

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 (3 year plans are recommended)	3 Years
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
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
Total budget for this academic year 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 highly in their attainment 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 assist those who may be at a disadvantage financially or socially to achieve at least as well as, or better than, their more fortunate peers, including progress for those who are already high attainers.

To allow all of our children to thrive here at Great Bradfords Junior, this 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. This will, in turn, encourage teacher retention which provides consistency and reliability for our most vulnerable children. Not only will this lead to long term gains for the teachers themselves, making them feel valued as professionals, it will also benefit all of the children they teach.

We have also identified challenges vulnerable children may face specifically and have developed 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 gaps 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 attainment among 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 issues 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 well-being 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.
6	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 from 2024/25 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations

	<ul style="list-style-type: none"> a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved 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.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> 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%.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,302

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>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.</p> <p>Ensure a balance of whole class, individual, small group, peer to peer tutoring (‘Rally Coaches’) 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 and pre-teaching as a strategy for accelerating progress.</p>	<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>1</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</p>	<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>2, 4</p>

<p>children learn how to learn – into all areas of the curriculum.</p> <p>Continued professional development (CPD) for all staff members regarding oracy and vocabulary development.</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>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>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.</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>	3
<p>Attendance monitored and acted upon through daily register taking by class teachers.</p>	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	5

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

Budgeted cost: £103, 830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tuition: small groups after school</p> <p>Embed pre-assessment 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>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</i></p>	1, 4

<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.</p>	<p><i>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>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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</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>(Specifically Recommendation 5)</p>	1, 2, 4
<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.</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/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>(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 to close academic gaps in learning as well as</p>	<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>	3

<p>supporting social and emotional needs of our LAC.</p> <p>Continued professional development (CPD) for class teachers and learning support assistants Zones of Regulation.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://thenationalcollege.co.uk/news/eef-remote-cpd</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20, 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.</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>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/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	3, 5

Total budgeted cost: £150,132

Pupil premium strategy outcomes

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 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.