

Great Marsden St John's Pupil Premium Strategy Statement 2022/24



This statement details our school's use of pupil premium funding (and for 2022/23 Recovery Premium) to help improve the attainment and outcomes of our disadvantaged pupils. The principles of the expenditure will be reviewed annually and amended if deemed necessary.

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.

See our website for our Pupil Premium Policy.

School overview

Detail	Data
School name	Great Marsden St John's Primary - a C of E Academy
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	65 PP 2 adopted from care
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023/2024 June 2025
Statement authorised by	Michaela Underwood Head Teacher
Pupil premium leads	Michaela Underwood (HT) Elaine Walsh (Assistant Head)
Governor / Trustee lead	Daphne Durham (COG of LGC)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,845
Recovery premium funding allocation this academic year	£10,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£ 104,850

Part A: Pupil premium strategy plan

Statement of intent

Our Vision for all GMSJ children, irrespective of their background or the challenges they face, is this:

‘ Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.’

The focus of our pupil premium strategy is to support disadvantaged pupils, high or low attainers, to achieve everything that our vision aspires to provide.

Other vulnerable pupil groups, such as those with a social worker or previously looked after, are also considered, regardless of whether they are disadvantaged or not.

Allocation of the funding received is informed by research evidence, such as the guide published by the Education Endowment Foundation (EEF). The 3-tiered approach described in the EEF’s pupil premium guide and reflected in DfE documentation says that activities must be those that:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and
- Tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support.

At GMSJ, high quality teaching is at the heart of our approach. The main weapon being Quality First Teaching supported by gap analysis and intervention. This coupled with a robust well-being and pastoral programme allows us to react swiftly and flexibly to the challenges our children can face - either long term or ad hoc.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1. Basic skills	Basic skills in English and Maths are missing/inconsistent amongst our PP children. This sets limitations on the outcomes they can achieve,
2 Parental Engagement	Parents are happy to attend non academic events in school but attendance at events to help support children's learning is poor. Homework is inadequately supported and valued.
3. Behaviours for learning	Pupils learning resilience and curiosity to learn needs bolstering.
4 Attendance	For some PP children attendance and punctuality limit learning opportunities.
5 QFT	QT is the most effective strategy for PP achievement. At the time of writing, staffing at GMSJ is stable and of good quality, maintaining this is crucial and therefore a potential challenge.
6. Mental Health and well being	Community challenges linked to poverty, exacerbated by the pandemic and economic crisis, impact upon PP lives disproportionately.

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
Outcomes and progress for PP children will be closer to their peers.	<p>All tracked data will see the gap between PP and their peers narrowing.</p> <p>QFT will be the major strategy to achieve the above.</p> <p>All interventions will be tracked via provision mapping to evaluate success and inform next steps.</p>

Barriers to achievement such as attendance and mental health will have had a less significant impact on PP children.	Regular meetings focused on attendance will lessen persistent absence and lates. ELSA and Counsellor interventions will track impact. Mental Health will sit prominent in the curriculum and school culture.
Parental engagement will provide greater support children's achievement.	Analysis of key events eg parents evening attendance, homework outcomes, attendance at academic events will show an upward trend.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to support QFT.	EEF Guidance- Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.	1. 3 and 5

Invest in quality mentor time for ECT teachers.	The EEF states the importance of investment in Early Career Teachers	1, 3 and 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £63, 580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	EEF - Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum	1,3 and 5

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

Budgeted cost: £24,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing investment in ELSA and Counselling services, including developing a system of CEA (cost effectiveness analysis)	EEF - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as	4 and 6

	targeted interventions, monitoring the impact of these choices carefully. S	
Improved systems for monitoring and addressing attendance issues.	EEF promotes supporting attendance as a high impact strategy.	4
Improve parental engagement with academic support for their children.	EEF Levels of parental engagement are consistently associated with improved academic outcomes.	2

Total budgeted cost: £ 108,080

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2021 to 2022, and results will not be used to hold schools to account.

Our strategy which ran from 2019 - 2022 focused upon PP progress in comparison to their peers and improving attendance for the PP pupil group.

The disruption of COVID 19 cannot be underestimated on our key priorities.

Internal tracking shows that -

At the end of KS1 the gap between PP children and their peers is narrowing in reading, writing and maths.

The same is true of reading at the end of KS2.

Externally provided programmes

Programme	Provider
NELI	Nuffield
Mastering Number	NCETM
Better Reading Partners	LCC