



For the academic year 2021-22 the government have issued two lines of funding for disadvantaged/service pupils:

- Pupil premium funding
- Covid recovery premium funding

Added to this, the Department for Education has issued a new template to record impact/expenditure of these income streams. For this transitional year, GJS will run two documents to outline impact/expenditure. Both documents are to be read as one strategy and both documents are linked and refer to each other.

The linked documents are:

- Pupil Premium Strategy Statement – New Gov Template (This document)
- Covid Recovery Premium Plan

The beginning of this document (Item 1. to Item 5.) is written on our old template. We move to the new template at Item 6. Pupil Premium Strategy Statement 2021-22.

1. Pupil Premium – Demonstrating Impact and Reporting Outcomes

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. At Greenleys Junior School we are committed to providing all of our pupils with a balanced and broad curriculum, ensuring they reach their full potential and progress both socially and academically.

The pupil premium grant per pupil is as follows (2021-22 figures):

Disadvantaged or Service pupils at GJS	Pupil premium per pupil
Pupils in year groups Year 3 to Year 6 recorded as 'Ever 6 Free School Meals' (FSM6)	£1,345
Children Looked-After (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Pupils in year groups Year 3 to Year 6 recorded as 'Ever 6 Service Child' or in receipt of a child pension from the Ministry of Defence	£310

Schools are required to publish details of their Pupil Premium allocation, how they plan to spend the allocation in the current year, how the previous year's allocation was spent and the effect of the expenditure on the attainment of those pupils for whom the funding was allocated.

Greenleys Junior School has a significant number of pupils who experience disadvantage in social or economic terms.

Main in-school and external barriers:

- Covid-19 related learning gaps, mental health issues, physical issues and school attendance issues
- A high number of vulnerable families and pupils with emotional and social needs
- Higher than average numbers of pupils and families with limited/no English
- General (non Covid-19 related) absence and persistence absentee levels
- A large proportion of pupils with limited vocabulary skills (speaking & reading skills)
- Low parental engagement in education and a perceived lack of value/importance in education
- White British pupil groups with low attainment and slow progress

2. Pupil Premium – Historic Figures and Predicted Figures

Financial Year	Amount of Pupil Premium funding
2021 to 2022	£154,295
2020 to 2021	£147,225
2019 to 2020	£158,020
2018 to 2019	£149,120
2017 to 2018	£151,200
2016 to 2017	£150,000
2015 to 2016	£133,620

Eligibility	2018 to 2019 budget year (Jan '18 census)	2019 to 2020 budget year (Jan '19 census)	2020 to 2021 budget year (Jan '20 census)	2021 to 2022 budget year (Oct '20 census)
Number of 'Deprivation' FSM6 pupils	102	106	99	106
Number of looked after children	0	1	0	0
Number of post-looked after children	4	4	6	5
Number of service children	0	0	0	0
Total	106	111	105	111

3. Review of Expenditure and Impact 2020-21 - COVID-19 DISRUPTED

Pupil Premium is additional funding calculated from a pupil census. Funding is then allocated for the coming financial year in four blocks starting in June.

For this part of the document:

- The census was taken in January 2020
- The financial year began in April 2020; funding arrived in June 2020, Sept 2020, Dec 2020 and March 2021
- The funding finished in March 2021

Summary Information 2020-21 – Review - COVID-19 DISRUPTED

School	Greenleys Junior School				
Academic Year	2020-21	Total PP Budget	£147,225	Date of most recent SLT review	Aug 2021
Total Number of Pupils	225 (Jan 2020)	Number of eligible pupils	105 (99 PP & 6 LAC/Pre) (99 @£1345 & 6 @ £2345)	Date of most recent Governor review	Oct 2021

