

Marsden Junior School's Pupil Premium strategy statement



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	Marsden Junior School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	24% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Allison Deighton
Governor / Trustee lead	Lynne Slater

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50,925
Recovery premium funding allocation this academic year	£5,075
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	£56,000 + £4995 Action Tutoring £60,995

Part A: Pupil premium strategy plan

Statement of Intent

At Marsden Junior school, the focus of our Pupil Premium strategy is to recognise the individual needs of our disadvantaged pupils in order to support them to make at least good progress and achieve high attainment across all subject areas. Support is personalised to individual pupils in order to meet their academic, social and emotional needs. High quality teaching is at the heart of our approach as well as all staff knowing and understanding the needs of every pupil. The deployment of staff is considered carefully. A significant number of pupils face considerable challenges with regard to SEND, emotional and wellbeing and have multiple disadvantages. Some of our pupils have gaps in their learning due to poor attendance, lack of home support and missed learning. There are gaps in their understanding and use of higher- level vocabulary both within their written and spoken language as well as gaps in their overall reading, writing and maths.

A change in our positive behaviour policy will run through all of our improvement plans and lessons in order to embed a structured and consistent approach to behaviour by all staff. With the correct strategies to run alongside a new PSHE scheme to address SEMH needs in a structured way alongside an understanding of pupil's individual needs, a calm environment will be created which will ensure a purposeful learning environment for all.

Challenges

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

Challenge number	Detail of challenge
1	The gap between disadvantaged children and other children in reading, writing and maths is wide. This is particularly significant in Year 3 on entry to the school. PP pupils are not making sufficient progress in reading, writing and maths.
2	There is a significant link (40%) between pupils with SEND and PP pupils in some year groups, including a number of pupils with SEMH difficulties. Some children struggle with self-regulation skills to manage in the classroom, resulting in them spending time outside of the classroom.
3	Under-developed oral language skills and gaps in vocabulary among many disadvantaged pupils across the school. This has led to poorer written and oral communication amongst these pupils. These students struggle to participate and articulate what they want to say. This is also having an impact on the confidence of the children within the classroom.

4	Some children lack cultural capital and the background knowledge to access some curriculum areas..
5	Attendance/ punctuality of some PP pupils is lower than national average for a small cohort of PP 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
All pupils needs will be met through high quality teaching. Disadvantaged pupils, particularly those with SEND will make accelerated progress in reading, writing, maths and spelling.	<ul style="list-style-type: none"> • Quality First teaching becomes a key focus for all staff. • Staff will implement and fully understand the principles of the EEF 5-A-Day strategy. This will be introduced and embedded within all classrooms. • Lessons will be adapted to ensure that all children are appropriately challenged. All SEND/PP pupils will make at least expected progress (this may be linked to their IEP targets). • Specific, research-based, interventions linked to individual pupils will be used consistently. • Through monitoring and data tracking, clear progress will be observed for disadvantaged pupils. • Early identification of disadvantaged pupils. • Monitoring and tracking of PP pupils to ensure maximum progress is attained across Reading, Writing and Maths. • A consistent approach to the teaching of spelling, reading, writing and maths will be embedded. • Pupil Premium pupils will make accelerated progress and the number of pupils achieving in line with national average will increase.
Disadvantage pupils will have exposure to Tier 2 and Tier 3 vocabulary and this will be seen within their spoken and written language.	<ul style="list-style-type: none"> • High quality texts in place across the school. • Increased reading opportunities for all PP children. • Focused Reading lessons across the school with a specific vocabulary lesson. • Key vocabulary to be introduced at the beginning of all lessons. • Modelled vocabulary used by all staff. • Higher-level vocabulary displayed within classrooms and referred to within lessons. • Revisiting prior learning across all lessons.
To provide more targeted support for parents of disadvantaged pupils.	<ul style="list-style-type: none"> • Feedback from parents involved in organised events and workshops will demonstrate positive impact. • Strategies implemented will show within children (E.g implementation of reading strategies, completion of homework etc.) • Percentages will show an increased attendance from parents at events/workshops/parents' evenings.

