

# Pupil premium strategy statement for St John's Marlborough



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	St John's Marlborough
Number of pupils in school	1314 (7-11)
Proportion (%) of pupil premium eligible pupils	13% (170 on our list with 62 service PP and 6 discretionary PP 237 TOTAL)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 – 25 2025 – 26 2026 - 27
Date this statement was published	Dec 25
Date on which it will be reviewed	September 26
Statement authorised by	Alan Henderson
Pupil Premium lead	Christina Holman
Governor / Trustee lead	Richard Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,544.00 (April 2025-May 2026)
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£215,544.00

## Part A: Pupil premium strategy plan

### Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our intention is that all pupils irrespective of their background or the challenges they face make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged learners to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by vulnerable learners, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

To achieve these objectives, we aim:

1. To increasingly address and **remove the barriers** faced by our disadvantaged pupils by adopting and incorporating the Wiltshire educational disadvantage charter.
2. To ensure that all disadvantaged pupils **participate** in the academic and wider curriculum to the same extent as their peers
3. To ensure that disadvantaged pupils on average make **increasingly substantial progress** year on year (i.e., Achieve on average a positive value-added Progress 8 Score over 5 years (2029)
4. For Disadvantaged post 16 destination data to reflect an increasing number of pupils accessing **level 3 pathways**

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives the school is adopting the tiered approach recommended by the EEF (Education Endowment Foundation), which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD (Continuing Professional Development) to ensure that the whole school staff have a shared understanding that 'disadvantage is a multifaceted issue that goes beyond labels and simple criteria. This is supported by the recruitment/ retention of high-quality teaching staff.

Internal data suggests that poor attendance and weak literacy are substantial barriers for many of our pupils, especially disadvantaged pupils, and therefore improving attendance and developing literacy in both Key Stage 3 and 4 is central to this plan, alongside other specific interventions based on identified need. Finally, there is both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our disadvantaged pupils, especially for our Looked After Children, Post Looked After Children and refugees. As such funding is directed to ensure that high quality pastoral care is available to all pupils, including a specific specialist team to support the most vulnerable pupils.

### What are the key principles of our strategy plan?

#### **The strategy plan is based on the following principles:**

- We promote an ethos that promotes the school's ethos of "Ambition, Integrity and Respect " for all, regardless of disadvantage or need.
- We are an evidence-based school, and that decisions and interventions should be informed by research and data with regular evaluation of provision.
- The most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF and the Wiltshire Educational Disadvantage Charter.
  
- Developing literacy of pupils, especially where literacy is below chronological age, is essential so that pupils can access the wider curriculum.
- Providing high quality pastoral and Careers Education Individual Advice and Guidance support is essential to meet the wider needs of all pupils.
- The use of a robust monitoring system, focused on outcomes, that can identify barriers and effectively inform and evaluate interventions is essential to maximise the impact of funding.
- Specific interventions should be based on identified need, prioritising strong relationships and a personalised approach.
- PP funding is leveraged to benefit as many pupils as possible, including non-disadvantaged pupils.
- Clear, responsive leadership establishes high aspirations and shared responsibility for raising attainment by all staff

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4.
2	Disadvantaged pupils' attendance is lower than their peers. The attendance gap averages 7.9% between PP and non-PP attendance over the last three academic years.
3	Disadvantaged pupils' reading ages are lower on average than their peers on entry to the school. 23% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers.
4	Disadvantaged pupils' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort. Average effort score of a disadvantaged student is 4.3 compared to peers 4.5. 2025-2026 Academic year so far: PP students have a ratio of 88% positive to negative points on ClassCharts compared with non-PP students at 92%. 22% of suspensions to date have been for PP/FSM students.
5	Disadvantaged pupils' home learning environment, social capital, and parental engagement (e.g., attendance at parents' evenings) is on average lower than their peers, with many pupils living in areas of significant deprivation, especially educational deprivation. On average, in previous academic years 20% of disadvantaged pupils' parents do not attend Parent's Evening, compared to 10% of non-disadvantaged.