4. Expenditure and Impact Table 2020-21 - COVID-19 DISRUPTED

Pupil Premium for 2020/21 financial year = £ 147,225		Impact	Total Spent
Before School Hours Breakfast Club (this club is free to all pupils) C-19 – limited to 48 pupils – indications show that around 50% were FSM6 Children are provided with both hot & cold breakfast options. Staffing: total costs for 1 hr 15 minutes (7.30am-8.45am) 1x Cook 1x Learning Mentor 2x Catering Assistant 1x School Club Assistant 1x Cleaner Food costs per year (This is an average cost)	To enable all disadvantaged pupils to be well fed and ready to learn free of charge. <ul style="list-style-type: none"> • All those who attended were well fed and ready to learn – free of charge. To facilitate a calm and purposeful start to the school day. <ul style="list-style-type: none"> • All those who attended moved quickly into school ready to start the day. To enable targeted pupils to access additional learning before the school day begins. <ul style="list-style-type: none"> • This was not undertaken – targeted pupils were invited to after school clubs. To enable a welfare check to be undertaken by support staff before learning time begins. <ul style="list-style-type: none"> • All those who attended were in contact with the pastoral team. Welfare was always being observed. Any issues were reported and actions taken. To enable relationship building between pupils and staff outside the classroom. <ul style="list-style-type: none"> • Breakfast was used as a communal, relationship building tool. 	£14,000 on staffing (not including the Learning Mentor) £2,500 food	

<p>During School Hours</p>	<p>Enabling 3rd set teaching for each year group facilitating smaller group sizes leading to higher proportions of teacher/pupil time.</p> <p>Costed as 47% of 3rd set staff costs due to 47% of pupils receiving the premium.</p> <p>Cost for: KAy, SOa, MWa, BBu costed at 60% for KAy, MWa, BBu but 100% for SOa (full contract is mornings only)</p>	<p>To enable small group sizes to benefit disadvantaged pupils in English and maths.</p> <ul style="list-style-type: none"> English and maths was taught in three groups/sets. Progress for disadvantaged pupils in R/W/M combined was above average at +6.7 steps (+6.0 is average). <p>To enable focused activities to be undertaken with more time allocated to pupils.</p> <ul style="list-style-type: none"> Staff were able to concentrate more time to individual children thus increasing understanding and progress. <p>To raise the attainment of and accelerate the progress of disadvantaged pupils.</p> <ul style="list-style-type: none"> Progress for the FSM6 group is reported above as 'Above Average'. 	<p>£81,430 (47% of the total yearly cost for enabling the 3rd set)</p>
	<p>One Learning Mentor to support children and help families break through barriers to learning.</p> <p>Costed at 47% of LM salary with on-costs due to the LM paying particular attention to the vulnerable/disadvantaged groups in school.</p>	<p>To take an active and leading role in safeguarding and child protection.</p> <ul style="list-style-type: none"> The LM has worked alongside the HoS with all CSC/CFP/MASH cases through the year. <p>To support disadvantaged pupils and their families overcome barriers to learning.</p> <ul style="list-style-type: none"> The LM has been in continual contact with families throughout the year supporting in a range of different ways to overcome barriers to learning. <p>To support disadvantaged pupils to settle upon transfer to GJS.</p> <ul style="list-style-type: none"> 10% of the school population left and a new 10% arrived during 2020-21 (c.21 children). The LM supported pupils to settle into GJS. <p>To monitor all disadvantaged pupils, recording extra, additional activities they attend, to ensure all disadvantaged pupils make the most of the offer at GJS.</p> <ul style="list-style-type: none"> This has been more complex with many additional activities reduced due to C-19. Clubs on return were allocated and focussed to those most in need of catching up. <p>To facilitate breakfast club, focusing on disadvantaged pupils accessing the free offer.</p> <ul style="list-style-type: none"> A reduced offer due to C-19 – 12 pupils per year group could be accommodated via a booking system. During restricted opening only vulnerable pupils and key worker pupils were on site. <p>To enable a calm and purposeful start to the school day where a welfare check can be undertaken before learning time begins.</p> <ul style="list-style-type: none"> For those able to attend this was a successful start to the school day. 	<p>£15,500 (47% of the total yearly cost for 1 Learning Mentor)</p>
	<p>Paying for supplying a free school meal to each pupil who is entitled.</p> <p>83 FSM pupils @£2.20 per day, 38 weeks a year.</p>	<p>To ensure all disadvantaged pupils receive a high-quality meal every day.</p> <ul style="list-style-type: none"> Achieved. <p>To ensure all disadvantaged pupils are well fuelled for the afternoon session.</p>	<p>£34,694</p>