<p>Disadvantaged pupils will have access to a wider range of experiences through an enriching curriculum and access to extra-curricular activities.</p>	<ul style="list-style-type: none"> • Increased participation in extra-curricular clubs • Exposure to wider curriculum will provide children with experiences beyond the classroom. • Links between experiences and the curriculum will be made to activate the background knowledge needed to access the curriculum.
<p>The social and emotional needs of children will be met through a new, more structured approach to teaching PSHE and a Learning Mentor to address the needs of individual pupils.</p> <p>Where there are children who struggle to regulate their behaviour, clearly shared strategies will be implemented by all staff.</p>	<p>There will be a reduction in behaviour incidents from vulnerable pupils and some pupils will be given strategies to enable to manage their emotional needs in a calmer way/take control of their own behaviours.</p> <p>There will be a shared understanding of the behaviour policy by staff and pupils and this will be applied consistently.</p> <p>Shared strategies at staff meetings.</p>

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: £15,718

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Little Wandle to secure stronger teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.	1, 2, 3
Phased introduction of 5-A-Day Training for all staff.	All staff to be introduced to EEF 5-A-Day strategy. To ensure a focus on high quality teaching being at the centre of all lessons. There will be an initial focus on modelling and scaffolding. EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Structured approach to teaching Reading across the school. CPD on how to teaching reading explicitly. including The Reading House, EEF document to ensure staff gain an understanding of how to teach reading. A particular focus on teaching vocabulary will be embedded to support reading comprehension.	The Reading House EEF (educationendowmentfoundation.org.uk) Evidence shows that a structured and consistent approach to consistency is highly effective. Teachers will have the skills to support the different elements underpinning reading comprehension. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies have a high impact (+6 months). Alongside phonics, it is a crucial component of early reading instruction.	1, 2, 3, 4 (exposure of different diverse texts)
Adaptive and responsive teaching will be in place to identify and fill gaps in pupil knowledge.	Evidence shows that high quality teaching is the most important lever schools have to improve pupil attainment, including disadvantaged pupils. EEF = 5-A-Day approach Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £ 26003 + £4995 =£30,998

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions. These are in house interventions that are tailored to address the barriers/gaps in learning.	Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3
LSA Support (Link to the Five-A-Day approach of scaffolding and flexible grouping)	1:1 and small group interventions are more effective than working in larger groups. Support within the classroom for individual pupils to access learning (either from CT or LSA) Targeted phonics interventions to be delivered and reviewed on a half-termly basis. Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) Staff CPD to ensure high quality teaching is the first priority and a good understanding of the deployment of teaching assistants. EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)	1,2, 3
School-Led Tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups:	1, 2, 3, 4

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

Budgeted cost: £14,279

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring	Data shows that children with better attendance and punctuality make more consistent progress with their learning. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Breakfast Club	Findings suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the	4,5

	<p>content of the breakfast itself or to other social or educational benefits of the club.</p> <p>Activities thought to increase take-up of the breakfast provision included promoting it to parents and encouraging all children to attend while sensitively targeting pupils most likely to benefit.</p> <p>The impact of breakfast on learning in children - Family Action (family-action.org.uk)</p>	
Reward shop	There is a statistically significant improvement in classwork effort across all curricular subjects as a result of incentive treatment.	4,5
Trips and Visits	<p>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning , and wider outcomes such</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	4, 5
Learning Mentor	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs, including drawing and talking therapeutic strand.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2,4, 5
Parent workshops, communication and FSM assessment	<p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 3, 4
After school clubs	“One of the best bits about childhood is doing the things you enjoy outside the classroom – joining a football team, learning to dance or playing the drums.	4, 5,

	<p>Yet our research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging. Playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks – which those from affluent backgrounds often have ready-made”. Social Mobility Commission: An Unequal Playing Field.</p> <p>Every pupil premium has the opportunity to take part in an after school club.</p>	
Provision of milk, reading resources and other resources to support the academic and health needs of PP children.	<p>Enabling children to access good reading materials will enhance their fluency, vocabulary and comprehension skills and excite their love of reading.</p> <p>Provision of milk to ensure a good balanced diet is encouraged.</p>	1,2,3,4,5
Purchase of new PSHE scheme of work	<p>Consistent delivery of PSHE through a purchased scheme to enable progression and coverage of skills to meet SEMH needs of pupils.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	2,3,4
Consistent Approach to behaviour	<p>Training and support for all staff to ensure behaviour policy is understood and being followed consistently by all staff.</p> <p>Focus on High Quality Teaching for all.</p>	4,5

