, knowledge and skills-rich curriculum that captures each child's interest.
- To offer enriching experiences and opportunities that may not otherwise be accessible due to financial constraints, ensuring equal access to all aspects of education and personal growth.
- To invest in our educators through continuous professional development, ensuring they are skilled, valued, and supported. This commitment fosters consistent, high-quality teaching and meaningful relationships between staff and students, especially benefiting our most vulnerable children.
- To recognise and address additional challenges faced by vulnerable children and their families, providing tailored support to help overcome these barriers.
- To implement evidence-based interventions as part of a broader school strategy for academic and emotional recovery, allowing us to identify and respond to students' needs efficiently and effectively.

Through this three-year plan, Great Bradfords Junior School is committed to creating a nurturing environment where all children, especially those facing disadvantages, are supported to reach their fullest potential.

Challenges

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

Challenge number	Detail of challenge
1	Formative and summative assessments indicate that maths, reading and writing outcomes among some disadvantaged pupils are below that of non-disadvantaged pupils, working at or above the national expectations.
2	Informal and formal assessments 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, which impacts their academic progress and outcomes.
3	Our Emotional Wellbeing assessments, informal observations by teaching and support staff and discussions with pupils and families have identified social, emotional and mental health difficulties and difficult home lives for some pupils. These challenges often affect disadvantaged pupils, which impacts their academic progress and outcomes.
4	Our data for the 2023 - 2024 academic year indicates that attendance among disadvantaged pupils is above national statistics yet falls marginally below that of our non-pupil premium children. Attendance is key to improving outcomes for all our 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 and families.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, student and parent surveys and teacher observations • Continued or improved engagement in participation of enrichment activities, particularly by disadvantaged pupils • Engagement with internal and external mental health and wellbeing services by children and families

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations will indicate improved oral language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including teacher feedback about engagement in lessons and ongoing formative assessment.</p>
<p>Improved mathematics outcomes for children working at or above the for disadvantaged pupils at the end of KS2.</p>	<p>Reduce the attainment gap for mathematics of pupil premium children by the end of KS2 so that they are more closely aligned with their non- disadvantaged peers at AR and GD expectations.</p> <p>Focussed, forensic intervention is key to closing these gaps and improve end of KS2 outcomes.</p>
<p>Improved reading outcomes for children working at or above the for disadvantaged pupils at the end of KS2.</p>	<p>Reduce the attainment gap for reading of pupil premium children by the end of KS2 so that they are more closely aligned with their non- disadvantaged peers at AR and GD expectations.</p> <p>Focussed, forensic intervention is key to closing these gaps and improve end of KS2 outcomes.</p>
<p>Improved writing outcomes for children working at or above the for disadvantaged pupils at the end of KS2.</p>	<p>Reduce the attainment gap for writing of pupil premium children by the end of KS2 so that they are more closely aligned with their non- disadvantaged peers at AR and GD expectations.</p> <p>Focussed, forensic intervention is key to closing these gaps and improve end of KS2 outcomes.</p>
<p>To close the attendance gap for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance in 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

Activity in this academic year 2024 -2025

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)

2024 - 2025 Budgeted cost: £30,000

2025-26 Budgeted cost: £31,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mathematics</p> <p>Continuous professional development (CPD) for teaching staff 2024-25</p> <ul style="list-style-type: none"> • CPD: Maths Mastery Network development for SL • CPD – Empowering Subject Leadership group: targeted support for subject leads new to GBS taking on subject leadership. • CPD: SCITT Mentor development for CTs • CPD: SCITT Apprenticeship Mentor development for HLTA • CPD: ECT Mentor development for CTs • CPD: Feedback policy implementation and monitoring • Support for teaching team: Nick Rudman, School Improvement Partner (SIP). <p>2025-26:</p> <ul style="list-style-type: none"> • CPD: Voice 21 – development days for Oracy Champions • CPD: Maths Mastery Network development continued • CPD: ECT Mentor development for CTs • CPD: 'High Expectations for All' for teachers (and support staff) 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/feedback/EEF Feedback Recommendations Poster.pdf?v=1731321765</p>	<p>1</p>