	<ul style="list-style-type: none"> Achieved. 	
<p>Providing a laptop for each disadvantaged pupil to support learning.</p> <p>Costed as 47% of the total yearly cost for leasing pupil laptops and providing maintenance to ensure operation and on-line security.</p>	<p>To ensure all disadvantaged pupils have access to a school laptop to enable all areas of the curriculum to be enhanced (this includes e-safety and online safety sessions).</p> <ul style="list-style-type: none"> The school laptops proved invaluable during the lockdown periods. The school provided 105 laptops for home use from its own stock. The school purchased wi-fi dongles for families who had no internet access. MS Teams was deployed across the network to enable remote education to continue. Disadvantaged pupils, whether in school or at home, experienced the same curriculum offer. 	<p>£10,000 (47% of the total yearly cost for enabling each pupil to have a laptop. This includes 47% of leasing costs and a 47% proportion of the maintenance contract)</p>
<p>Subsidised educational visits to reduce the voluntary contribution required.</p> <p>Subsidised residential visits for FSM pupils.</p>	<p>To enable all FSM6 pupils to access all educational visits. Cost will not be a barrier.</p> <ul style="list-style-type: none"> Educational visits were suspended through 2020-21 – We have increased the allocation in 2021-22 to compensate. <p>To enable a reduced price for all residential visits to support FSM6 pupils to attend.</p> <ul style="list-style-type: none"> As above. 	<p>£3,000</p> <p>£0</p>
<p>Maintenance of our Immersive Room, staff training and content creation.</p> <p>Costed as 47% of the total cost.</p>	<p>To keep our state-of-the-art Immersive Room fully functional to enable teachers to enrich the curriculum offered to all pupils. This especially benefits our FSM6 pupils, as families are less likely to offer experiences at home.</p> <ul style="list-style-type: none"> Maintenance undertaken. 	<p>£800 (47% of the total cost)</p>
<p>Fresh fruit is available to all children during breakfast club and lunch.</p> <p>Costed at 47% of the total cost to the school.</p>	<p>To ensure all FSM6 pupils have free access to fruit two times a day.</p> <ul style="list-style-type: none"> Fruit available for pupils at breakfast and lunch. Food hampers (during closure periods included fruit) 	<p>£650 (47% of the total cost)</p>
		<p>Total £159,574</p> <p>Overspend £12,349</p>

5. Year 6 SATs test data shows us that: **COVID-19 DISRUPTED - NO 2020 or 2021 SATs DATA**

Attainment - taken from RAISE/ASP % achieving National age related standard

Year	2016			2017			2018			2019			2020			2021		
Subject & Group	Year 6 SATs - July 2016 Scaled score 100+ Cohort 44 pupils Non FSM6 (26 pupils) FSM6 (18 pupils) 41% FSM6			Year 6 SATs - July 2017 Scaled score 100+ Cohort 49 pupils Non FSM6 (24 pupils) FSM6 (25 pupils) 51% FSM6			Year 6 SATs - July 2018 Scaled score 100+ Cohort 44 pupils Non FSM6 (14 pupils) FSM6 (30 pupils) 68% FSM6			Year 6 SATs - July 2019 Scaled score 100+ Cohort 59 pupils Non FSM6 (24 pupils) FSM6 (35 pupils) 59% FSM6			Year 6 TEACHER ASSESSMENT DUE TO C-19 Cohort 58 pupils Non FSM6 (29 pupils) FSM6 (29 pupils) 50% FSM6			Year 6 TEACHER ASSESSMENT DUE TO C-19 Cohort 51 pupils Non FSM6 (28 pupils) FSM6 (23 pupils) 45% FSM6		
Reading	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-
Non FSM6	61%	66%	-5%	76%	71%	+5%	64%	75%	-11%	75%	73%	+2%	83%	79%	+4%	79%	77%	+2%
GAP to FSM6	+1		-1	+13		-18	-14											
FSM6	62%		-4%	75%		+4%	77%		+2%	57%		-16%	69%		-10%	65%		-12%
School All Pupils	61%		-5%	76%		+5%	73%		-2%	64%		-9%	76%		-3%	73%		-4%
Writing																		
Non FSM6	72%	74%	-2%	75%	76%	-1%	57%	78%	-21%	83%	78%	+5%	79%	76%	+3%	64%	71%	-7%
GAP to FSM6	+13		+9	+16		-17	-10		-34									
FSM6	85%		+11%	84%		+8%	73%		-5%	66%		-12%	69%		-7%	30%		-41%
School All Pupils	80%		+6%	80%		+4%	68%		-10%	73%		-5%	74%		-2%	49%		-22%
Maths																		
Non FSM6	83%	70%	+13%	92%	75%	+17%	64%	76%	-12%	88%	79%	+9%	79%	78%	+1%	71%	74%	-3%
GAP to FSM6	+2		-8	+23		-11	-20		-23									
FSM6	85%		+15%	84%		+9%	87%		+11%	77%		-2%	59%		-19%	48%		-26%
School All Pupils	84%		+14%	88%		+13%	80%		+4%	81%		+2%	69%		-9%	61%		-13%

