



Pupil Premium Strategy Statement 2021-22 Review and 2022-23 Proposed Expenditure

This statement details our school's use of pupil premium and any recovery 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.

1. School Overview: Sept 2022

Detail	Data
School name	Greenleys Junior School
Number of pupils in school	220 (Oct 2022)
Proportion (%) of pupil premium eligible pupils	53% (Oct 2022)
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	Oct 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Governing Body
Pupil premium lead	Mr M Talbot
Governor / Trustee lead	Mrs G Barrow-Jones

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£175,080 (April 2022 – March 2023)
Recovery premium funding allocation this academic year	£20,754
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year (April 2022 – March 2023)	£195,834

The pupil premium grant per pupil is as follows (2022-23 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)	£1,385
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	£2,410
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	£2,410
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	£320

3. Historic Numbers vs Current Numbers

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)	2022 to 2023 budget year (Oct '21 census)
Number of 'Deprivation' FSM6 pupils	102	106	99	106	114
Number of looked after children	0	1	0	0	0
Number of post-looked after children	4	4	6	5	7
Number of service children	0	0	0	0	1
Total	106	111	105	111	122

4. Part A: Pupil Premium Strategy Plan 2022-23

4.1 Statement of intent:

Our ultimate objectives for 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 through our curriculum mission (Learning for Life) and **GIVERS** curriculum aims, 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.

We will ensure that all our disadvantaged pupils are well fed with breakfast, lunch and healthy snacks each day. We will ensure that the pastoral care of our disadvantaged pupils is comprehensive. We will ensure that a team of Academic Tutors, online tutors and additional teaching and support staff are deployed to directly work with disadvantaged pupils. We will continue to invest in dedicated time for our Head of School to tackle attendance. The aim is for pupils to keep up within their lessons not continually be catching up with others. However, we are very aware of the Covid-19 impact on disadvantaged pupils versus their non-disadvantaged peers.

4.2 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">An exceptionally high number of disadvantaged families and pupils present with ongoing emotional and social needs
2	<ul style="list-style-type: none">Significantly high safeguarding requirements occur daily
3	<ul style="list-style-type: none">Reading, writing and maths attainment gaps (FSM6 vs Non-FSM6) have widened significantly during Covid-19 disruption
4	<ul style="list-style-type: none">A large proportion of pupils have limited vocabulary skills (speaking & reading skills) and poor early reading experiences
5	<ul style="list-style-type: none">Attendance of FSM6 pupils is lower than non-FSM6 – low attendance and persistent absence significantly impacts attainment
6	<ul style="list-style-type: none">Low parental engagement and a perceived lack of value/importance in education is evident
7	<ul style="list-style-type: none">Pupils frequently arrive hungry and not properly prepared for the demands of school
8	<ul style="list-style-type: none">Pupils often have very limited life experiences beyond the local area
9	<ul style="list-style-type: none">Pupils are often caring for younger siblings

10	<ul style="list-style-type: none"> • Gang related violence disrupts the local area
11	<ul style="list-style-type: none"> • Domestic violence/abuse cases are extremely high in the local area
12	<ul style="list-style-type: none"> • Drug and alcohol abuse in the home and surrounding area are common
13	<ul style="list-style-type: none"> • Poverty and the cost of living is significantly impacting on the quality of life
14	<ul style="list-style-type: none"> • School hopping once issues arise is evident
15	<ul style="list-style-type: none"> • House swapping is rising (which also results in a change of school)
16	<ul style="list-style-type: none"> • Homelessness is an ongoing reality for some

4.3 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 achieve as well as their non-disadvantaged peers in end-of-year assessments in reading, writing and maths.	Reading Targets (July 2023): Yr3 68%, Yr4 70%, Yr5 72%, Yr6 85% Writing Targets (July 2023): Yr3 68%, Yr4 66%, Yr5 63%, Yr6 80% Maths Targets (July 2023): Yr3 75%, Yr4 84%, Yr5 70%, Yr6 86%
Disadvantaged pupils' attendance is in-line with their non-disadvantaged peers.	Whole school attendance target: 96% or higher
Disadvantaged pupils have been well fed.	High numbers of disadvantaged pupils have accessed our free breakfast club and have taken the lunch option
Staff have met the complex pastoral needs and demands of our disadvantaged pupils.	Pupil surveys show that disadvantaged pupils feel happy, safe and well supported at our school (95%+ positive responses)
Staff have met the complex safeguarding needs and demands of our disadvantaged pupils.	Analysis of safeguarding systems show rapid and robust reporting, consulting, liaising, managing and resolving of all types of safeguarding concerns.