<ul style="list-style-type: none"> • CPD for new teaching staff members – PiXL and Century <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.</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 – continue to embed ‘Maths Meetings’ and problem solving and reasoning activities ensuring consistency across the school.</p> <p>Embed pre-assessment (PiXL and Century) and pre-teaching as a strategy for accelerating progress.</p> <p>Refine use of feedback strategies as per new policy to improve and accelerate progress.</p> <p>2025-26: Year 4 and 5 CTs to embark on ‘Mastering Number’ for Maths Meetings</p>		
<p>English (Reading, Writing, Oracy)</p> <p>Continuous professional development (CPD) 2024-25</p> <ul style="list-style-type: none"> • CPD: Class teachers will continue to develop theirs and the children’s expertise in phonics (using Little Wandle Letters and Sounds where appropriate and other reading strategies) through quality first teaching and modelling of reading. • Continued professional development (CPD) for class 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF - Maths KS2 KS3 Guidance A3 Recs Poster.pdf</p>	<p>1, 2</p>

<p>teachers with using the IDL Literacy questionnaire</p> <ul style="list-style-type: none"> • CPD: CTs development with improving handwriting (joined script by end of Year 4) and spelling. • CPD: Upskilling newly appointed teaching staff on quality first teaching of English writing using the school's approach to writing: The Write Stuff, by Jane Considine. <p>2025-26</p> <ul style="list-style-type: none"> • CPD: Voice 21 Oracy Champions development days and consultations • CPD: English staff meetings focussed on improving handwriting <p>Learning Conversations and Lesson visits with SLs and CTs ensure audits and action plans are as effective as possible with CPD needs identified and addressed quickly. 2025-26: To continue.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>Social, Emotional, Mental Health (SEMH)</p> <p>Certification of the Social Impact Award, Superkind, promoting the positive benefits to children and their communities of engaging with social action and recognising our unique curriculum which offers a holistic approach to learning and child development.</p> <p>2025-26: Continue with Social Impact award after its success in 2024-25. This year we are Going for Gold with the target of achieving 6 online badges per child instead of the 1 expected last year.</p>	<p>https://superkind.org/about</p> <p>https://www.iwill.org.uk/the-movement/youth-social-action/</p> <p>https://www.thersa.org/blog/2019/09/6-social-action</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>3</p>

<p>Continued professional development (CPD) for Learning Support Assistants (LSA) 2024-25</p> <ul style="list-style-type: none"> • CPD: supporting children with EAL and understanding/using the Zones of Regulation. <p>MHST implemented 'Brain Buddies' – intervention programme with Year 3. 1-hour x 6 weekly session delivered by our Education Mental Health Practitioners (EMHP) who are part of the Mental Health Support Team (MHST) based at GBSJ. Follow-up sessions to be conducted with CTs and additional activities to be implemented at home by families.</p> <p>MHST implemented 'assessment anxiety' and secondary school transition workshops for Year 6 children, supported by CTs</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/supporting_childrens_mental_health_and_wellbeing_in_the_early_years.pdf</p>	
<p>Attendance</p> <p>Attendance monitored and acted upon through daily register taking by class teachers. Patterns or insights to be shared with attendance champion.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p>	4