Attainment - what the table is telling us (July 2021 **TEACHER ASSESSMENT DUE TO C-19)**

- FSM6 pupils are 12% lower than National 'All Pupils' in reading
- FSM6 pupils are 41% lower than National 'All Pupils' in writing
- FSM6 pupils are 26% lower than National 'All Pupils' in maths

Areas of focus from the table for FSM6 pupils

- FSM6 writing seems to have been particularly impacted from the school closures. Internal data for Yr4/5/6 (2021-22) will be scrutinised to identify possible support areas.

Progress – taken from RAISE/ASP/**FFT ASPIRE** % achieving expected progress through Key Stage 2 – Yr3-Yr6

Year	2016			2017			2018			2019			2020			2021		
Subject & Group	Year 6 SATs - July 2016			Year 6 SATs - July 2017			Year 6 SATs - July 2018			Year 6 SATs - July 2019			Year 6 TEACHER ASSESSMENT DUE TO C-19			Year 6 TEACHER ASSESSMENT DUE TO C-19		
	Cohort 38 pupils Non FSM6 (24 pupils) FSM6 (14 pupils) 37% FSM6			Cohort 45 pupils Non FSM6 (21 pupils) FSM6 (24 pupils) 53% FSM6			Cohort 44 pupils Non FSM6 (14 pupils) FSM6 (30 pupils) 68% FSM6			Cohort 59 pupils Non FSM6 (24 pupils) FSM6 (35 pupils) 59% FSM6			Cohort 58 pupils Non FSM6 (29 pupils) FSM6 (29 pupils) 50% FSM6			Cohort 51 pupils Non FSM6 (28 pupils) FSM6 (23 pupils) 45% FSM6		
Reading	School	National	+/-	School	National	+/-	School	National	+/-	School	National	+/-	School	National	+/-	School	National	+/-
Non FSM6	-1.2		-1.2	+1.2		+1.2	+0.9		+0.9	+1.5		+1.5	+1.9		+1.9	+0.8		+0.8
GAP to FSM6	1.5↓	0.0		0.8↑	0.0		2.5↑	0.0		1.8↑	0.0		1.9↑	0.0		2.8↑	0.0	
FSM6	+0.3		+0.3	+0.4		+0.4	-1.6		-1.6	-0.3		-0.3	0.0		0.0	-2.0		-2.0
School All Pupils	-0.2		-0.2	+0.8		+0.8	-0.7		-0.7	+0.5		+0.5	+1.0		+1.0	-0.2		-0.2
Writing																		
Non FSM6	+0.3		+0.3	-1.1		-1.1	+1.1		+1.1	+0.1		+0.1	+1.7		+1.7	-1.6		-1.6
GAP to FSM6	0.9↓	0.0		1.8↓	0.0		2.3↑	0.0		0.3↓	0.0		0.1↓	0.0		1.7↑	0.0	
FSM6	+1.2		+1.2	+0.7		+0.7	-1.2		-1.2	+0.4		+0.4	+1.8		+1.8	-3.3		-3.3
School All Pupils	+0.8		+0.8	-0.1		-0.1	-0.4		-0.4	+0.3		+0.3	+1.8		+1.8	-2.2		-2.2
Maths																		
Non FSM6	+1.7		+1.7	+2.9		+2.9	+2.6		+2.6	+2.5		+2.5	+0.9		+0.9	-1.2		-1.2
GAP to FSM6	1.2↓	0.0		↑0.7	0.0		1.6↑	0.0		0.7↑	0.0		2.9↑	0.0		4.2↑	0.0	
FSM6	+2.9		+2.9	+2.2		+2.2	+1.0		+1.0	+1.8		+1.8	-2.0		-2.0	-5.4		-5.4
School All Pupils	+2.4		+2.4	+2.5		+2.5	+1.6		+1.6	+2.1		+2.1	-0.6		-0.6	-2.8		-2.8

