

# Pupil premium strategy statement

## Marshland St. James Primary & Nursery School

This statement details our school's use of pupil premium (and 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	33% (34 Pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Marie Lucca
Pupil premium lead	Marie Lucca
Governor / Trustee lead	Jade Fitt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51460
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£51460</b>

# Part A: Pupil premium strategy plan

## Statement of intent

All students at Marshland St. James Primary and Nursery School are expected to make good progress and attain high standards in all subject areas, regardless of their background or the difficulties they encounter. The main objective of our pupil premium strategy is to assist disadvantaged students in reaching that goal.

We will discuss the difficulties that our most vulnerable students – eg. those who have social workers or are young caregivers - face. Whether or not they are disadvantaged, the initiative we have outlined in this statement aims to meet their needs.

Our approach is centred on high-quality teaching, with particular attention to areas where disadvantaged students most need assistance. This will help the students in our school who are not disadvantaged while also having the biggest effect on reducing the achievement gap between disadvantaged and advantaged students. The goal of maintaining and raising non-disadvantaged students' achievement in tandem with their disadvantaged peers' advancement is implied in the outcomes that are outlined below.

Our strategy will be adaptable to both typical problems and unique requirements, based on thorough diagnostic evaluation rather than conjecture regarding the influence of disadvantage. Our chosen strategies work together to support students' success across the curriculum.

### To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Principles:

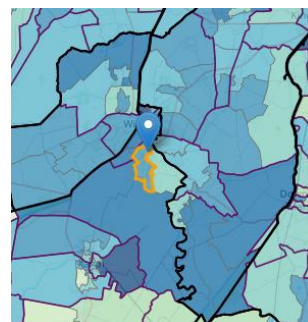
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified

as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### Demography and School Context

Pupil based deprivation and school location indicators (IDSR) show characteristics within the school have been close to average for the past three years however school location deprivation is above average.



School local area (MSOA) = King's Lynn and West Norfolk 013

	2023	2024	2025
School number on roll	Well below average 104	Well below average 108	Well below average 106
School % FSM6	Close to average 30.00	Close to average 32.99	Close to average 33.67
Local area % FSM6	Close to average 26.15	Close to average 22.97	Close to average 23.68
School % SEN support	Close to average 15.38	Close to average 13.89	Close to average 14.15
Local area % SEN support	Close to average 12.40	Close to average 12.99	Above average 17.28
School % EHC plan	Close to average 2.88	Above average 5.56	Above average 5.66
Local area % EHC plan	Close to average 3.02	Close to average 4.11	Well above average 5.54
School % EAL	Well below average 1.00	Well below average 0.90	Well below average 0.90
Local area % EAL	Below average 4.50	Below average 3.90	Below average 4.00
School % CIN	Below average 1.92	Below average 0.93	Close to average 1.89
Local area % CIN	Close to average 5.19	Close to average 3.78	Close to average 3.02
School % stability	Close to average 80.00	Close to average 82.35	Close to average 85.71
School pupil base deprivation	Close to average	Close to average	Close to average
Local area pupil base deprivation	Close to average	Close to average	Close to average
School location deprivation	Above average	Above average	Above average

Ultimate Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in our school and also support the desired improving picture nationally.
- To enable all identified disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Y6 and thus achieve GCSE English and Maths.
- To introduce strategic support for children's mental health to promote positivity and resilience in relationships and learning behaviours.