**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 progress improves in all year groups.	<p>Progress data for Y10 and Y11 shows a narrowing gap.</p> <p>The difference between Disadvantaged KS3 students' attainment compared to targets is comparable to peers.</p> <p>Disadvantaged students to have a positive progress score.</p>
Improved attendance of disadvantaged pupils. Our attendance data in 2024 has been 3% lower than for non-disadvantaged pupils.	Attendance for disadvantaged pupils to be in line with peers by 2027: the overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged peers being reduced.
<p>The literacy gap in reading has reduced between disadvantaged and their peer group. Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last year, 23% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers. This gap remains steady during pupils' time at our school.</p>	<p>Targeted literacy interventions reduce the impact of this barrier over time. Literacy monitoring tools show an improvement in all literacy measures. Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and work scrutiny.</p>
Ensure that all pupils experience a positive learning environment where all pupils feel challenged and confident to contribute and to ask questions.	<p>Learning walks and Class Charts data show effective use of behaviour for learning strategies and routines in line with whole school policy.</p> <p>The number of sanctions is reduced and behaviour in and out of lessons reflects this.</p>
Disadvantaged pupils to engage in a wide range of enrichment activities to the same level as their non-disadvantaged peers. This will build social capital and encourage personal growth.	<p>An effective system of tracking of participation is put in place.</p> <p>Levels of engagement for disadvantaged pupils is in line with non-disadvantaged pupils by 2027.</p> <p>Increased levels of embedded enrichment opportunities to maximise number of students benefiting from these opportunities.</p>
<p>Provide high quality CEIAG provision to all disadvantaged pupils i.e.:</p> <ul style="list-style-type: none"> <li>• Improve access to further education paths in to post 16 education.</li> <li>• Ensure all disadvantaged pupils provided with at least two meaningful encounters with a careers adviser.</li> <li>• Improve attendance of disadvantaged pupils on careers related trips and experiences.</li> <li>• Improve access to further education paths in to post 16 education.</li> </ul>	<p>Attendance of disadvantaged pupil's parents and pupils at Sixth Form open event in line with peers by June 2025.</p> <p>Apprenticeship and college information event provided to all year 11 pupils, with attendance of disadvantaged pupils in line with non-disadvantaged pupils.</p>

<ul style="list-style-type: none"> <li>Ensure all Disadvantaged pupils provided with at least two meaningful encounters with a careers adviser</li> </ul> <p>The aim to ensure all disadvantaged students make successfully transitions and none are NEET post 16.</p>	All Year 9-11 pupils to have 1 career related trip / experience per school year. Attendance of disadvantaged parents and pupils at Sixth Form open event in line with non-disadvantaged by June 2025.
Increase disadvantaged pupil's parents' engagement with school	Attendance at parents evening for Disadvantaged pupils is in line with their peers by 2027. Currently there is a 20% gap between attendance rates of for non-disadvantaged parents compared to disadvantaged parents based on 2023/4 parents evening data.

## 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: £115 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and retention of key specialist teachers - Making sure pupils have teachers who are specialists	Research reported by the DFE (Department for Education, 2015), Supporting the attainment of disadvantaged pupils suggests that student attainment in core subjects such as maths is greater when delivered by a specialist teacher.	1,4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. We aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching, and support to suit our pupils, and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially	Supporting the Attainment of disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.  Wider educational literature e.g., Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2024) which claims significant improvement in learning e.g., Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1,4

important for pupils from disadvantaged backgrounds.		
CPD, meetings and briefings implemented to develop consistent high-quality behaviour for learning techniques in all lessons. Literacy will be a key focus of sessions.	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g., Rodgers (2015). This is further supported by the EEF Tool Kit (2024) which claims that effective behavioural management strategies have a benefit of significant improvement in learning i.e., +4 Months to learning	1,4
Regular assessments to identify underperforming pupils and to signpost interventions.	Wider educational literature e.g., Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2024) which claims effective assessment has a significant improvement in learning i.e., +7 months impact	1, 4
QA led by teaching and learning Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice.	DFE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development.' Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1, 4

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

Budgeted cost: £45 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing subject specific revision and intervention sessions. E.g. In school &amp; lunchtime sessions. Providing specific revision material e.g. revision guides</p>	<p>Engagement scores for disadvantaged pupils during lockdown was lower than that of their peers, suggesting larger gaps in knowledge.</p> <p>Internal assessment data suggests that targeted academic intervention of grade 4/5 pupils has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2024) which reports that extending school day has an effect of + 3 Months.</p>	<p>1,5,6</p>
<p>Increased 1:1 career adviser Interviews</p>	<p>CEC report (2020): highlights importance of careers guidance. Effect sizes reported by Hattie (2016) show that Career's interventions have an effect size of +0.38 and are likely to have positive effect on student achievement</p>	<p>1,4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary School guidance KS3 Accelerated Reader. Promote programme to staff in other departments in twilight sessions</p>	<p>Accelerated reader has been reported (Baye, Slavin, &amp; Haslam, 2019) to have a significant effect size of +0.24 (<math>p &lt; .05</math>).</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked to attainment in English and Maths</p>	<p>1,3</p>
<p>Small group tuition using National Tutor Programme</p>	<p>EEF Toolkit (Education Endowment Foundation, 2024) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months.</p> <p>Discontinued and not relevant 2025-2026.</p>	<p>1,6</p>