Progress - what the table is telling us (July 2021 **TEACHER ASSESSMENT DUE TO C-19**)

- The long-lasting impact of Covid-19 is clear to see in our most disadvantaged pupils. Progress through KS2 is below 0.0 in reading, writing and maths
- KS2 Progress for pupils not deemed 'disadvantaged' was also below 0.0, but not to the same negative extent as disadvantaged pupils
- KS2 Progress for non-FSM6 pupils in reading was above 0.0

Areas of focus from the table for FSM6 pupils

- A robust recovery strategy must be our top 'Whole School Priority' in 2021-22 (See Priority Plan)

6. Pupil Premium Strategy Statement 2021-22

For this part of the document we have utilised the new Pupil Premium strategy statement template from the DfE:

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 and how we intend to spend the funding in this academic year.

School Overview

Detail	Data
School name	Greenleys Junior School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	56% (Oct 2021)
Academic year/years that our current pupil premium strategy plan covers	2021-22
Date this statement was published	TBC
Date on which it will be reviewed	August 2022
Statement authorised by	Governing Body
Pupil premium lead	Mr M Talbot
Governor / Trustee lead	Mrs G Barrow-Jones

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£154,295
Recovery premium funding allocation this academic year	See separate document 'Covid Recovery Premium Strategy'
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£154,295

Part A: Pupil Premium Strategy Plan

Statement of intent:

Our ultimate objectives for our disadvantaged pupils are that they achieve at least as well, in all areas of their academic and social development, as non-disadvantaged pupils. We will deliver this utilising our curriculum mission (Learning for Life), vision (Inspire, Create, Achieve) and **GIVERS** curriculum, creating pupils who are: **G**lobal citizens; **I**ndependent, confident learners; **V**ocabulary immersed; **E**xperience rich; **R**espectful and well-equipped for being part of their community and **S**econdary ready.

Challenges:

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

Challenge Number	Detail of Challenge
1	<ul style="list-style-type: none">• A high number of vulnerable families and pupils with emotional and social needs – significantly high safeguarding requirements
2	<ul style="list-style-type: none">• Low parental engagement and a perceived lack of value/importance in education
3	<ul style="list-style-type: none">• Pupils sometimes arrive hungry and not prepared for the demands of school
4	<ul style="list-style-type: none">• Pupils often have limited life experiences
5	<ul style="list-style-type: none">• A large proportion of pupils have limited vocabulary skills (speaking & reading skills) and a poor early reading experiences
6	<ul style="list-style-type: none">• General (non Covid-19 related) absence and persistence absentee levels
7	<ul style="list-style-type: none">• White British pupil groups with low attainment and slow progress
8	<ul style="list-style-type: none">• Covid-19 related learning gaps
9	<ul style="list-style-type: none">• Covid-19 related mental health issues
10	<ul style="list-style-type: none">• Covid-19 related physical issues
11	<ul style="list-style-type: none">• Covid-19 related attendance issues
12	<ul style="list-style-type: none">• Higher than average numbers of pupils and families with limited/no English
13	<ul style="list-style-type: none">• School hopping
14	<ul style="list-style-type: none">• House swapping
15	<ul style="list-style-type: none">• Homelessness
16	<ul style="list-style-type: none">• Domestic violence/abuse
17	<ul style="list-style-type: none">• Drug and alcohol abuse in the home