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

2024-2025 Budgeted cost: £123,308.47

2025-2026 Budgeted cost: £134,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic:</p> <p>Tuition by CTs: small groups after school with Year 5 and 6 children.</p> <p>CTs use PiXL for identifying and closing gaps through diagnostic assessments, QL analysis, therapies and 'nuggets' using Century.</p> <p>Continued professional development (CPD) for learning support assistants (LSA).</p> <ul style="list-style-type: none"> • CPD: New starters and refresher training for LSAs with PiXL and Century • CPD: LSAs - Little Wandle Letters and Sounds <p>2025-26</p> <ul style="list-style-type: none"> • CPD: 'High Expectations for All' for CTs, HLTAs/Cover Supervisors and LSAs • CPD: Clicker 4 software training for LSAs (optional for CTs) • CPD: Effective use of Teaching Assistants for CTs, HLTAs/Cover Supervisors and LSAs 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</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>https://www.headteacher-update.com/best-practice-article/teaching-assistants-the-right-ethos-good-cpd-and-effective-deployment/219193</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	<p>1, 3</p>
<p>Targeted small group or 1:1 support in class with learning support assistant (LSA) using PiXL therapies or other interventions, such as Century or IDL Literacy.</p> <p>Provide regular opportunities to listen to children read by learning support assistant, class teacher, parent helper or a 'reading buddy'.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf</p>	<p>1, 2, 3, 4</p>

<p>Maintain and build Parent Helper workforce to listen to children read more regularly and continue to provide training/and or support materials.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
<p>Pastoral and Behavioural</p> <p>Promote and praise high or improved attendance with targeted 'on watch' children and parents to encourage regular attendance through positive relationships.</p> <p>Attendance Champion and Administration manager to monitor, investigate and take action with absent and persistently absent children and support families where needed.</p> <p>Promote good attendance by communicating the impact of poor attendance on pupil wellbeing and attainment with parents and carers.</p> <p>Celebrate good attendance through recognition and presentation of certificates in celebration assemblies.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF Parental Engagement Summary of recommendations.pdf?v=1731248585</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 3, 4</p>
<p>Continued professional development (CPD) for Learning Support Assistants (LSA)</p> <ul style="list-style-type: none"> • CPD: Behaviour and Pastoral support workers – Learning Outside the Classroom course • CPD: Mental Health First Aid course – DHT and Behaviour and Pastoral support workers • CPD: Children and Families Team (CFT) and LSA team: Team Teach – Safe-hold training • CPD Sensory Circuits • CPD: Active Autism – speech and language focus 	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>2, 3, 4</p>

<ul style="list-style-type: none"> • CPD: Dynamic risk assessments <p>2025-26</p> <ul style="list-style-type: none"> • TALKABOUT: Social Communication Skills Package <p>Bubble Time and Social Stories – social skills groups using child role models for support.</p> <p>Pastoral support worker, SENDCO and Inclusion Lead – to deliver weekly sessions of Time to Talk, Smart Thinking, Lego Therapy and informal checking in with specific children, to support social, emotion and mental health needs.</p> <p>Pastoral support worker or LSAs to implement Zones of Regulation interventions with children struggling with self-regulation strategies.</p> <p>Pastoral and Behaviour support workers to implement learning outside the classroom to support vulnerable and disadvantaged children where needs are identified.</p> <p>Learning mentors for LAC – support for academic and SEMH where needed.</p> <p>Continue to build the resource banks in the nurture rooms (Oasis, Star and Rainbow) to support vulnerable and disadvantaged children with a specific focus on sensory needs.</p> <p>2025-26</p> <p>Embed Learning Outside the Classroom strategies and continue to ensure CTs and LSAs use these effectively.</p> <p>Therapeutic Mentoring for LAC to support their SEMH.</p>	<p>https://thenationalcollege.co.uk/news/eef-remote-cpd</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

2024-2025 Budgeted cost: £12,000

2025-2026 Budgeted cost: £22,286

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Summer holiday club at Alec Hunter Academy (feeder secondary school) which runs for 3 weeks/2 days per week during the school summer holidays for disadvantaged and LAC children.</p> <p>Improve Wraparound provision through using the services of an external provider, CMXSC. https://www.cmxsc.co.uk/</p> <p>This will provide wider choice of after-school clubs and better-quality wraparound provision for children, building the school's capacity to offer excellent childcare throughout the holidays, too, allowing parents to work or providing some respite for those in need.</p> <p>2025-26: Increase the attendance of all disadvantaged children by actively encouraging them to participate in extra-curricular clubs and activities run by the school. Offer the spaces to them first and ensure that every child takes advantage of their 'free club' offer.</p> <p>Break and lunchtime nurture groups for vulnerable children in the Oasis and Star rooms, led by SENDCO, Inclusion lead and LSAs.</p> <p>Homework club (no charge) to run daily after school to support children and families with technology constraints, meeting homework deadlines and understanding tasks.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf?v=1731323624</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1, 2, 3, 4</p>