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

Budgeted cost: £56 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> <li>• Review and update attendance policy</li> <li>• Incorporate attendance into transition planning</li> <li>• Work with disadvantaged pupils' parents and pupils to identify specific barriers to attendance</li> <li>• Target support based on specific barriers</li> </ul>	<p>Research presented by organisations such as Welsh Assembly Government (2011) &amp; Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance. The DfE (Department for Education) guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1, 2</p>
<p>Provide high quality pastoral care including mentoring and support of vulnerable pupils by Pastoral Team</p>	<p>EEF Toolkit (2024) reports that mentoring has a +2-month benefit to pupils</p> <p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	<p>1,4</p>
<p>Embedding the Trauma Informed Schools Approach across the school to deliver right-time and reparative support for adolescent social and emotional development.</p> <p>Use of ImpactEd to monitor through the Wellbeing survey. ImpactEd surveys in 2025-2026 will focus solely on attendance.</p>	<p>Based on neuroscientific research and an understanding of the brain's "neuroplasticity." The impact on staff approaches towards behaviour being key. <a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a></p>	<p>1,2,5,6</p>
<p>Expand the alternative provision (AP) on site and the staff who deliver this by:</p> <ul style="list-style-type: none"> <li>• AP staff to provide INSET to class teachers for individual pupils they work with.</li> <li>• Bespoke curriculum package established for learners at risk of exclusion.</li> </ul>	<p>Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.</p>	<p>1,4</p>

Work with partners (DFE, Wilts Council) to provide laptops and ICT access for all pupils	Wider literature e.g., Colman (2021) shows that disadvantaged pupils significantly affected by digital divide, especially during pandemic.	5,6
Increase Parents Evening engagement by: <ul style="list-style-type: none"> <li>• Develop early online booking for disadvantaged parents</li> <li>• Where disadvantaged pupil's parents have not attended, encourage alternative contact via Pastoral staff</li> </ul>	Current anecdotal evidence suggests that many disadvantaged pupil parents are unaware of parents evening resulting in poorer attendance (approx. 10% gap)  EEF Toolkit (2024) reports that that effective parental engagement can have +2 months benefit to student progress	5,1
Ensure that pupils can access full taught and extracurricular activities. Tracking of participation using Evolve.	EEF's tool kit reports +2 months benefit from both arts and sports participation	5
Continued development of leadership of disadvantaged e.g. Continued appointment of pupil premium co-ordinator	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building leadership capacity to deliver school improvement	1,2,3,4,5,6,
Increase number of careers events attend by Year 9-11 pupils to 1 per year	CEC report (2020): <u>highlights importance of careers guidance</u> . Effect sizes reported by Hattie (2016) show that Careers interventions have an effect size of +0.38 and are likely to have positive effect on student achievement.	1,4
Creation of "data team" to ensure robust tracking systems are in place	The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement	1,2,3,4,5,6,

**Total budgeted cost: £216 000**

## 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 to 2025 academic year.

<b>Performance of Year 11 PP</b>	<b>St John's PP (non-PP)</b>
	2025
Progress 8 score	N/A
Attainment 8 score	39.30 (50.89)
% Achieving a strong pass English and Maths (9-5)	33.3% (57.1%)
% Achieving a standard pass English and Maths (9-4)	43.3% (72.2%)
% Achieving a standard pass English Baccalaureate	26.7% (43.6%)
P8 Open (best remaining)	N/A

## REVIEW OF PP FUNDING ACADEMIC YEAR: 2024/25

### Teaching and Learning

#### Review November 2025

There is no Progress 8 data for Year 11 2024/2025 due to the legacy of no KS2 data from the Covid Pandemic. Attainment 8 (A8) data demonstrates the sustained and consistent achievement for our Disadvantaged cohort, with our year 11 students achieving an Attainment 8 score of 46.94 compared to 53.10 for our non-PP students. Whilst there is a gap, this places our disadvantaged students at higher than the average Attainment 8 score for all students nationally. Our Attainment 8 gap reduced by 3.19 points and is significantly smaller than the national gap of 15.4 points. Disadvantaged students at St John's achieve better outcomes in A8 measures compared to students nationally. 65% of Pupil Premium students were entered for the EBacc and 47% achieved the standard pass compared to 29% nationally.

