



Great Moor Junior School

"Learning Together"

Respect, Kindness, Tolerance, Responsibility, Co-operation

Pupil Premium Strategy Statement 2024

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 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 Moor Junior School
Number of pupils in school	312
Proportion (%) of Pupil Premium eligible pupils	13% (42 children)
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kate Bushaway
Pupil Premium lead	Jane Ijima
Governor / Trustee lead	Emma Barlow

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£63, 170
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year academic year	£63, 170

Part A: Pupil Premium strategy plan

Statement of intent

At Great Moor Junior School we have high expectations for all pupils in our school, and believe that with high-quality teaching, effective engagement with parents and a personalised approach to meet children's individual needs, every child can fulfil their individual potential, both academically and socially. In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who not eligible for the Pupil Premium.

School leaders at Great Moor Junior School are committed to ensuring that all of our disadvantaged pupils, including those who are able, gifted and talented, receive teaching which is at least good in every lesson and that disadvantaged children who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding.

When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a "passion for learning" and acquire skills and abilities commensurate with fulfilling their potential.

Challenges

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

Challenge number	Detail of challenge
1	On average, lower attainment and slower progress rates made by Pupil Premium/disadvantaged children. Many Pupil Premium children are also identified as having SEND (43%). Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 and school closures has meant that this gap has widened for a number of PP children.
2	The high percentage of very low attaining Pupil Premium children coming up from KS1.
3	Some pupils in receipt of PP funding show weaknesses in learning behaviours. These pupils physically and emotionally lack self-belief, determination, resilience and readiness to learn. They can struggle to reflect and evaluate their own learning and often lack self-motivation and confidence to improve. Children have emotional or well-being needs.
4	Lower attendance rates of persistent absenteeism of PP/disadvantaged compared to rest of school.
5	Lack of enrichment experiences outside of the classroom Pupils have limited life experiences beyond their home and immediate community. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc.).

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
Disadvantaged pupils make at least expected progress from their individual starting points in Reading, Writing and Maths. The gap is narrowed in the progress and attainment of PP and non-PP children.	<ul style="list-style-type: none">• Most children making expected progress from our baseline assessments• AR Data: PP Children At/Above benchmark• Those pupils who have 'fallen behind' are supported and tracked closely to

	<p>ensure they make accelerated progress and catch-up or exceed prior attainment standards.</p> <ul style="list-style-type: none"> • Pupils have regular/weekly opportunities to rehearse, practice and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. • Additional intervention sessions take place based on gaps in learning and with reference to previous key stage data. • Monitoring shows that lessons are taught with quality teaching and good learning outcomes. • Teachers are provided with professional development which enables them to continue to improve quality first teaching.
<p>The language deficit for student in receipt of Pupil Premium funding is diminished.</p> <p>A reading culture that ensures all pupils read regularly and develop a love of books is embedded throughout the school community.</p>	<ul style="list-style-type: none"> • Speech and Language specialist in school results in increased ability in staff to support children with additional speech needs. • All pupils are exposed to rich vocabulary throughout the curriculum. • The school Words of the Day practices are followed to build vocabulary. • Children are reading regularly from a range of high-quality texts at the right level for them. • AR sessions happen regularly (daily) for 20 minutes.

	<ul style="list-style-type: none"> • Changes brought in by an increased focus on Oracy are being applied consistently. • Discussions with the children, displays and the breadth of reading in Reading Records show the school's love of books and our reading culture. • Children are regularly read to from the aspirational class text with regular vocabulary discussions. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils are working at ARE or above across the school in phonics (Year 3) and reading.
<p>All pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence.</p> <p>Pupil's social and emotional wellbeing needs are targeted and support is effective</p>	<ul style="list-style-type: none"> • Children know and understand the meaning of our School Values and the Secrets of Success. Children use the Zones of Regulation to reflect and develop their behaviour. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. • Children are motivated and able to achieve the foci on the Recognition boards in the classrooms. • Monitoring tasks, such as learning walks and discussions with children show that they have appropriate-aged self-organisation and are being encouraged to be independent by all staff. • Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' • Support staff are used effectively to challenge and guide children without creating an over reliance on adult support.

	<ul style="list-style-type: none"> • All staff take opportunities within the school day to highlight and develop these learning behaviours. • Pastoral Manager/TAs to provide support for children with problems, which are creating barriers to learning. • Comprehensive course of PSHE • Children check-in every day and staff monitor and take prompt action for children who identify and “sad side” on lolly sticks/bags etc. <p>Rewards and certificates</p>
All disadvantaged pupils will meet national expectations for attendance and persistent absence.	<ul style="list-style-type: none"> • Disadvantaged pupils match or exceed national averages for non-disadvantaged pupils (2023-24 National average absence % for Non-Disadvantaged = 6%) • Monitoring of attendance by Headteacher and Support from Learning Mentor brings about an increase in PP pupils’ attendance and a decrease in persistent absence.
Disadvantaged children have access to a full range of provision at school including sporting and enrichment activities.	<ul style="list-style-type: none"> • Our broad and balanced curriculum will provide pupils with a comprehensive, interesting and varied curriculum and learning experiences. • Teachers and support staff will plan a range of visits, WOW events and experiences to inspire and enhance learning and make it memorable. • Children will have access to a range of social, cultural, enrichment and sporting experiences within and outside of the school day. • All children have access to Times Tables Rock Stars and myON at home. • All children have access to Accelerated Reader or Star Early Literacy in school. • Children are given daily opportunities to change their home reading and/or regular opportunities to change their school library book • Home learning (when necessary) follows the core curriculum in school and children will be provided with the resources necessary (electronic devices, training, support etc.) to enable them to participate.