Activity		Intended outcome/Success criteria	Expected costs for 2021/22 financial year
Before School Hours	<p>Breakfast Club – free to access service for FSM6 pupils</p> <p>Children are provided with both hot & cold breakfast options.</p> <p>Staffing: total costs for 1 hr 15 minutes (7.30am-8.45am)</p> <p>1x Cook 1x Learning Mentor 1x Catering Assistant 2x School Club Assistant 1x Cleaner</p> <p>Costed as 55% of staff costs due to 55% of pupils receiving the premium.</p> <p>Food costs per year have been reallocated due to the GREGGS Foundation funding our breakfast club food costs. This is new for 2021-22.</p>	<p>To enable disadvantaged pupils to be well fed and ready to learn free of charge.</p> <p>To facilitate a calm and purposeful start to the school day.</p> <p>To enable targeted pupils to access additional learning before the school day begins.</p> <p>To enable a welfare check to be undertaken by support staff before learning time begins.</p> <p>To enable relationship building between pupils and staff outside the classroom.</p>	£11,324 on staffing (not including the Learning Mentor)
During School Hours	<p>Deploying an additional ‘mornings only’ teacher in Yr3 to enable a three way split for reading, writing and maths.</p> <p>Deploying 2x HLTAs (one in Yr4 and one in Yr5) to join lessons alongside teachers during reading, writing and maths lessons.</p> <p>These actions facilitate more adult led groups, smaller group sizes and more precise teaching.</p> <p>Cost for:</p> <ul style="list-style-type: none"> • SOa – costed at 55% of total costs • WSe & MWa costed at 51% of 0.6 costs (55% of mornings only) 	<p>To enable small group sizes to benefit disadvantaged pupils in English and maths.</p> <p>To enable focused activities to be undertaken within lessons with more time allocated to pupils.</p> <p>To raise the attainment of and accelerate the progress of disadvantaged pupils.</p>	£35,917
	<p>Learning Mentor to support children and help families break through barriers to learning.</p>	<p>To take an active and leading role in safeguarding and child protection.</p> <p>To support disadvantaged pupils and their families overcome barriers to learning.</p>	£34,000 (yearly cost for 1 L2 Learning Mentor)

	<p>To support disadvantaged pupils to settle upon transfer to GJS.</p> <p>To monitor all disadvantaged pupils, recording extra, additional activities they attend, to ensure all disadvantaged pupils make the most of the offer at GJS.</p> <p>To facilitate breakfast club, focusing on disadvantaged pupils accessing the free offer.</p> <p>To enable a calm and purposeful start to the school day where a welfare check can be undertaken before learning time begins.</p>	
<p>Paying for supplying a free school meal to each pupil who is entitled.</p> <p>102 FSM pupils were eligible on the census day @£2.20 per day, 38 weeks a year.</p>	<p>To ensure all disadvantaged pupils receive a high-quality meal every day.</p> <p>To ensure all disadvantaged pupils are well fuelled for the afternoon session.</p>	£42,636
<p>Providing a laptop for each disadvantaged pupil to support learning.</p> <p>Costed as 55% of the total yearly cost for leasing pupil laptops and providing maintenance to ensure operation and on-line security.</p>	<p>To ensure all disadvantaged pupils have access to a school laptop to enable all areas of the curriculum to be enhanced (this includes e-safety and online safety sessions).</p>	£8,627 (55% of the total yearly cost - this includes 55% of leasing costs and a 55% proportion of the maintenance contract)
<p>Parent Ambassador to support disadvantaged families and children.</p> <p>Costed as 2x afternoons in this role.</p>	<p>To support disadvantaged families across the year as required.</p>	£3,591
<p>Funds to cover the additional Covid Recovery actions (as detailed in the Covid Recovery plan).</p>	<p>To deliver the Covid Catch-up strategy through 2021-22. (See strategy plan)</p>	£10,609
<p>Subsidised educational visits to reduce the voluntary contribution required.</p> <p>Subsidised residential visits for FSM pupils.</p> <p>Free residential visits for all PP+ (CLA/PrevCLA)</p>	<p>To enable all FSM6 pupils to access all educational visits. Cost will not be a barrier.</p> <p>To enable a reduced price for all residential visits to support FSM6 pupils to attend.</p> <p>To enable all CLA/PrevCLA to access any residential free of charge.</p>	£4,000