CPD was delivered in Sept 2024 across the school on The St John's Way: new evidence-informed teaching and learning principles. Other CPD focused on subject networks and bespoke sessions which allowed staff to specialise on key areas of development. These options included, but were not limited to: supporting disadvantaged learners, assessment & feedback; ambition within the curriculum; SEND provision.

Data analysed from SISRA analytics indicates an attainment gap in 2024/2025 for Yr 7-Yr10. Year 10 students finished the year with their Most Likely Outcomes indicating a Progress 8 score of -0.24 compared with non-PP students at 0.29.

## Targeted support

### Review November 2025

Throughout the school year, pupil premium funding supported leaders in providing further targeted support for our most vulnerable learners; disadvantaged students, those with SEND and students with safeguarding concerns. Through our whole school monitoring, evaluation, and review cycle there was a relentless focus on quality first teaching. Regular analysis of school data from internal assessment is used to raise the profile of underperforming students and coordinate targeted support across faculties. Targeted support and wider support strategies have been implemented effectively and continue to have an impact on all disadvantaged students. A new intervention referral system has been introduced which co-ordinates provision for our most vulnerable students.

Literacy remained a high-level focus. The use of Accelerated Reader identified students below chronological reading age to target reading initiatives. Students identified for literacy interventions in Year 7 were provided with a reading mentor who met with them weekly or more bespoke phonics intervention as required and made sustained progress in these areas. Literacy was a CPD focus and on the Academy Improvement Plan. Further curriculum changes include the introduction of an Asdan LifeSkills course in Year 9 which provides a more bespoke curriculum offer.

A Mentoring Programme targeted Y7 PP students and has been launched for 2025/2026. Bespoke mentoring with our PP Co-ordinator is being introduced this year for Year 8 as this year group has been identified as being vulnerable to establishing patterns of low attendance.

## Wider Strategies

### Review November 2025

All disadvantaged students have resources for effective learning. Students are provided with revision guides, work booklets and stationery from our library.

Attendance continues to be a key focus. A graduated response to attendance has been introduced which saw our attendance of PP students improve by 3% compared with the previous academic year. Attendance letters and communicates via the newsletter have increased to educate parents. A whole school tracking and monitoring system is used to ensure all students are supported including allocation of a lead member of staff. Home visits to students have increased due to the graduated response and visits are conducted after 3 days of absence by the attendance and pastoral team. Termly attendance meetings prioritise the most vulnerable students and focus on removing barriers to attendance. This was strengthened further through a tracking and monitoring attendance system for PP students which allowed staff to provide more personalised provision and support. A graduated response to behaviour is being introduced this academic year.

The hub facility has three rooms for intervention/short term support, behavioural mentoring and small group/1:2:1 mentoring. Evidence shows that a strong sense of school membership has a strong correlation between school attendance and wellbeing: In September 2024 we launched our new house system which is embedded across the school experience with students and staff. This includes but is not limited to: house assemblies, house leadership positions, house charitable fund raising and inter-house competitions. We now have two student councils: The Senate and The Forum. Here students from all year groups use their voice to influence change. Currently 14% of students are PP which is reflective of our whole school demographic.

The move to a single lunch in September 2024 allowed for a wider provision of lunchtime clubs and activities. The engagement of PP students with these extra-curricular opportunities is steadily increasing: 27.6% in 23/24 to 39.5% 24/25. Improving this uptake continues to be a priority moving forwards. This year, we are monitoring the provision of embedded enrichment (enrichment opportunities that are embedded within the school day) as well as extra-curricular clubs. To date, 55.7% of PP students have engaged in a club or embedded enrichment opportunity. There is also a robust system for monitoring career opportunities. Many of these events are available to all students to maximise participation. All students in Yr 9-11 had a minimum of 6 employer encounters last academic year.

A PP co-ordinator is in post, who has significant leadership experience. The PP coordinator regularly attends Trust PP meetings to share good practice and consider additional support we can put into place for students at St John's School.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
GCSE Maths / English tuition	Academy 21

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service pupils were provided with revision resources, stationary. There is a dedicated member of staff Service Pupil Champion who oversees their pastoral care. This member of staff also develops enrichment and wellbeing opportunities for our Service Pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Service pupils have excellent attendance in school and student voice surveys are positive