4.4 Activity in this academic year:

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2022-2023) to address the challenges listed above.

4.4a Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,325

Activities	Evidence that supports this approach	Challenge number(s) addressed
<p>To train/retrain staff in the teaching resources used by GJS to ensure everyone has the best opportunities. £20,053</p> <p>To deploy an additional ‘mornings only’ teacher in Yr3 to aid high quality teaching and transition from Yr2 to Yr3. £21,772 (73.2% of total costs)</p> <p>To deploy a specialist Read, Write, Inc. teacher to continually train staff who deliver the package. £0 (Already in above)</p> <p>To invest in excellent curriculum resources to support great teaching. £1,500</p> <p>To maintain our Immersive Room and undertake staff training on content creation. £0 (Already in above)</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) evidence advises: <ul style="list-style-type: none"> • Approaches that support developing high quality teaching: <ul style="list-style-type: none"> ○ Professional development, training and support – continual development ○ Early Career Teacher support, development and training ○ Recruitment and retention of effective teachers. • Pupil assessment and feedback: <ul style="list-style-type: none"> ○ Additional teachers/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. • Historic research at GJS shows disadvantaged pupils gain from Immersive Room engagement. Pupils can be given virtual experiences to support learning. • The Immersive Room supports great teaching. 	<p>1. 3. 4. 8.</p>

4.4b Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop a team of Academic Tutors to target working in the classrooms alongside pupils with a specific focus on English and maths. £17,480 (40% of total costs)</p> <p>To facilitate a team of Academic Tutors delivering a mix of 1:1/small group support and learning opportunities targeted at specific pupils. £0 (Already in above)</p> <p>To engage Third Space to deliver 1:1 online tuition for 10 pupils each week. £10,000</p> <p>To develop a package of in-house tuition taking place outside standard school hours. £2,880</p> <p>To employ pastoral support hours to support children and families break through barriers to learning (including structured non-academic interventions). £35,172</p>	<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"> ○ Step Into Teaching graduate programme ○ 1:1 online tuition (Third Space Learning) ○ 1:1 tuition beyond the school day. • Intervention programmes: <ul style="list-style-type: none"> ○ Read, Write, Inc. and Fresh Start. • GJS has had pastoral support for many years. Testimonial evidence supports the continued use of funding to this area. 	<p>1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.</p>

4.4c Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £86,186

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a Learning Mentor to break down barriers and provide excellent pastoral care/support for children and families. £0 (Costed above)</p> <p>To provide a senior (SLT1) member of staff to coordinate robust attendance monitoring and actions. £4,636</p> <p>To subsidise educational visits (by varying amounts) to reduce the voluntary contribution required. £4,000</p> <p>To provide a laptop and technical support (including access to key resources) for each disadvantaged pupil to aid learning. £5,500</p> <p>To offer a free Breakfast Club for all disadvantaged pupils. £13,000</p> <p>To pay for a free school meal for each FSM pupil who is entitled to one. £56,050</p> <p>To pay for 2x Sports Coaches to deliver free after-school clubs. £3,000</p>	<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 • Head of School time to tackle attendance • Paying for expensive trips • Free breakfast club • Access to technology <ul style="list-style-type: none"> • Laptop for every pupil • Immersive Room • Summer support <ul style="list-style-type: none"> • Meal vouchers • Signpost to MK Summer of Fun • 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 provided a laptop for each child for 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 and forms part of our Business Continuity Plan. 	<p>1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.</p>