Maintenance of our Immersive Room, staff training and content creation. Costed as 55% of the total cost.	To keep our state-of-the-art Immersive Room fully functional to enable teachers to enrich the curriculum offered to all pupils. This especially benefits our FSM6 pupils, as families are less likely to offer experiences at home.	£1,100 Costed at 55% of the total cost)
		Total £151,804 projected spend Leaving c.£2,491 in reserve
£0 overspend to take from main budget		

Activity / Evidence and Challenge Mapping:

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deploying an additional 'mornings only' teacher in Yr3 to enable a three way split for reading, writing and maths.</p> <p>Deploying 2x HLTAs (one in Yr4 and one in Yr5) to join lessons alongside teachers during reading, writing and maths lessons.</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) evidence advises: <ul style="list-style-type: none"> • Approaches that support great teaching. <ul style="list-style-type: none"> ○ Additional teacher/HLTAs/Leadership teaching. • Pupil assessment and feedback. <ul style="list-style-type: none"> ○ Additional teacher/HLTAs/Leadership able to support individuals/groups with clear feedback and gather assessment information to inform teaching. • Transition support. <ul style="list-style-type: none"> ○ The LM works heavily in this area at GJS. ○ Additional Yr3 teacher (am only) to support transition into GJS in Yr3. 	1. 5. 7. 8.
Maintenance of our Immersive Room, staff training and content creation.	<ul style="list-style-type: none"> • Historic data shows that this approach works well at GJS with disadvantaged pupils often progressing at a faster rate than non-disadvantaged and national peers. • Historic research at GJS shows disadvantaged pupils gain from IR engagement. Pupils can be given virtual experiences to support learning. 	4. 5. 7. 8.

- The IR supports great teaching.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Utilising funds to cover the additional Covid Recovery actions (as detailed in the Covid Recovery plan) beyond the funding given by the government. *The Covid Recovery plan contains significant additional structured interventions and Third Space 1:1 tutoring. See that plan for more detail.	<ul style="list-style-type: none"> • The EEF evidence advises: <ul style="list-style-type: none"> • One to one and small group tuition: <ul style="list-style-type: none"> ○ Third Space Learning ○ Additional teacher/HLTAs. • Intervention programmes: <ul style="list-style-type: none"> ○ Internal use of Read, write, inc. and Fresh Start) • Extended school time: <ul style="list-style-type: none"> ○ Breakfast club enables additional learning time from 8.45am. ○ Additional sports coach is delivering school clubs. • GJS has had Learning Mentor support for many years. Testimonial evidence supports the continued use of funding to this area. 	1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17.
Learning Mentor to support children and help families break through barriers to learning.		1. 2. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a laptop for each disadvantaged pupil to support learning.	<ul style="list-style-type: none"> • The EEF evidence advises: <ul style="list-style-type: none"> • Supporting parents and carers <ul style="list-style-type: none"> ○ Learning Mentor ○ Parent Ambassador ○ Paying for expensive trips ○ Free breakfast club 	2. 4. 5. 7. 8. 12. 13. 14. 15. 16. 17.
Providing a Parent Ambassador to support disadvantaged families and children.		1. 2. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17.

Subsidised educational visits to reduce the voluntary contribution required.	<ul style="list-style-type: none"> • Access to technology <ul style="list-style-type: none"> ○ Laptop for every pupil ○ Immersive Room 	1. 2. 4. 7. 8.
Maintenance of our Immersive Room, staff training and content creation.	<ul style="list-style-type: none"> • Summer support <ul style="list-style-type: none"> ○ Meal vouchers ○ Signpost to MK Summer of Fun 	4. 7. 8. 12.
Paying for supplying a free school meal to each pupil who is entitled.	<ul style="list-style-type: none"> • GJS has provided a laptop for each child for nearly 10 years. Internal and published data supports that this initiative supports high-quality teaching and learning. It has also proven invaluable during school closure periods (103 laptops issued out during 'Lockdown 3'. 	1. 2. 3. 10.
Breakfast Club – free to access service for FSM6 pupils	<ul style="list-style-type: none"> • Further evidence can be found in the Covid Recovery plan. 	1. 2. 3. 10. 11.
Utilising funds to cover the additional Covid Recovery actions (as detailed in the Covid Recovery plan).		1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17.