## Challenges

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

Challenge number	Detail of challenge																																																																																
1	<p>Over the last 3 years, the attendance of Pupil Premium children has been below than that of non-Pupil Premium children. Below is the data from the academic year 2024-2025.</p> <p><b>Session Attendance Summary, 02/09/2024 - 29/08/2025</b></p> <table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>All Years</td></tr><tr><td>Pupil Premium: No</td><td>88.95%</td><td>93.90%</td><td>92.63%</td><td>93.30%</td><td>95.36%</td><td>94.13%</td><td>92.90%</td></tr><tr><td>Pupil Premium: Yes</td><td>92.95%</td><td>91.45%</td><td>96.11%</td><td>87.37%</td><td>86.53%</td><td>89.68%</td><td>90.06%</td></tr></table> <div><p><b>2024-25 % Attendance Data</b></p><table><thead><tr><th>Year</th><th>PP (%)</th><th>Non-PP (%)</th></tr></thead><tbody><tr><td>Y1</td><td>92.2</td><td>89.0</td></tr><tr><td>Y2</td><td>91.5</td><td>93.8</td></tr><tr><td>Y3</td><td>96.0</td><td>92.5</td></tr><tr><td>Y4</td><td>87.4</td><td>93.3</td></tr><tr><td>Y5</td><td>86.5</td><td>95.4</td></tr><tr><td>Y6</td><td>89.7</td><td>94.1</td></tr><tr><td>All Pupils</td><td>90.1</td><td>90.1</td></tr></tbody></table></div> <p>Although there were two year groups where PP pupils' attendance was higher than non-PP, the mean value shows that overall, attendance for PP pupils was lower than that of non-PP pupils.</p> <p>Further to this data, there is a disparity between PP and non-PP pupils in regard to Persistent Absences &gt;=10%.</p> <table><tr><td>Pupil Premium: No</td><td>4</td><td>2</td><td>2</td><td>3</td><td>0</td><td>1</td><td>12</td></tr><tr><td>Pupil Premium: Yes</td><td>1</td><td>2</td><td>1</td><td>2</td><td>5</td><td>3</td><td>14</td></tr></table> <p>Also relevant to this challenge is lates data, showing a higher proportion of PP pupils compared to non-PP pupils arriving at school after registers have closed.</p> <table><tr><td>Pupil Premium: No</td><td>2.95%</td><td>0.93%</td><td>1.05%</td><td>2.49%</td><td>1.35%</td><td>1.96%</td><td>1.77%</td></tr><tr><td>Pupil Premium: Yes</td><td>1.94%</td><td>4.87%</td><td>5.26%</td><td>1.84%</td><td>4.37%</td><td>1.77%</td><td>3.40%</td></tr></table>		1	2	3	4	5	6	All Years	Pupil Premium: No	88.95%	93.90%	92.63%	93.30%	95.36%	94.13%	92.90%	Pupil Premium: Yes	92.95%	91.45%	96.11%	87.37%	86.53%	89.68%	90.06%	Year	PP (%)	Non-PP (%)	Y1	92.2	89.0	Y2	91.5	93.8	Y3	96.0	92.5	Y4	87.4	93.3	Y5	86.5	95.4	Y6	89.7	94.1	All Pupils	90.1	90.1	Pupil Premium: No	4	2	2	3	0	1	12	Pupil Premium: Yes	1	2	1	2	5	3	14	Pupil Premium: No	2.95%	0.93%	1.05%	2.49%	1.35%	1.96%	1.77%	Pupil Premium: Yes	1.94%	4.87%	5.26%	1.84%	4.37%	1.77%	3.40%
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2	<p>Statutory assessment data indicates that attainment for combined R,W,M among Pupil Premium children is below that of non-Pupil Premium children when looking at the 3-year trend.</p> <p><b>Disadvantaged pupils - Reading, writing and mathematics expected standard</b></p> <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>11</td><td>45%</td><td>46%</td><td>Close to average (non-sig)</td><td>68%</td><td>-22</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>6</td><td>67%</td><td>47%</td><td>Above (non-sig)</td><td>69%</td><td>-3</td><td>Suppressed</td><td>-</td></tr><tr><td>2024</td><td>3</td><td>0%</td><td>46%</td><td>Small cohort</td><td>67%</td><td>-67</td><td>Suppressed</td><td>-</td></tr><tr><td>2023</td><td>2</td><td>50%</td><td>44%</td><td>Small cohort</td><td>66%</td><td>-16</td><td>Not available</td><td>Low - Stability</td></tr></table> <p>Due to the size of the cohorts and the shortage of comparable data, it is vital that all staff understand the impact of disadvantage at all levels and know how this plan sets out to support progress for those identified pupils through targeted and bespoke intervention of all types.</p>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	11	45%	46%	Close to average (non-sig)	68%	-22	Not applicable	Not applicable	2025	6	67%	47%	Above (non-sig)	69%	-3	Suppressed	-	2024	3	0%	46%	Small cohort	67%	-67	Suppressed	-	2023	2	50%	44%	Small cohort	66%	-16	Not available	Low - Stability
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3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral spelling skills and vocabulary gaps among many disadvantaged pupils in KS1 &amp; 2. These are evident from Reception through to Year 6 and in general, are more prevalent among our disadvantaged pupils than their peers. This can often be due to lack of life experience, exposure to Cultural and Social Capital, and sometimes, a low level of familial aspiration.</p>																																																			
4	<p>Within our school, a significant number of pupils have multiple factors of vulnerability. 34% (36 children) of our whole school cohort are on the SEN register. Whereas 55% (17 children) of our pupil premium children are on the SEN register. These pupils, with multiple factors of vulnerability, are more at risk of underachievement.</p>																																																			
5	<p>Observations and interactions with our disadvantaged pupils suggest that some children have low self-esteem and or social difficulties. This can, in disadvantaged and other pupils, present as difficult behaviours and negative interactions especially during playtime or unstructured times which impacts on both pupils' mental health but also academic progress.</p>																																																			
6	<p>Recruitment and Retention - The recruitment and retention of the very best staff is the key to consistent quality first teaching. A lack of consistency can lead to unsettled, anxious or dysregulated children which can lead to disruption.</p>																																																			

## 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
Improved progress in Reading	Close the gap between national progress/attainment scores and MSJ progress scores in KS2 Reading
Improved progress in Writing	Close the gap between national progress scores and MSJ progress scores in KS2 Writing
Improved progress in Mathematics	Close the gap between national progress scores and MSJ progress scores in KS2 Maths
Improved progress in Phonics	Achieve at or above national average expected standard in Phonics Screening Check at the end of Y1 and improved outcomes for those children who have not yet passed.
Attendance	Improved attendance of disadvantaged pupils.
Positive changes in children's mental health.	Pupils demonstrating a more resilient approach to learning and relationships with strategies to resolve conflict and self-regulate.