Total budgeted cost: £195,043

5. Part B: Review of outcomes in the previous academic year

5.1 Year 6 SATs test data shows us that:

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

Year	2016			2017			2018			2019			2020			2021			2022		
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			Year 6 SATs - July 2022 Scaled score 100+ Cohort 50 pupils Non FSM6 (20 pupils) FSM6 (30 pupils) 60% FSM6		
Reading	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils % FFT	+/-	School %	National All Pupils % FFT	+/-	School %	National All Pupils %	+/-
Non FSM6	61%	66%	-5%	76%	71%	+5%	64%	75%	-11%	75%	73%	+2%	83%	79%	+4%	79%	77%	+2%	95%	74%	+21%
GAP to FSM6	+1		-1	+13		-18	-14		-25												
FSM6	62%		-4%	75%		+4%	77%		-16%	69%		-10%	65%		-12%	70%		-4%			
School All Pupils	61%		-5%	76%		+5%	73%		-2%	64%		-9%	76%		-3%	73%		-4%	80%		+6%
Writing																					
Non FSM6	72%	74%	-2%	75%	76%	-1%	57%	78%	-21%	83%	78%	+5%	79%	76%	+3%	64%	71%	-7%	80%	69%	+11%
GAP to FSM6	+13		+9	+16		-17	-34		-37												
FSM6	85%		+11%	84%		+8%	73%		-5%	66%		-12%	69%		-7%	30%		-41%	43%		-26%
School All Pupils	80%		+6%	80%		+4%	68%		-10%	73%		-5%	74%		-2%	49%		-22%	58%		-11%
Maths																					
Non FSM6	83%	70%	+13%	92%	75%	+17%	64%	76%	-12%	88%	79%	+9%	79%	78%	+1%	71%	74%	-3%	90%	71%	+19%
GAP to FSM6	+2		-8	+23		-11	-20		-27												
FSM6	85%		+15%	84%		+9%	87%		+11%	77%		-2%	59%		-19%	48%		-26%	63%		-8%
School All Pupils	84%		+14%	88%		+13%	80%		+4%	81%		+2%	69%		-9%	61%		-13%	74%		+3%