Total budgeted cost: £ 60,995

YEAR 6 SATS Results 2023					
PERCENTAGE PASSING THE TEST (NATIONAL AVERAGE)					
	READING	WRITING	MATHEMATICS	COMBINED	SPAG
2019	71% (73)	86%(78)	85%(79)	68%(65)	85%(78)

2022		75% (74)	76%(69)	78%(71)	69%(59)	85%(72)
2022 GD		20%	11%	20%	5%	31%
2023		60%	76%	78%	56%	67%
2023 GD		18%	20%	9%	9%	29%
2023 PP		38%	38%	38%	25%	25%
2023 PP GD		0%	0%	0%	0%	0%
KEY POINTS		<ul style="list-style-type: none"> • High % cohort of SEND (33%) compared to previous years – each child worth 2%. • Attainment for Maths and Writing is above our initial predictions. Making significant progress from the start of the year. • Percentage of children attaining above national standard is above our predictions. Excluding Maths, where it has dropped. • Reading attainment has dropped from 75% - 60% (4 children scoring a SS of 99). • Gap between PP/Non PP has widened from previous years. 				

Review of expenditure for previous year 2022-23

Impact of previous academic year

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils for KS2 SATS were significantly lower than non-disadvantaged pupils. This was predicted with 3/8 pupils achieving Reading, Writing and Maths as meeting age related expected standard. The impact of these results has widened the gap between pupil premium and non-pupil premium children from previous years. 6/8 of these pupils were also SEND. Our focus was to ensure that high quality first teaching was taking place and effective interventions were taking place and reviewed regularly. There was difficulty engaging pupils out of school time (staying/coming early) therefore these had to be during school time, removing them from other areas of the curriculum.

Although overall attendance in 2022/23 was high, approximately 10% percentage of our disadvantaged pupils were persistently absent. We have tracked this weekly and intervened where appropriate with having meetings with parents and offering support where necessary. Our learning mentor has supported in this area with 1:1 session with pupils. This led to the attendance of some disadvantaged pupils being raised (30%), in some cases, this was significant. Systems to track attendance are robust with a weekly tracking report and good attendance is celebrated in a weekly assembly. However, holidays during the summer term have increased and led to pupils from disadvantaged family's attendance falling.

Relationships between parents and disadvantaged pupils remains good, the majority of parents ask for support. There is still a small group (approximately 5 families) who lack engagement with regards to supporting home learning, attending open events and parental consultation evenings (but we always telephone them and have a meeting over the phone) We continue to work to close this gap.

Date	Actions & Activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps
Autumn	<p>Monitoring of attendance – some children are persistently late/absent. First day calling procedures are well established and close links with parents and outside agencies are in place. Attendance letters have been sent/phonecalls/meetings with persistent offenders.</p> <p>Reward systems in place – e.g. music lessons being offered as an incentive, 100% attendance given Amazon voucher, ‘golden welly reward’ each week.</p> <p>High quality teaching has been high on the agenda as part of our school development, with a particular focus on reading and writing.</p> <p>Tracking of PP pupils alongside other vulnerable groups to show any cross-overs and highlight any ‘spotlight’ children who have multiple vulnerabilities.</p>	<p>Staff are aware of procedures – all agencies working together.</p> <p>Still an issue for a small number of families.</p> <p>Swift action is taken</p> <p>Early day to monitor music reward.</p> <p>Children responsive to the incentives – Y6 less so.</p> <p>Monitoring shows that in most cases, teachers are catering for the children within their classes well and, where this is not the case, this has been addressed with individual teachers. More frequent monitoring is taking place.</p> <p>A tracking board is used to look at vulnerable pupils across the school and also a Vulnerable Register has been created to explore children who may belong to more than one category which highlights those ‘spotlight children’ (e.g. those with PP/SEND/SEMH needs). This enables all staff to be aware of the children who need to be targeted.</p>	<p>Accountability for parents- holding them to account – is key. Good communication with parents/outside agencies enables a better outcome for the child and school.</p> <p>These incentives are well-received by the children who largely want to attend school.</p> <p>Largely, CPD offered to staff is impacting well on the teaching of Reading of writing.</p> <p>There are some areas where there needs to be a greater amount of support.</p> <p>There were records of all children but these are now central and more easily accessible to provide an overview.</p>	<p>To monitor these children further to look for any specific patterns – dates/times of year etc.</p> <p>What will drive the small group of Y6?</p> <p>Provide further support through shared planning, modelled teaching/lessons.</p> <p>Share with non-teaching staff.</p> <p>Data tracking of PP v non-PP.</p> <p>Review at the end of Spring Term (or sooner if deemed necessary).</p>

