

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Marshland St James Primary & Nursery School
Number of pupils in school	107 108(including 11 nursery) 108
Proportion (%) of pupil premium eligible pupils	36% 24/25
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Susan Belcher Headteacher
Pupil premium lead	Susan Belcher, Headteacher

Governor / Trustee lead	Nicola Hayes, lead for disadvantaged pupils
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Funding overview

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Detail	Amount
Pupil premium funding allocation this academic year	£48,015
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£48,015

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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	<p>Gaps in prior learning particularly for disadvantaged children due to COVID 19 lockdown particularly in Maths and phonics</p> <p>Many of our pupil premium children enter school without rich experiences of reading books at home and need additional support to build reading miles in order to become successful readers, impacting their learning across the curriculum.</p>
2	<p>Limited speech and language skills which impacts on childrens vocabulary acquisition.</p> <p>Many of our pupil premium children enter school with language skills below that expected of their chronological age, they need additional support</p>

	to develop their language and acquire a rich vocabulary
3	Childrens knowledge and life experiences have been limited in various areas of the curriculum.
4	Inconsistent attendance and punctuality means that children do not attend as regularly as we would like. 2024 still stands, persistent non-attenders large influence from GRT community.
5	Increase in safeguarding concerns, in particular mental health and domestic violence. A number of pupils have experienced Adverse Childhood Experiences (ACE's) which impact on their emotional wellbeing and ability to access learning. (up to 50%)
6	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need. GRT/PP= 31% (10) SEN/PP=25% (8)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To implement a knowledge rich curriculum accessible to all groups of learners.</p> <p>For all children to become fluent readers</p>	<p>Pupil engagement and attainment increases. Pupils are able to access a well sequenced knowledge rich curriculum. Improvements across the curriculum for disadvantaged children including reading, writing and maths.</p> <p>100% of pupils to pass phonics screening check</p> <p>100% of pupils to make expected or greater progress in termly dibels assessments</p> <p>Review:</p>

To raise self-esteem and confidence through team building and life experience opportunities for disadvantaged groups.	Children will get to work together to develop team building skills through group activities, helping them to develop responsibility and positive self-esteem. The children will be able to experience new physical activities and become more independent. Children actively participate in out of school clubs as well as improved self-confidence and resilience.
For all pupil premium children to develop effective language skills any of our pupil premium children enter school with	100% of pupils will make progress measures against NELI or Wellcomm Children will learn in a knowledge and vocabulary rich curriculum through quality first teaching.

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language skills below that expected of their chronological age, they need additional support to develop their language and acquire a rich vocabulary	They will be able to show a love of the knowledge based curriculum through the use of knowledge organisers and pre learning opportunities
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)	The needs of disadvantage children are known to all staff through good communication from professionals. Individuals are targeted swiftly and effective interventions are put in place.
To support the mental health and resilience of pupils Support children with mental lead	Mental health and well-being is a priority within the school. Staff are better informed on how to support children and families with mental health needs. Use of Boxall profile to support individuals and for staff to Assess to implement appropriate support
Children will attend school more frequently.	Attendance for PP will improve to be broadly in line with National attendance figures.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding staff professional development in key areas to improve outcomes particularly in reading and in Maths	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf	1 3
Ensure all staff have had the training to understand the PKC curriculum and the pedagogy behind it	Staff understand how the curriculum is sequenced and the impact it has on learning and the importance of making sure learning is scaffolded for all learners. https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich	1 3

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	curriculum	
Enhancement of maths teaching and planning through the implementation of the Complete Maths program	Increased teacher confidence in the delivery of maths. Effective use of models and images is developed through the school. Improved pupil attainment in all aspects of maths is evident through regular summative and formative assessments.	1
Continue to develop the use of CPOMS to enable all staff to record safeguarding concerns and to be able to monitor vulnerable pupils more closely.	It is essential that all safeguarding concerns are logged and acted on with the utmost priority. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101454/Keeping_children_safe_in_education_2022.pdf	5 6

Release SEND/DSL to attend meetings, support pupils and liaise with external professionals	The needs of disadvantaged children are known to all staff. Individuals are targeted swiftly and effective interventions are in place.	1 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted TA support in phonics, reading and maths	EEF – tiered approach by providing targeted academic support, and structured interventions https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf	1, 2
Sounds Write decodable books £1000	EEF – tiered approach by providing targeted academic support, and structured interventions https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf	1, 2

	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf	
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Targeted support within classes – reading, writing and maths support	EEF – tiered approach by providing targeted academic support, and structured interventions https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children to attend school activities such as sporting events and enrichment activities to enable team building skills, life experience opportunities	All Y 5/6 children will participate in residential trip to develop and nurture resilience and well being After school and curricular opportunities are planned into the curriculum. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFERS411 Supporting the attainment of disadvantaged aged pupils - briefing for school leaders.pdf	1 4 5
Purchase of support resources and on line resources enable such as dyslexia interventions, numeracy interventions, pupil specific reading resources and multiplication website, engages and motivates children and gives	Pupils are able to access a range of educational resources. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid19Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf	1 2

them more targeted support	A tiered approach to 2021.pdf	
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<p>Continue to embed and enforce attendance intervention targeting specific families.</p> <p>This will involve training and release time for staff to develop and implement new procedures that need to be put in place to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	<p>4</p> <p>5</p>
		All

Total budgeted cost: £36,000

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 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	Sounds Write
Nuffield EarlyLanguage Intervention (NELI)	Language intervention program
Complete Maths	Complete Classroom Complete Maths Tutor