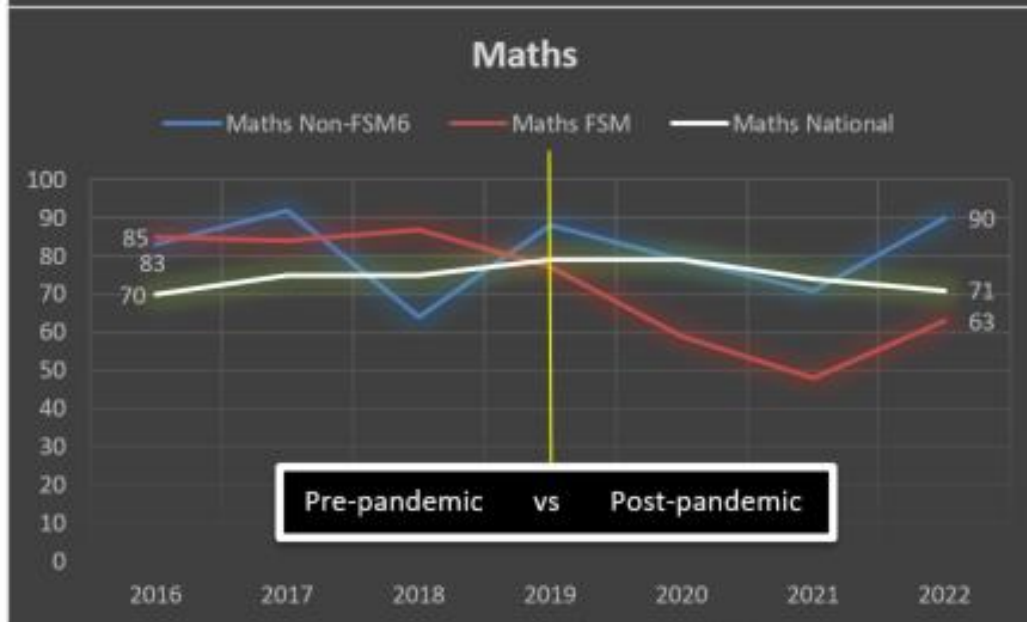
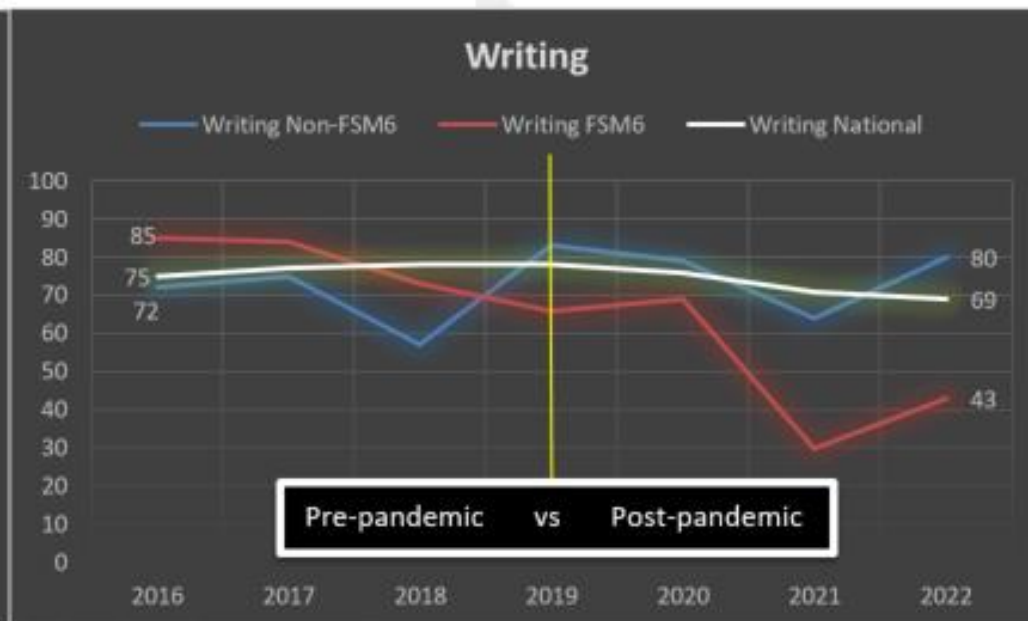
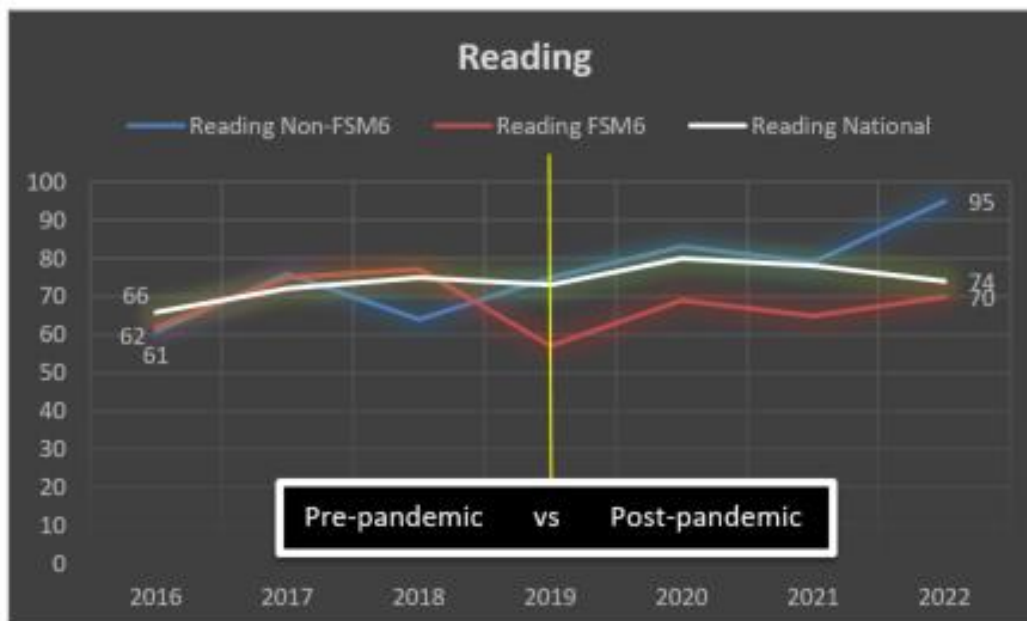
Attainment - what the table is telling us (July 2022)