<p>Educational, outdoor adventurous activities/visits and residential trip to PGL, Bawdsey Manor or alternative day trip offer.</p> <p>Music lessons will be offered to those children who display an interest through the Emotional Wellbeing questionnaire. 'Rocksteady' sessions will be offered on a weekly basis with termly 'rock' concerts performed to children, families and other visitors.</p> <p>Parental engagement developed through telephone and face to face conversations where necessary, including workshops/coffee mornings offered to support children and families with strategies for use at homes, offered by the MHST, Pastoral Support Worker and Inclusion lead.</p> <p>Parent/Carer Forum (started in Spring 2022) – Termly meetings lead by DHT and Administration manager.</p> <p>Install internal water fountain to provide easily accessible fresh drinking water to all children, in all weathers, when parents or carers have forgotten or cannot provide a water bottle.</p> <p>Explore opportunities to improve the mental health and wellbeing, and attendance of children by having a resident school dog, or by utilising external supportive therapy sessions with dogs for children.</p> <p>2025-26</p> <p>Therapy dog visits – weekly to support vulnerable children's SEMH</p>	<p>https://www.nutrition.org.uk/nutritional-information/hydration/</p> <p>In collaboration with the University of Lincoln:</p> <p>https://www.thedogmentor.co.uk/research</p> <p>https://send.essex.gov.uk/search-support-groups-and-activities/dogs-development-cic</p>	
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2024-2025 Total budgeted cost: £ 165, 308.47

2025-2026 Total budgeted cost: £189,744

2026-2027 Total budgeted cost: £

Pupil premium strategy outcomes 2023-2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The 2023-24 academic year at **Great Bradfords Junior School** (GBJS) has been one of targeted growth and improving impact for disadvantaged pupils, with the Pupil Premium funding used effectively to enhance academic outcomes, emotional wellbeing, and family engagement. The school has and introduced a range of new initiatives while continuing to build on existing successful strategies from the 3-year plan 2021/22 - 2023/24. From **academic interventions** to **trauma-informed practices**, this review reflects on the positive outcomes achieved this year and outlines areas for further development.

Key Areas of Impact:

- **Mental Health and Pastoral Support**
- **Academic Interventions**
- **Attendance and Family Support**
- **Trauma-Informed Practices and SEND/Nurture Provision**
- **Extracurricular, Enrichment, and Wraparound Provision**
- **Key Stage 2 Outcomes**

1. Mental Health and Pastoral Support: A Holistic Approach to Well-being

A central priority for GBJS this year has been ensuring that all pupils, particularly those eligible for Pupil Premium, receive the emotional and psychological support they need to succeed. The **Mental Health Support Team** (MHST) has worked with individual pupils and small groups to provide counselling, emotional regulation strategies, and early intervention for pupils and families struggling with mental health issues, including anxiety, stress and challenging behaviour at home.

The school's **pastoral support team** has also been instrumental in helping pupils navigate any emotional challenges they face, whether related to school or home life. Regular check-ins with pupils, along with supportive conversations with families, have ensured that barriers to learning arising from emotional difficulties are addressed early with expert signposting to external services.

The **Oasis**, **Rainbow** and **Star Rooms** have been central to GBJS's approach to emotional well-being. These dedicated spaces provide a calm, nurturing environment where pupils can take a break from the classroom, receive emotional support, or participate in self-regulation activities. The rooms are available throughout the school day, including during break and lunchtimes, and have been particularly effective for pupils who need additional emotional support or time to process sensory overload. Investment in these spaces is proving to be fruitful, ensuring children are able to re-regulate and feel supported, allowing them to return to learning more quickly.