	<p>A new behaviour system has been introduced.</p> <p>Parental engagement</p>	<p>Whilst most pupils are responsive to the policy to the rewards/sanctions, a small number of PP children have dysregulated behaviours which are quite extreme at time. This has been reviewed and tweaked regularly to iron out an Inconsistencies. Lunchtime has been a focus for a small group of older children therefore changes have been made which seem to be working so far. For some children, specific behaviour plans and support are in place.</p> <p>There have been a number of events, parents' evenings, open days offered to attend. There are still a small number of parents who are not as actively involved but will engage through other means – regular phone conversations.</p>	<p>Inconsistencies were happening between staff members and there were not clear 'sanctions' in place. This was adapted.</p> <p>Parents enjoy being part of the child's learning. A variety of different events will appeal to a wider range of parents.</p>	<p>Data crunch specific parents attending and explore further ways to disengage specific parents.</p>
Spring Review	<p>Attendance monitoring</p> <p>Behaviour</p> <p>High Quality Teaching</p>	<p>Attendance is closely monitored and immediate action taken by the school- first day calling procedures adhered to, letters of concern sent and, where necessary, outside agencies are involved.</p> <p>Behaviour system is largely being followed but inconsistencies mean that a small number of children are causing disruption through very challenging behaviours. There are a number of low-level behaviours causing disruption to the flow of lessons in some classes.</p> <p>Expectations around planning and behaviour and delivery of the whole curriculum is inconsistent across the school meaning all children's needs are not always met. Interventions are not embedded.</p>	<p>There are a small group of children whose attendance is significantly below and is concerning.</p> <p>Inconsistencies and 'mirroring' of some negative behaviours. Consequences not always effective in enabling children to adjust behaviours.</p> <p>Increase of Cultural Capital needs to be raised through a more progressive and well-structured curriculum.</p>	<p>Consider further involvement from outside agencies. Reward for attendance?</p> <p>Meeting with parents.</p> <p>Further review Behaviour Policy and its implementation in order to ensure a more consistent approach.</p> <p>Review of schemes and curriculum overviews. Explore how interventions can be used more effectively.</p>

	<p>SEMH</p> <p>Vocabulary and reading</p> <p>Phonics</p>	<p>Learning Mentor has left – initially continued 1 day per week but owing to a new job, this was not able to continue.</p> <p>The new Scarf scheme is being used by all and provides some useful and effective resources.</p> <p>The teaching of reading is becoming more consistent with a focus on vocabulary each week as well as an increase of oracy through discrete prosody lessons.</p> <p>Establish LW phonics and ensure all staff are fully trained and that there is a consistent approach to teaching for the lowest 20%</p>	<p>Discussion around use of PSHE scheme and monitoring of the subject by the PSHE lead – there feels to be gaps in the scheme which could possible be addressed through the use of a different scheme.</p> <p>There is a much more explicit focus on reading with specific skills being taught. Teachers feedback that children are engaged within the lessons and the exposure to a wider range of high quality texts.</p> <p>Phonics groups have become much more established and progress has been made by all children. Not all staff have been trained.</p>	<p>Learning Mentor role to be discussed.</p> <p>This needs embedding across the school, particularly for vulnerable children.</p> <p>Prioritise training of staff to enable needs met by children with phonics gaps in learning can be met.</p>
<p>Summer Review</p>	<p>Attendance</p> <p>Behaviour</p>	<p>Attendance is closely monitored and immediate action taken by the school- first day calling procedures adhered to, letters of concern sent and, where necessary, outside agencies are involved.</p> <p>Following from staff concerns, a pupil, staff and parental survey – behaviour was still raised as an issue. A tweak to the current system with new, clearer strategies introduced and implemented by all staff. A bigger focus given to behaviour</p>	<p>Although there are clear procedures in place for the monitoring and tracking of behaviour, the impact on some children is low. External support has been sought for children where there are other agencies involved.</p> <p>There is a more consistent approach to behaviour and good behaviours are more celebratory. The introduction of ‘Marsden Marvels’ alongside other incentives has been motivating and children want to stay on ‘green’. For some children, a fresh start is needed and</p>	<p>Consider use of EWO or similar.</p> <p>Behaviour systems to be reviewed and reignited in September.</p>