- FSM6 pupils are 4% lower than National 'All Pupils' in reading. There has been a significant widening of the gap between Non FSM6 and FSM6 in reading (25% from 14%)
- FSM6 pupils are 26% lower than National 'All Pupils' in writing. There has been a further widening of the gap between Non FSM6 and FSM6 in writing (37% from 34%)
- FSM6 pupils are 8% lower than National 'All Pupils' in maths. There has been a further widening of the gap between Non FSM6 and FSM6 in maths (27% from 23%)

Areas of focus from the table for FSM6 pupils

- FSM6 reading and maths are broadly in-line with National. FSM6 writing has been particularly impacted from Covid-19 disruption. This is an area of focus.

Year 6 Attainment over time – Non-FSM6 vs FSM6 vs National



Wins

- Non PP pupils were in the 90s in reading and maths
- Non PP pupils in reading are well above pre-pandemic scores
- Non PP pupils in writing and maths are back at pre-pandemic scores
- PP pupils in reading are generally back at pre-pandemic scores
- Reading shows that PP pupils were nearly in-line with National
- Maths shows that PP pupils were getting closer to National

Challenges

- PP pupils in writing have fallen significantly behind
- PP pupils in maths need to continue to recover towards pre-pandemic scores

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

Year	2016			2017			2018			2019			2020			2021			2022		
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			Year 6 SATs - July 2018		
	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			Cohort 50 pupils Non FSM6 (20 pupils) FSM6 (30 pupils) 60% FSM6		
Reading	School	National	+/-	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	+3.0		+3.0
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		3.8↑	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	-0.8		-0.8
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	+0.9		+0.9
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	+0.6		+0.6
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		3.8↑	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	-3.2		-3.2
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	-1.8		-1.8
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	+2.0		+2.0
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		2.6↑	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	-0.6		-0.6
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	+1.0		+1.0

Progress - what the table is telling us (July 2022)

- 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 significantly higher than national (+3.0, +0.6 and +2.0 in R/W/M)
- The gaps in progress (3.8, 3.8 and 2.6 R/W/M) have widened in reading and writing but reduced in maths

Areas of focus from the table for FSM6 pupils

- Increase rates of progress for FSM6 pupils in writing (Use of Academic Tutors and staff tuition)

5.2 Pastoral outcomes show us that:

Last survey: Spring 2022

- 74% responded that enjoy being at school (with a further 18% neutral)
- 83% responded that they know what is expected of them at school (with a further 12% neutral)
- 92% responded that they have everything that they need for school (equipment etc.) (with a further 5% neutral)
- 83% responded that they feel safe at school (with a further 12% neutral)
- 82% responded that there is someone at school who cares about me (with a further 7% neutral)
- 88% responded that staff are nice to children at this school (with a further 8% neutral)
- 83% responded that they behave well at school (with a further 13% neutral)
- 82% responded that if they were worried about something at school they knew what to do (with a further 11% neutral)
- 78% responded that they were happy at school (with a further 14% neutral)

A more detailed breakdown, including the support given to those who did not feel as positive, can be found in the survey analysis document.

6. Externally provided programmes

Programme	Provider
Read, Write, Inc.	Ruth Miskin
The Write Stuff	The Training Space
Accelerated Reader	Renaissance
Star Tests	Renaissance
myON	Renaissance
White Rose Maths	White Rose Maths
Reading VIPERS	Literacy Shed
Spelling	Twinkl
Dimensions 'Learning means the World'	Dimensions
Jigsaw PSHE	Jigsaw
Discovery RE	Jan Lever Group
PE curriculum	Get Set 4 PE
EduKey (Safeguarding & provision mapping)	TES
Picture News	Picture News
Class Charts (Behaviour)	Class Charts