



Pupil premium strategy statement 2019/21

School overview

Metric	Data
School name	Great Marsden St John's
Pupils in school	210
Proportion of disadvantaged pupils	71 children
Pupil premium allocation this academic year	£86,000
Academic year or years covered by statement	2019-2021
Publish date	1.01.20
Review date	October 2020, and 2021.
Statement authorised by	Michaela Underwood
Pupil premium lead	Elaine Walsh
Governor lead	Daphne Durham

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-1.9
Writing	-1.6
Maths	-2.1

Disadvantaged Pupil Performance Overview for 2019

Measure	Score
Meeting expected standard at KS2	42%
Achieving high standard at KS2	8%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To work with the Maths Hub on a 3 year project to embed Teaching for Mastery
Priority 2	Ensure all relevant staff are skilled to deliver high quality reading and writing teaching.
Barriers to learning these priorities address	Staff relying too heavily on interventions rather than high quality first teaching.
Projected spending	£46,910

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national progress scores KS2 in reading (0)	July 2021
Progress in Writing	Achieve national progress scores KS2 in writing (0)	July 2021
Progress in Mathematics	Achieve national progress scores KS2 in writing (0)	July 2021
Key Stage 1	To narrow the gap in reading, writing and maths between disadvantaged children and their peers, especially in the Phonics Screening Check.	June 2021
Other	To improve punctuality and attendance for our PP children To provide high quality early intervention for families. To promote good emotional well being.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Targeted academic support for academic year 2019/20

Measure	Activity
Priority 1 To improve punctuality for our PP children	Disadvantaged children tracked as a separate group for maths using Target Tracker information received from Pupil Progress meetings. Teaching and support adapted to meet any ensuing needs, supported by Maths lead and consultant. Maths CPD disseminated by key staff working with Maths hub Maths resources used more effectively especially to support concrete demonstration of concepts.
Priority 2	Disadvantaged children tracked as a separate group for reading and writing using Target Tracker information received from Pupil Progress meetings. Teaching and support adapted to meet any ensuing needs supported by Literacy Lead and consultant.
Barriers to learning these priorities address	Accuracy of teacher assessment and teachers subject knowledge to suitably adapt teaching.
Projected spending	£20,719

Wider strategies for academic year 2019/20

Measure	Activity
To improve punctuality and attendance for our PP children	<p>Named attendance lead who will monitor trends amongst pupil groups, especially disadvantaged and follow all protocols in the Attendance Management Policy.</p> <p>Incentive rewards</p> <p>Time dedicated daily by office admin to chase up absent children.</p> <p>Attendance Lead and Inclusion manager to liaise with families who have poor attendance and punctuality.</p>
To provide high quality early intervention for families.	<p>Inclusion Manager given sufficient non contact time to fulfil role.</p> <p>Inclusion manager and DSL keep updated with local early help provision beyond school.</p>
To promote good emotional well being.	<p>Time allocated for ELSA to work with identified children.</p> <p>Growth Mindset taught and practiced throughout school.</p>
Barriers to learning these priorities address	Staff workload and time restrictions. Disengagement from families and children.
Projected spending	£18,135

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Cohorts vary so much in terms of academic profile and additional needs of disadvantaged children.	Accurately track disadvantaged children and cross reference with other pupil groups eg SEN.
Targeted support	Accuracy of teacher assessment and teachers subject knowledge to suitably adapt teaching.	<p>CPD</p> <p>Sharing good practice</p> <p>Moderation of assessments</p>
Wider strategies	Engaging the families facing most challenges	Build positive relationships and trust. Act early rather than letting issues run.

Review: 2019/20 aims and outcomes

Aim	Outcome
Progress in Reading	No standardised tests due to COVID19 Catch up Plan in place (See separate plan)
Progress in Writing	No standardised tests due to COVID19 Catch up Plan in place (See separate plan)
Progress in Mathematics	No standardised tests due to COVID19 Catch up Plan in place (See separate plan)
Key Stage 1	No standardised tests due to COVID19 Catch up Plan in place (See separate plan)
Other	Attendance and punctuality difficult to qualify given the severe disruption to the academic year. Support for families and early intervention remained at focus during lockdown. Outcome - every family was contacted every week by a member of the school team. A high number of our disadvantaged children were in school throughout the lockdown period.