



Pupil premium strategy statement Great Marsden St John's Primary - A Church of England Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	82 students 40%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	30.11.25
Date on which it will be reviewed	30.11.26
Statement authorised by	P Ashworth (Trust CEO)
Pupil premium lead	M Underwood
Governor / Trustee lead	Anne Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,924.00 (Runs off the census so includes old Y6 but not current Rec)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£124,924.00

Part A: Pupil premium strategy plan

Statement of intent

Our Christian value of LOVE is not a passive sentiment; it is an active determination to ensure every child is given the best possible chance to flourish. This deep commitment translates into a relentless focus on:

Transforming Life Chances: We recognise that education is the most powerful tool for shaping life chances. Our strategy is built on the Christian principle of equity, ensuring that pupils, particularly the most disadvantaged, receive the targeted support, rich cultural capital, and pastoral care needed to overcome barriers and access pathways to future success.

Universal Excellence: Critically, our dedication to supporting our most vulnerable is the engine that raises the standard for all children. By identifying and addressing the specific barriers faced by the disadvantaged—such as developing expert classroom scaffolding, precise data analysis, and small-group academic intervention—we refine our teaching practice, leading to improved academic rigor, clarity, and consistency across every classroom. When we support our lost or struggling pupils effectively, we are simultaneously raising the bar for everyone.

Exceptional Outcomes: This dedication results in positively impacting all children's outcomes by creating a learning environment where excellence is non-negotiable. Our love compels us to challenge and support every child to exceed expectations.

In every decision we make—from the curriculum we teach to the care we provide—we strive to be living examples of LOVE, empowering our pupils to become compassionate, determined, and successful citizens of the world.

Challenges

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

Challenge number	Detail of challenge		
1	Attendance of disadvantaged pupils. The following table shows the statistic from 1.09.24 - 30.7.25		
		Disadvantaged	Non- disadvantaged
	Overall attendance	93%	94.3%

	Authorised absence	5.5%	4.2%
	Unauthorised	1.5%	1.5%
	Persistent absence	25.3%	17.6%
2	Combined outcomes (RWM) are below those of the Non PP children KS2 outcomes 2024/25 RWM Non PP 59% RWM PP 14% (NB - cohort specific factors need to consider eg children who are both PP and SEND)		
3	PP parental engagement in children's learning and attendance is inconsistent.		

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
All aspects of attendance for PP children will be closer to their non PP peers.	1) The percentage of Persistently Absent (PA) students (those with attendance less than 90%) who are PP will be closer to the percentage of non-PP students who are PA, with the gap reducing by 5 percentage points. 2) 100% of PP children who have a significant attendance issue will have an up-to-date and monitored Attendance Improvement Plan (AIP) 3) The percentage of scheduled school/parent meetings or check-ins regarding attendance issues for PP families that are successfully completed will be at least 90%. 1)
The RWM outcomes for PP children will be closer to those of their non PP peers. Oracy (Voice 21) will be a key driver in achieving this outcome. Mitigating barriers to achievement such as mental health and well-being will also be a strategy used in the challenge area.	Cohort specific factors apply 1) The attainment gap between PP and non-PP children achieving the Expected Standard in RWM combined will be reduced by the end of the Key Stage. 2) More PP children will be making accelerated progress in Reading, Writing, and Maths.

	3) Diagnostic gap analysis in all 3 subjects to determine the precise barrier for every PP child below the expected standard. 4) Peer mentoring will be in place to improve HQT. Oracy S/C 2) 100% of RWM lessons observed must demonstrate the consistent use of at least two high-leverage, structured talk strategies (e.g., talk partners, sentence stems, exploratory talk) specifically designed to facilitate academic language acquisition for PP students. 3) EYFS children PP children identified as having a significant language gap (based on a baseline assessment) will receive a structured, small-group oral language intervention - NELI 4) The use of subject-specific sentence stems (e.g., "I know this because...", "The evidence suggests...") to structure verbal explanations will be part of day to day practice.
There will be more positive engagement between school and the parents and carers of PP children.	1) We will baseline the number of PP parents who come to Spring 2026 parents evening and seek a % improvement from this figure. 2) All staff will receive training on effective, culturally sensitive communication strategies for building positive relationships with PP families. 3) Data from an annual parent survey will show that the percentage of PP parents/carers who strongly agree or agree with statements like "I feel welcomed and supported by the school" and "The school communicates effectively with me about my child's learning" will see % point improvement.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Voice 21 CPD</i>	Oral language interventions EEF	2
<i>Effective formative and summative assessment</i>	EEF publishes new guidance report – 'Teacher Feedback to Improve Pupil Learning' Teacher Feedback to Improve Pupil Learning EEF	2
<i>Effective Moderation</i>	The EEF supports moderation because it is a powerful tool for improving the quality of assessment and instruction, thereby driving up pupil attainment.	2
<i>Peer Coaching</i>	/https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	2

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>NELI</i>	Oral language interventions EEF	2
<i>Pre -teach</i>	Oral language interventions EEF	2
<i>Structured Interventions</i>	Teaching and Learning Toolkit EEF	2

Wider strategies (for example, related to attendance, behaviour, well being)

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance lead .</i>	EEF blog: Taking a tailored approach to improving attendance	1, 2, 3
<i>Family support worker</i>	Social and emotional learning EEF	1, 2, 3
<i>School Counsellor</i>	As above	1, 2, 3
<i>ELSA</i>	As above	1, 2, 3

Total budgeted cost: £ 125,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year marked the end of the previous 3 year strategy.

Intended outcome	Success criteria	Evaluation
Outcomes and progress for PP children will be closer to their peers.	All tracked data will see the gap between PP and their peers narrowing. QFT will be the major strategy to achieve the above. All interventions will be tracked via provision mapping to evaluate success and inform next steps.	HQT across school has improved, as evidenced by monitoring, performance management and external validation (Ofsted and SIAMS) Year 1 phonics 3 year trend shows that in year 3 (24/25) a higher % of disadvantaged children achieved the expected standard than their peers. At KS2, over a 3 year period the gap between disadvantaged children and non achieving expected standard in reading, maths and GPS has narrowed.
Barriers to achievement such as attendance and mental health will have had a less significant impact on PP children.	Regular meetings focused on attendance will lessen persistent absence and lates. ELSA and Counsellor interventions will track impact. Mental Health will sit prominent in the curriculum and school culture.	Although the number of children displaying mental health and anxiety issues has not lessened, school has now got secure practices and protocols in place to support them and their families. The day to day attendance gap is narrowing, but

		attendance remains a focus for us especially PA.															
		<table> <tr> <th>Academic Year</th><th>PP %</th><th>Non PP %</th></tr> <tr> <td>2022/23</td><td>91.93</td><td>94.8</td></tr> <tr> <td>2023/24</td><td>92.55</td><td>93.79</td></tr> <tr> <td>2024/25</td><td>92.54</td><td>93.7</td></tr> <tr> <td>2025/26</td><td>93.12</td><td>94.28</td></tr> </table>	Academic Year	PP %	Non PP %	2022/23	91.93	94.8	2023/24	92.55	93.79	2024/25	92.54	93.7	2025/26	93.12	94.28
Academic Year	PP %	Non PP %															
2022/23	91.93	94.8															
2023/24	92.55	93.79															
2024/25	92.54	93.7															
2025/26	93.12	94.28															
Parental engagement will provide greater support for children's achievement.	Analysis of key events eg parents evening attendance, homework outcomes, attendance at academic events will show an upward trend.	Parental engagement remains inconsistent and remains a priority.															

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.