The above intended outcomes are similar to last year (2024-2025). We feel that these outcomes need more focus to be able to fully embed in order to allow all disadvantaged pupils to be more successful.

## 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: £ 36,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed Sounds-Write across the school from EYFS to Year 6</p> <p>Sounds Write books</p> <p>Training for 4 staff members</p> <p>Ongoing CPD and dissemination of professional learning to all staff.</p> <p>£6400</p>	<p><u>EEF Guidance: Preparing for Literacy</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><u>EEF Guidance: Improving Literacy in Key Stage 1</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><u>EEF Guidance: Improving Literacy in Key Stage 2</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><u>EEF: Effective Professional Development</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	2,3,4, 6
<p>Use Instructional Coaching Programme STAR institute</p> <p>£1928</p>	<p><u>EEF: Effective Professional Development</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	2,3,4,6
<p>Increase parental engagement in curriculum workshops.</p> <p>£500</p>	<p><u>EEF: Working with Parents to Support Children's Learning</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	2,3,4,5
<p>In-classroom TA support to scaffold and support, including in the moment interventions and bespoke teaching based on teacher assessment. Focus on English and Maths.</p> <p>£27,485</p>	<p><u>Making best use of teaching assistants</u>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1703030737">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1703030737</a></p>	2,3,4



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

Budgeted cost: £ 10,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Twice weekly 1:1 reading recovery intervention with a TA x 2</p> <p>£6700</p>	<p><u>Making best use of teaching assistants</u>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1703030737">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1703030737</a></p> <p><u>Teaching assistant interventions</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	2,3,4
<p>Targeted Sounds Write sessions for identified pupils (1:1 or small group) daily X10 mins</p> <p>£4000</p>	<p><u>EEF Guidance: Preparing for Literacy</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p><u>EEF Guidance: Improving Literacy in Key Stage 1</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><u>EEF Guidance: Improving Literacy in Key Stage 2</u>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2,3,4

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

Budgeted cost: £ 5043

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free places at breakfast club for identified children- 50% Salary for second member of staff to meet ratio. £1973	<u>EEF: Working with Parents to Support Children's Learning</u> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1,2
Termly attendance meeting with identified pupils (persistent absentees, low attenders and those on track to become PA without intervention) £1000	<u>EEF: Working with Parents to Support Children's Learning</u> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1,2
ELSA training for identified staff including release time £1000	<u>EEF: Improving Social and Emotional Learning in Primary Schools</u> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	5
Drawing and Talking Therapy training. £500	<u>EEF: Improving Social and Emotional Learning in Primary Schools</u> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	5
50% bursary towards school (class) trips for children in receipt of FSM. £570	<u>The Influence of Educational Activities During School Trips in Teaching Young Children</u> <a href="https://www.europeanproceedings.com/article/10.15405/epsbs.2017.05.02.70">https://www.europeanproceedings.com/article/10.15405/epsbs.2017.05.02.70</a>	1,4, 5

**Total budgeted cost:** £52056 with £596 being subsidised from school training budget.

## Part B: Review of the previous academic year (2024-2025)

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

**To implement a knowledge rich curriculum accessible to all groups of learners.**

PKC has been implemented in all year groups on a rolling 2 year programme to ensure progression for all mixed age year groups. Training has been delivered and well-met by all staff and monitoring shows that lessons are delivered with fidelity to the scheme. Pupil and parent voice show that children share their knowledge at home and can talk about their learning with reference to the lessons taught.

**For all children to become fluent readers**

64% of children passed the phonics screening check.

KS2 Reading >ARE was 77% showing an improvement on the previous year. This objective remains high priority for 2025-26.

**To raise self-esteem and confidence through team building and life experience opportunities for disadvantaged groups. To support the mental health and resilience of pupils**

All children took part in clubs and organised events throughout the year including DEMAT Together Carol Concert and sports fixtures. The focus of PSHE lessons was on mental health and resilience both in school work and within friendships.

**For all pupil premium children to develop effective language skills, many of our pupil premium children enter school with language skills below that expected of their chronological age, they need additional support to develop their language and acquire a rich vocabulary**

KS2 data was 77% combined.

**To ensure that SEND/LAC (currently HT) coordinator has effective time to attend meetings, complete paperwork and liaise with professionals (44%/25% of PP are SEN children)**

Time allocated and effective provision in place for the appropriate children.

**Improve attendance: Children will attend school more frequently.**

Attendance has improved in the 2024-25 academic year.

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25 (2 term)	90	92.3%	94.8%	Below	Relative improvement
2023/24 (3 term)	89	90.8%	94.5%	Below	Relative decline

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Sounds Write	Phonics
Nuffield Early Language Intervention (NELI)	Language intervention program
Complete Maths	Complete Classroom Complete Maths Tutor