			<p>this will be best placed in September with a focus on changing the culture of behaviour amongst all pupils.</p>	
	High Quality Teaching	<p>Review of schemes of work has taken place to ensure there is progression and that children are exposed to all areas of the curriculum, including high quality vocabulary. Many gaps have been seen, although in some subjects such as Science, these are fewer. The curriculum will be more clearly mapped out for September with different schemes being used for some subjects in order to enable good progress in all subjects for all pupils.</p>	<p>There needs to be a higher focus on progression within the curriculum subjects and all subjects need to be taught by all members of staff.</p>	<p>Continue to embed reading and phonics further and ensure all new staff and all non-teaching staff are fully trained.</p> <p>Exposure to a wider range of high quality texts for PP children (and all) through the purchase of further texts and a new library.</p>
	Reading and Phonics	<p>All teaching staff – phonics training. Clear approach to teaching of reading.</p> <p>All children with the exception of three children with SEND have graduated from phonics and are now receiving reading intervention.</p>	<p>Staff training needed to happen sooner.</p> <p>Reading needs carefully planning in order that there is not a repetition of texts.</p> <p>Once children graduate phonics, there needs to be a more graduated approach to reading.</p>	<p>Focus on PP children intervention to increasing reading fluency and comprehension.</p>
	Year 6 Sats results	<p>End of KS2 SATs results show 83% of children have achieved the expected standard. A small number of children (3) 'just missed' this. There still remains a gap between PP and Non-PP children.</p> <p>SATs results show a significant gap between PP and non PP pupils.</p>	<p>More targeted intervention is needed for the lowest 20%</p>	<p>Explore interventions for specific pupils.</p>

YEAR 6 SATS TEST					
PERCENTAGE PASSING THE TEST					
	READING	WRITING	MATHEMATICS	COMBINED	SPAG

	(2024 NA 74%)	(2024 NA 72%)	(2024 NA 73%)	(2024 NA 61%)	(2024 NA 72%)
2022 EXP+	75%	76%	78%	69%	85%
2022 GD	20%	11%	20%	5%	31%
2023 EXP +	60%	76%	78%	56%	67%
2023 GD	18%	20%	9%	9%	29%
2024 EXP + (63)	83% (52)	81% (51)	76% (48)	62% (39)	83% (53)
2024 PP (10)	60% (6)	60% (6)	60% (6)	40% (4)	70% (7)
2024 GD (63)	22% (14)	10% (6)	16% (10)	8% (6)	32% (20)
2024 PP (10)	0% (0)	0% (0)	0% (0)	0% (0)	??% (0)
KEY POINTS	<ul style="list-style-type: none"> - Most results were in line or above targets set. - 5/6 children failed to achieve the expected standard in maths which impacted on the combined result. This was also the case for children achieving Greater Depth. There appears to be an imbalance between class results in this subject. - Children achieving the expected standard in reading increased significantly from the previous year (23%). - Pupil premium children (10) perform below that of the cohort in all subjects but it is higher than 'predicted' at autumn and spring data drops, which is positive. <p>National Average</p> <ul style="list-style-type: none"> - Cohort results for children attaining EXP+ are above the 2024 NA in all areas. - Cohort results for PP eligible children achieving EXP+ are above % nationally for 22-23. 				