

# Marsden Junior School's Pupil Premium strategy statement

This statement details our school's use of pupil premium 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	168
Proportion (%) of pupil premium eligible pupils	26% (44 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dani Worthington
Pupil premium lead	Jamie Stuttard
Governor / Trustee lead	Andrew Midgley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120

# Part A: Pupil premium strategy plan

## Statement of Intent

Marsden Junior School is a community school with hardworking, enthusiastic and dedicated staff. It is thought of highly in the local area and children tell leaders that they are 'happy' and 'safe' at school. In 2024-25, Marsden Junior School has new values, which were co-created by all stakeholders and will impact school improvement in all areas.

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 attain to the best of their ability in 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 the needs of each 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. 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 writing is wide. This is for transcription and composition, and including phonics. This is particularly significant in Year 3 on entry to the school although, positively, has been shown to decrease over the years that children attend Marsden Junior School.
2	There is a significant link between pupils with SEND and PP pupils in some year groups, including a number of pupils with SEMH difficulties. A small number of pupils struggle with the necessary self-regulation skills to manage in the classroom without a significant level of support.
3	Under-developed oral language skills and gaps in vocabulary among some 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, as well as emotional regulation.

4	Some children lack cultural capital and wider experiences. This can affect background knowledge to access some curriculum areas.
5	Our overall attendance in 2023/2024 was 94.7%. This is below the national target of 95% and below the school's target of 96%. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress and we know that what goes on in the classroom on a daily basis makes the biggest difference to our children so we will always strive for excellent attendance for all.

## 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
<p>All pupils' needs will be met through high quality teaching.</p> <p>Disadvantaged pupils, particularly those with SEND, will make accelerated progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>Quality First Teaching becomes a key focus for all staff.</li> <li>Staff will implement and fully understand the principles of the EEF 5-A-Day strategy. This will be introduced and embedded within all classrooms.</li> <li>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).</li> <li>Specific, research-based interventions linked to individual pupils will be used consistently.</li> <li>Through monitoring and data tracking, clear progress will be observed for disadvantaged pupils.</li> <li>Early identification of disadvantaged pupils.</li> <li>Monitoring and tracking of PP pupils to ensure maximum progress is attained across Reading, Writing and Maths.</li> <li>A consistent approach to the teaching of spelling, reading, writing and maths will be embedded.</li> <li>Pupil Premium pupils will make accelerated progress and the number of pupils achieving in line with national average will increase.</li> </ul>
<p>Disadvantage pupils will have exposure to Tier 2 and Tier 3 vocabulary and this will be seen within their spoken and written language.</p>	<ul style="list-style-type: none"> <li>High-quality texts in place across the school.</li> <li>Increased reading opportunities for all PP children.</li> <li>Focused Reading lessons across the school with a specific vocabulary lesson.</li> <li>Key vocabulary to be introduced at the beginning of all lessons.</li> <li>Modelled vocabulary used by all staff.</li> <li>Higher-level vocabulary displayed within classrooms and referred to within lessons.</li> <li>Revisiting prior learning across all lessons.</li> </ul>
<p>To provide more targeted support for parents of disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Feedback from parents involved in organised events and workshops will demonstrate positive impact.</li> <li>Percentages will show an increased attendance from parents at events/workshops/parents' evenings.</li> <li>Attendance and punctuality increases with support from home.</li> </ul>

<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"> <li>• Increased participation in extra-curricular clubs</li> <li>• Exposure to wider curriculum will provide children with experiences beyond the classroom.</li> <li>• Links between experiences and the curriculum will be made to activate the background knowledge needed to access the curriculum.</li> </ul>
<p>The social and emotional needs of children will be met through a new, more structured approach to teaching PSHE and a whole school focus on metacognitive strategies.</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>

## 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: £26,720

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. <a href="https://www.educationendowmentfoundation.org.uk/eeef-blog/the-five-a-day-approach-how-the-eeef-can-support-eeef">EEF blog: The Five-a-day approach: How the EEF can support   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3

<p>Structured approach to teaching Writing across the school.</p> <p>CPD on how to teaching writing sequence explicitly, including EEF reports to ensure staff gain an understanding of how to teach reading.</p> <p>A particular focus on teaching vocabulary will be embedded.</p>	<p><a href="#">Improving Literacy EEF guidance</a> reports show that a consistent approach to writing – taught in an evidence-based cycle – shows highest impact on pupil attainment.</p> <p>Literacy approaches supporting transcription skill development, particularly for children still requiring phonics teaching.</p> <p>Developing teacher confidence with oracy approaches.</p>	1, 2, 3, 4 (exposure of different diverse texts and genres)
<p>Adaptive and responsive teaching will be in place to identify and fill gaps in pupil knowledge.</p>	<p>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</p> <p><a href="#">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<p>Purchase of new PSHE scheme of work</p>	<p>Consistent delivery of PSHE through a purchased scheme to enable progression and coverage of skills to meet SEMH needs of pupils.</p> <p><a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3,4