Furthermore, the **Rainbow Sensory Room** has been introduced as a space to help pupils with sensory processing difficulties. This calming room allows pupils to regulate their emotions and

sensory needs in a safe, supportive space. These provisions have been crucial in ensuring that pupils are emotionally equipped to engage with their learning.

2. Academic Interventions: Targeted Support Leading to Improved Outcomes

The **Pupil Premium** funding has been used to provide a range of targeted academic interventions that have had a significant impact on the progress and outcomes of disadvantaged pupils.

- **PiXL interventions** have continued to play a key role in addressing specific gaps in pupils' learning. Using PiXL's diagnostic tools, the school has been able to identify individual areas of need in subjects such as **maths**, **reading**, and **writing**, and provide focused, small-group sessions to address these gaps. Many pupils have shown considerable progress as a result of these interventions.
- **One-to-one tuition** has been another important initiative, particularly for **Year 6** pupils. These personalised sessions have allowed for targeted support in areas such as reading comprehension, writing fluency, and mathematical problem-solving. The increased confidence and skills gained through these sessions have had a direct impact on pupils' end-of-year assessment results.
- **CenturyTech**, an AI-powered learning platform, has enabled Pupil Premium pupils to engage in personalised homework tasks. The adaptive technology of CenturyTech provides instant feedback, allowing pupils to work at their own pace and reinforcing the learning that has taken place in the classroom. **Homework clubs** have also been a key support, offering structured time and guidance for pupils to complete assignments with the help of staff and access to technology.

Additionally, **parent helpers** have continued to support the development of **reading skills**, providing regular opportunities for disadvantaged pupils to practice reading with volunteers. This initiative has been particularly beneficial for boosting literacy skills and building pupils' confidence in their abilities.

3. Attendance and Family Support: Overcoming Barriers to Learning

Despite the strong academic and emotional support provided, **attendance** for Pupil Premium pupils in Great Bradfords in 2023-24 was **92.66%**, a slight decrease from previous years yet still above the average for Braintree which was at 88.3%. While this rate remains broadly in line with the national average, the school recognizes that regular attendance is crucial for academic success and has worked closely with families to address barriers to attendance.

The **Children and Family Team** has played a vital role in supporting families with practical and emotional challenges that affect attendance. From providing assistance with transport or uniforms/PE kits to helping families access external support services, the team has been proactive in removing obstacles to regular school attendance. Additionally, regular

communication with families, including meetings to discuss attendance concerns, has helped improve engagement and understanding of the importance of consistent attendance.

The school's **family support services** continue to foster positive relationships with parents, ensuring that families feel empowered and supported in their children's education.

4. Trauma-Informed Practices and SEND/Nurture Provision: Supporting Every Learner

In 2023-24, GBJs has made significant strides in implementing **Trauma Perceptive Practice (TPP)** across the school. Through **CPD** for all staff, including teachers, learning support assistants, midday assistants and the wider staff, the school has adopted a trauma-informed approach that recognises the impact of adverse childhood experiences on learning and behaviour. TPP training has helped staff respond to pupils' needs with greater empathy, using strategies to de-escalate difficult situations and provide more individualized support for pupils who may have experienced trauma.

The expansion of **nurture and SEND provision** has also been a key part of this holistic approach. The **Oasis** and **Star Rooms** are used throughout the school day to offer pupils a space for emotional support, social skills development, and regulation. These interventions support pupils' emotional and behavioural needs, helping them return to class ready to learn.

Speech and Language interventions have continued to be a priority, particularly for pupils with communication delays or difficulties. These targeted sessions have improved both verbal and non-verbal communication skills, which in turn has had a positive impact on pupils' overall academic performance.