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

Budgeted cost: £3,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD Delivery Subject-leader prep for staff meetings to develop T&L/QFT Speakers (DEAL etc.)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Reading Comprehension= + 6 Months Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Writing Composition= + 6 Months Evidence from Education Endowment Foundation: Putting Evidence to Work-A School's Guide to Implementation	1, 2,
CPD Engagement	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery = + 5 Months	ALL
ECT Mentoring and CPD	Evidence from Education Endowment Foundation: Effective Professional Development	1, (2)
Role of Pupil Premium lead Subject Leadership Time (cost of cover)	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending	ALL
Phonics CPD	On-going Phonics CPD and delivery on Sounds-Write SSP. This will also enable more consistent interventions.	1

Targeted academic support

Budgeted cost: £44,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional support for children requiring intervention (1:1 and small group support) provided by TAs and Teachers.</p> <p>(Class teachers are released for one lesson per week to carry this out.)</p> <p>Small group Tuition</p> <p>Pastoral support and individual and group tuition in reading, writing and maths in class and withdrawal – HLTAs 20 hours 4x5hours (one in each year group).</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: - Individualised instruction = + 4 Months - One-to-one tuition = +5 months - Metacognition & self-regulation = +7 Months - Small group tuition = +4 Months - Teaching assistant supervision = +4 Months</p> <p>2 days of teacher to cover classes plus preparation time</p> <p>20 hours HLTA</p>	<p>1, 2, 3, 5</p> <p>1, 2, 3, 5</p>

Wider strategies

Budgeted cost: £15,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on School Values, Secrets of	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: -	1, 3

Success, Zones of Regulation	Metacognition and Self-Regulation = + 7 Months	
Subsidised educational visits and visitors to school	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.	1, 2, 3 and 5
On-going investment in books and awards and prizes for reading (AR). Hot chocolate and Juice club.	EEF Improving Literacy and KS2 (Develop Pupil's Language Capacity to support their reading and writing, Develop fluent Reading Capabilities)	1, 2
Pastoral Manager support for children with social and emotional needs, which are creating barriers to learning.	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending. Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.	1, 4 and 5
School uniform and equipment		3 and 5
Subsidise attendance at out of school activity clubs	Evidence from Education Endowment Foundation – Physical Activity	
Purchase of new materials to aid progress across the curriculum IPads/Chromebooks AR	AR enables us to motivate and monitor and record how much students are reading and the level at which they are reading (and track progress over time). Data from the AR programme is also used to identify whether students are still in need of the other specific literacy interventions listed. AR: Evidence from Education Endowment Foundation – Research Results= + 3 Months	

Total budgeted cost: £63,170

+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 2023 to 2024 academic year.

Attainment SATs 2024			
	Pupils eligible for PP in our school who achieved the national standard in SATs 2024	National average of pupils eligible for PP who achieved the national standard in SATs 2024	National average of pupils who achieved the national standard in SATs 2023
Percentage achieving combined National standard in reading, writing and maths	77%	45%	61%
Percentage working at expected standard plus in reading	85%	62%	74%
Percentage working at expected standard plus in writing	85%	68%	72%
Percentage working at expected standard plus in maths	77%	67%	73%
Percentage working at expected standard plus in grammar	92%	67%	72%
Attainment July 2024 (whole school)			
	Pupils eligible for PP in our school who are working	National average of pupils eligible for PP who achieved the	

	at the expected standard or above	national standard in SATs 2024
Percentage working at expected standard plus in reading	60% (23/42 pupils) (2023: 71% (37/52 pupils))	62%
Percentage working at expected standard plus in writing	57% (24/42 pupils) (2023: 62% (32/52 pupils))	68%
Percentage working at expected standard plus in maths	67% (28/42 pupils) (2023: 60% (31/52 pupils))	67%
Percentage working at expected standard plus in grammar	69% (29/42 pupils) (2023: 65% (34/52 pupils))	67%

- This year there is an extremely low-attaining cohort of children (including PP) in Year 3. This is in addition to the low-attaining cohort from last year who are now in Year 4.
- As evidenced in schools across the country, school closure was most detrimental to disadvantaged pupils, and they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree we had intended. This is particularly extreme in the Year 3 cohort as there was no teaching in KS1 during this time so children still have large gaps.
- Our quality-first teaching and intervention strategies to keep/catch-up children has resulted in our PP children exceeding SATs national expectations for non-pupil premium children in all subjects and Combined.
- In September 2022 there were a high percentage of low attaining Pupil Premium children coming up from KS1. In Maths 56% were Emerging compared to 20% of non-PP children. In Reading 56% were Emerging compared to 32% of non-pp children. In Writing 44% were Emerging compared to 16% of non-PP children.
- In September 2023 there are a high percentage of low attaining Pupil Premium children coming up from KS1 in Maths and Writing. In Maths 67% of PP are Emerging compared to 25% of non-PP children. In Writing 67% are Emerging compared to 34% of non-PP children. (In Reading 33% are Emerging compared to 29% of non-pp children.)
- In September 2024 there are a very high percentage of low attaining Pupil Premium children coming up from KS1.

- The average absence figure for Pupil Premium children last year was 5.5% Disadvantaged children at Great Moor exceeded national averages for attendance for Non-Disadvantaged at 6%.
- Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still significantly impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.
- A wide range of strategies are used to monitor and improve outcomes for Pupil Premium children such as learning walks, observations, work scrutinies, pupil voice, data analysis and progress meetings.
- Assessment data is collected termly so that progress can be monitored regularly.
- Teaching staff attend pupil progress meetings each term where the progress of individual children is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions/support are adapted or changed if they are not working.
- A designated member of the SLT maintains an overview of Pupil Premium spending.
- A governor holds responsibility for Pupil Premium.