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

Budgeted cost: £24,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Structured interventions. These are in-house interventions that are tailored to address the barriers/gaps in learning.</b></p>	<p>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.</p> <p><a href="#">Selecting interventions tool.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1, 2, 3

<p><b>ETA Support (link to the Five-A-Day approach of scaffolding and flexible grouping)</b></p>	<p>1:1 and small group interventions are more effective than working in larger groups.</p> <p>Support within the classroom for individual pupils to access learning (either from CT or LSA)</p> <p>Targeted phonics interventions to be delivered and reviewed on a half-termly basis.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Staff CPD to ensure high quality teaching is the first priority and a good understanding of the deployment of teaching assistants.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/blog/the-five-a-day-approach-how-the-eef-can-support">EEF blog: The Five-a-day approach: How the EEF can support   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2, 3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £14,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring	<p>Data shows that children with better attendance and punctuality make more consistent progress with their learning.</p> <p><a href="#">Attendance interventions rapid evidence assessment</a> ↓ <a href="https://www.educationendowmentfoundation.org.uk">EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4, 5
Breakfast Club	<p>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</p>	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><a href="https://www.family-action.org.uk/the-impact-of-breakfast-on-learning-in-children">The impact of breakfast on learning in children - Family Action (family-action.org.uk)</a></p>	
Behaviour	<p>A continued focus on improving behaviour across school, including celebration of 'difference' and metacognitive approaches to tackle 'challenge'.</p>	4,5

Trips and Visits (including visitors)	Overall, studies of adventure learning interventions consistently show positive benefits on academic learning , and wider outcomes such <a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	4, 5
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. 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. Every pupil premium has the opportunity to take part in an after-school club.	4, 5,
Provision of milk, reading resources and other resources to support the academic and health needs of PP children.	Enabling children to access good reading materials will enhance their fluency, vocabulary and comprehension skills and excite their love of reading. Provision of milk to ensure a good balanced diet is encouraged.	1,2,3,4,5

<b>Review of expenditure for previous year 2023 - 2024</b>
<b>Impact of previous academic year</b>

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%
<b>2024 EXP + (63)</b>	<b>83% (52)</b>	<b>81% (51)</b>	<b>76% (48)</b>	<b>62% (39)</b>	<b>83% (53)</b>
<b>2024 PP (10)</b>	<b>60%</b>	<b>60%</b>	<b>60%</b>	<b>40%</b>	<b>70%</b>
<b>2024 GD (63)</b>	<b>22%</b>	<b>10%</b>	<b>16%</b>	<b>8%</b>	<b>32%</b>
<b>2024 PP (10)</b>	-	-	-	-	-
KEY POINTS	<ul style="list-style-type: none"> <li>- Most results were in line or above targets set.</li> <li>- 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.</li> <li>- Children achieving the expected standard in reading increased significantly from the previous year (23%).</li> <li>- 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.</li> </ul> <p>National Average</p> <ul style="list-style-type: none"> <li>- Cohort results for children attaining EXP+ are above the 2024 NA in all areas.</li> <li>- Cohort results for PP eligible children achieving EXP+ are above % nationally for 22-23.</li> </ul>				

In 2023-2024, reading was a priority for school improvement and for Marsden Junior School's Pupil Premium Strategy. This was implemented due to poor KS2 results and from monitoring internally by leaders in school and in Great Heights Academy Trust. The teaching of reading was improved through CPD, professional development, mentoring and coaching, including utilising expertise across the MAT. In 2024, the end-of-KS2 reading results were improved by over 20%. Internal monitoring and scrutiny from the MAT showed that standards in the teaching of reading have been improved significantly. We have a consistent teaching strategy, which promotes high outcomes for all.

As above, teaching and learning in Phonics has been a priority across school. Improvements have been achieved through small group work, staff training and support from external, research-informed practitioners, including the



English Hub. As children's entry in Year 3 remains one of our challenge areas, further enhancing of our phonics offer as a KS2 school is still an area of focus.

In 2023-2024, Marsden Junior School used some expenditure on visits and trips. All pupils eligible for Pupil Premium in Year 6 attended the residential to Robinwood at the beginning of the academic year and all in Year 3/4 attended a science/history trip to a local historic site. Similarly, after-school club uptake is increasing year-on-year and the school's offer of extra-curricular activities is broader than ever, including 'strength school', knitting, numerous dance clubs and computing activities.

Moving forward, in 2024-2025, the school has a new leadership team to further the school's work on its Pupil Premium strategy, particularly on improving behaviour of all pupils at all points of the school day, and on curriculum development, including non-core subjects and vocabulary development.

<b>Date</b>	<b>Actions &amp; Activities</b>	<b>How?</b> <b>What Impact Measures can you report?</b>	<b>Lessons Learned</b>	<b>Next Steps</b>