Together, these initiatives ensure that GBJs adopts a **whole-child approach**, focusing on both academic and emotional development to help all pupils, especially disadvantaged learners, thrive.

5. Extracurricular, Enrichment, and Wraparound Provision: Holistic Support for All Pupils

The **breakfast club** provides a warm and welcoming environment for pupils to start their day, offering a nutritious breakfast and a calm space for pupils to socialise before the school day begins. For **disadvantaged pupils**, this service has been especially valuable, as it ensures they have access to a healthy breakfast and the opportunity to arrive at school feeling ready to learn.

The **after-school wraparound provision** offers further enrichment opportunities, providing pupils with access to a range of activities such as sports, arts, and music, as well as a safe space to complete homework. This extended care has been particularly beneficial for families who require additional support outside of school hours, while also helping to foster a positive and productive after-school routine for pupils.

Key Stage 2 Outcomes: Successes

- **Improved Performance for Pupil Premium Students:** The performance of children in receipt of Pupil Premium showed a positive trend, with a significant improvement in the

combined percentage of students meeting age-related standards of 44.4% (7.4% increase from 2022-23). This is also above the average for the Braintree district, Mid-Essex and Essex County.

- **Higher Standards Achievement:** There was a notable 5.6% increase in the percentage of Pupil Premium students working above the expected standard in Reading, Writing, and Maths, demonstrating progress in challenging students to exceed expectations.
- **Overall Progression:** The overall increase in attainment suggests that interventions or strategies targeting Pupil Premium students have been successful in improving their academic outcomes, compared to the previous year.

Key Stage 2 Outcomes: Areas for Development

- **Sustaining and Building on Progress:** While the increase in performance is commendable, maintaining this upward trend and further improving outcomes for Pupil Premium students is important, ensuring the improvements are not one-off but part of a sustained strategy.
- **Closing the Gap:** Even with improvements, there may still be a gap between the performance of Pupil Premium students and non-Pupil Premium students. Continued efforts are needed to close this gap and ensure equity in academic achievement across all groups.
- **Targeted Support for Higher Standards:** While there was an increase in the percentage of students working at a higher standard, further targeted interventions for those students who are capable of reaching greater depth in their learning could help push this figure even higher.
- **Refining Intervention Strategies:** It may be worth evaluating the specific interventions that led to the improved outcomes, to ensure they can be refined and scaled for even greater impact in future years.

By building on these successes and focusing on the areas for development, there's potential for even further improvement in future SATs results.

Conclusion: Progress and Future Steps

The 2023-24 academic year has seen **Great Bradfords Junior School** achieve significant progress in supporting its Pupil Premium pupils. Through a combination of **academic interventions, mental health support, nurture provision, and wraparound care**, the school has worked hard to ensure that disadvantaged pupils receive the support they need to succeed. The introduction of **Trauma Perceptive Practice CPD**, alongside continued focus on **SEND provision**, has created a more responsive and empathetic school environment, particularly for pupils facing emotional or behavioural challenges.

While **attendance** remains an area for attention, the school is committed to addressing barriers and improving engagement with families. The **wraparound provision**—including breakfast and after-school clubs—has provided additional support for both pupils and families, ensuring that all pupils can access a full range of academic and enrichment opportunities, even beyond the school day.

Looking ahead, **Great Bradfords Junior School** will continue to refine its strategies, focusing on further enhancing **emotional well-being**, improving **attendance**, and ensuring that all pupils

have access to high-quality learning experiences. With continued investment in both **staff development** and **pupil support**, the school is well-positioned to narrow the achievement gap and ensure that all pupils, particularly those eligible for Pupil Premium, have the opportunity to reach their full potential.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning Inc.
Century	Century Tech
Emile for Spelling	Emile-Education
Little Wandle – Phonics Catch-up	Little Wandle
MyOn	Renaissance Learning Inc.
PiXL resources and assessments	PiXL – Partners in Excellence
Times Table Rock Stars	Maths Circle Ltd
Wraparound provision	CMXSC
White rose Maths resources	White Rose
White Rose Science resources	White Rose
WOW Walk to School	Living Streets.org

Pupil premium strategy outcomes 2024-2025

This report details the impact that our Pupil Premium activity had on pupils during the 2024–25 academic year.

The year at **Great Bradfords Junior School (GBJS)** has been one of measurable impact and continued progress for disadvantaged pupils. Building on the solid foundations established through the three-year plan (2021/22–2023/24), the school has refined and strengthened its strategies to ensure that every child—regardless of background—has the opportunity to thrive.

Pupil Premium funding has once again been used strategically to **enhance academic outcomes, support emotional well-being, and increase family engagement**. The data for 2024–25 shows that disadvantaged pupils at GBJs are **outperforming national averages in multiple subjects**, with **reading outcomes particularly strong**, and that the **gap between disadvantaged and non-disadvantaged pupils continues to narrow**.

Key Areas of Impact

- **Mental Health and Pastoral Support**
- **Academic Interventions**
- **Attendance and Family Support**
- **Trauma-Informed Practices and SEND/Nurture Provision**
- **Extracurricular, Enrichment, and Wraparound Provision**
- **Key Stage 2 Outcomes**

1. Mental Health and Pastoral Support: Embedding Emotional Resilience

GBJS continues to place mental health and pastoral care at the heart of its Pupil Premium strategy. The **Mental Health Support Team (MHST)** and the **school's pastoral team** have worked together to ensure that emotional well-being is a daily priority.

The **Oasis, Rainbow, and Star Rooms** continue to play a crucial role in supporting pupils' emotional regulation and readiness to learn. From alternative morning entry and 1:1 learning spaces, to quiet and supportive areas to enjoy breaktime or eat lunch, these nurturing spaces provide a calm environment for self-regulation, reflection, and support during the school day. The addition of the **Rainbow Sensory Room** this year has further enhanced provision for pupils with sensory processing difficulties, ensuring that all children can return to learning focused and emotionally grounded.

These developments have been especially beneficial for **Pupil Premium and SEND pupils**, reducing incidents of disengagement and improving classroom participation and attendance.

2. Academic Interventions: Evidence of Strong and Improving Outcomes

This year's academic outcomes demonstrate that **targeted academic interventions are having a clear, measurable impact**.

- **KS2 Reading:** Disadvantaged pupils achieved **75% at ARE, 12 percentage points above the national average for disadvantaged pupils (63%), and only 2 points behind non-disadvantaged pupils at GBS (77%)**. This represents a **major success** for the school and reflects the impact of high-quality teaching of reading, reading interventions, guided reading groups, and small group or 1:1 tuition.
- **KS2 Combined (Reading, GPS & Maths):** Disadvantaged pupils achieved **50%**, outperforming national disadvantaged pupils (**47%**) and narrowing the in-school gap to **10%**—a smaller gap than the national average.
- **KS2 Grammar, Punctuation & Spelling (GPS):** Disadvantaged pupils achieved **64%**, outperforming national disadvantaged (**59%**) and reflecting the success of literacy-based interventions and targeted support.
- **KS2 Maths:** Outcomes for disadvantaged pupils (**61%**) were **in line with national disadvantaged outcomes**, showing consistency in progress.
- **KS2 Writing:** Disadvantaged pupils achieved **64%**, a solid performance given national data was unavailable, and an area the school continues to focus on.

Targeted initiatives such as **PIXL interventions, CenturyTech, 1:1 and small-group tuition, and parent helper reading sessions** have been pivotal in these successes. The school's focus on diagnostic teaching—using assessment data to guide targeted instruction—has proven particularly effective.

Overall, this year's outcomes demonstrate that **the Pupil Premium strategy is ensuring GBS disadvantaged pupils perform above national averages in almost all areas**, with reading now **approaching parity** with their non-disadvantaged peers.

3. Attendance and Family Support: Strengthening Consistency and Engagement

Attendance remains a focus for ongoing improvement. While attendance for disadvantaged pupils has remained broadly in line with national averages, GBS continues to take a **proactive approach** to family engagement and support.

The **Children and Family Team** continue to provide early help, including emotional, financial, and practical support. Families are offered help with transport, school uniforms, and access to external services. Regular communication, home visits, and attendance meetings ensure families remain engaged and supported in overcoming barriers to attendance.

Although the attendance gap between disadvantaged and non-disadvantaged pupils remains, the **trend of sustained engagement and improved readiness for learning** reflects the success of the school's family support model.

4. Trauma-Informed and SEND/Nurture Provision: Supporting the Whole Child

GBJS continues to embed **Trauma Perceptive Practice (TPP)** as a whole-school approach. Staff at all levels have developed a deeper understanding of the impact of trauma on learning and behaviour, enabling more empathetic and effective responses to pupils' needs.

The school's **nurture provision**—including the Oasis, Star, and Rainbow Rooms—ensures that children with emotional or sensory needs receive personalised support. This holistic model not only supports disadvantaged pupils but also benefits the wider school community by fostering a culture of compassion, understanding, and resilience.

This approach has been particularly effective in supporting pupils with **overlapping needs (e.g., SEND and Pupil Premium)**, reducing incidents of dysregulation and increasing time spent in class.

5. Extracurricular, Enrichment, and Wraparound Provision: Broadening Horizons

Pupil Premium funding continues to support access to enrichment activities that promote confidence, inclusion, and a sense of belonging.

The **breakfast club** provides a calm, positive start to the day, ensuring that no child begins school hungry or unsettled. The **after-school wraparound provision** offers enriching activities and a supportive environment for homework and social development.

Additional enrichment opportunities, including sports, arts, and music, have been extended to ensure equitable access for disadvantaged pupils. These experiences contribute to improved attendance, self-esteem, and readiness to learn—supporting both academic and personal development.

6. Key Stage 2 Outcomes: Demonstrating Impact and Progress

Great Bradford Junior School 2024–25 KS2 Outcomes vs National

Subject	GBJS Disadvantaged	National Disadvantaged	Difference (GBJS vs National)	GBJS Non-Disadvantaged	Gap (Non-Dis vs Disadvantaged)	Commentary
Combined (R, GPS & M)	50%	47%	+3	60%	10	Above national for disadvantaged pupils – gap smaller than national trend.
Reading	75%	63%	+12	77%	2	Excellent outcome – disadvantaged pupils close to peers and well above national.
Maths	61%	61%	=	72%	11	In line with national disadvantaged – continued focus on narrowing gap.
GPS	64%	59%	+5	74%	10	Above national disadvantaged – literacy interventions showing strong impact.
Writing	64%	n/a	–	79%	15	Strong performance; further work to close gap with non-disadvantaged.

Summary and Next Steps

The 2024–25 academic year has shown **clear, positive impact** from the school’s Pupil Premium strategy.

- Disadvantaged pupils at GBJs **consistently outperform national disadvantaged outcomes**, particularly in **Reading, GPS, and Combined subjects**.
- The **reading gap** between disadvantaged and non-disadvantaged pupils is now **just 2%**, demonstrating that targeted interventions are driving meaningful change.
- Gaps remain in **Writing and Maths**, and these will form key areas for development in 2025–26.

Going forward, the school will continue to refine its Pupil Premium strategy by:

- Expanding successful reading approaches across other curriculum areas.
- Strengthening maths and writing interventions to further close the gap.
- Continuing to prioritise emotional well-being and family support to remove barriers to learning.

Overall, the data evidences that **Great Bradfords Junior School's Pupil Premium provision is making a sustained and positive difference**, ensuring that disadvantaged pupils achieve outcomes **better than national averages** and are increasingly well-prepared for the next stage of their education.

Externally provided programmes

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