



## St Mark's Church of England Primary School Pupil premium strategy statement 2024-27

### Review November 2025

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 Mark's Church of England School
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	9% (9 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-27
Date this statement was published	November 2024
Date on which it was reviewed	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Clare Wright (EHT)
Pupil premium lead	Rachel Jones (DHT)
Governor / Trustee lead	tbc

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (9x &1,515 Ever6 children and 9x £350 service children)	£13,635 + £3,150= £16,785
<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	£16,785

# Part A: Pupil premium strategy plan

## Statement of intent

At St. Mark's, our intention is to provide a happy, caring, challenging and secure environment where every child, irrespective of their background or the challenges they face, will enjoy school, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support Pupil Premium pupils (and any other pupils who are disadvantaged) to achieve that goal.

As a school, we aim to provide a curriculum which is broad, balanced and relevant to each child's needs which is delivered through our Integrated Curriculum in EYFS and Key Stage 1 and in specific subject areas in Key Stage 2 (making curriculum links when appropriate). We recognise that quality first teaching is integral to improve outcomes for all pupils and therefore we are committed to ensuring that all pupils, including those who are disadvantaged (more able and with SEND), receive teaching which is at least good in every lesson. To achieve this we prioritise curriculum planning, ensuring that key knowledge and skills are sequenced and built upon towards defined end points.

56% of our Pupil Premium children also have SEND needs, including 1 EHCP and we are focused on providing them with the best possible support to access our curriculum, providing them with opportunities to extend and broaden their experiences within school.

At St. Mark's, staff invest time in knowing and understanding each individual child well, developing strong relationships with them and understanding their challenges. The teachers will be mindful of these challenges in each lesson, every day.

As previously mentioned, quality first teaching is at the heart of our approach, with a focus on areas in which Pupil Premium pupils require the most support. This approach has the greatest impact on closing any Pupil Premium attainment gaps whilst also benefiting the non-Pupil Premium pupils in our school.

### **Our Pupil Premium strategy objectives are:**

- To narrow the attainment gap between Pupil Premium and non-Pupil Premium pupils.
- For all Pupil Premium pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### **We aim to do this through:**

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring 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
- Recognising that not all pupils who receive free school meals will be socially disadvantaged
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and 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.

### **Achieving these objectives:**

The range of provision the Governors consider making for this group include:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Allocating a 'Pupil Premium' - providing small group work focussed on overcoming gaps in learning and running a lunchtime nurture group.
- Ensuring that all Learning Support Assistants are deployed effectively to support Pupil Premium children.
- Additional teaching and learning opportunities provided for children. Aiming at accelerating progress, moving children to at least age-related expectations.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Encouraging parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier
- Consider making a contribution supporting payment for activities, educational visits and experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Vocabulary in maths to apply their arithmetic skills to problem solving.
2	Vocabulary in English and phonological awareness to support both their writing and reading.
3	Lack of resilience and growth mindset and SEMH needs.
4	Lack of engagement in wider school life & development of cultural capital.
5	Lack of aspirations.
6	Many of our pupil premium children also fit into other vulnerable groups e.g. SEND, DSL involvement etc. 67% of pupil premium children at St Mark's fit into other vulnerable groups.
7	Due to small numbers of children in cohorts/groups data isn't always statistically viable e.g. attendance. Data from groups can be greatly affected by a very small number of children.

## 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><i>Pupils make expected or greater progress in their learning</i></p>	<ul style="list-style-type: none"> <li>• All adults will be focussed on the progress of Pupil Premium children in all maths and English lessons.</li> <li>• Pupils know the next steps in their learning and how to improve.</li> <li>• Pupil premium children will be discussed at Pupil Progress Meetings.</li> <li>• Vocabulary development interventions will take place where necessary.</li> <li>• Development of oracy skills planned in to all lessons so children can articulate their learning.</li> </ul> <p>Measured on pupil progress data.</p>
<p><i>Pupils have a 'can do' attitude to their learning</i></p>	<ul style="list-style-type: none"> <li>• Children will participate in lessons and not be afraid of taking risks.</li> <li>• Development of oracy skills planned in to all lessons so children can articulate their learning and participate in class discussions.</li> <li>• ELSA support to promote resilience.</li> <li>• PSHE, Collective Worship and a carefully planned curriculum to promote risk taking and resilience.</li> <li>• Mentors and adults in class to develop relational skills and to encourage children to do their best.</li> </ul> <p>Measured from pupil voice and observing children.</p>
<p><i>Pupils to feel part of all of school life at St Mark's</i></p>	<ul style="list-style-type: none"> <li>• Pupil Premium children represented in the Job Junction System (a range of roles including school council).</li> <li>• Pupil Premium children to be encouraged and supported to participate in school trips.</li> <li>• Pupil premium children to represent the school</li> <li>• Children are encouraged to go to after school clubs and supported with this where necessary.</li> <li>• Mentors and adults in class to develop relational skills and to encourage children to apply their skills in clubs.</li> </ul> <p>Measured on feedback from children and involvement in after school clubs and activities- from the engagement spreadsheet.</p>
<p><i>Pupils are confident that they can succeed and that they have high aspirations</i></p>	<ul style="list-style-type: none"> <li>• Careers framework developed so that children are exposed to and meet people from the 'world of work' to open their eyes to the opportunities they can have and to raise aspirations.</li> <li>• Mentors and adults in class to develop relational skills and to encourage children to have high aspirations.</li> </ul> <p>Measured on feedback of children's questionnaires.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention) Budgeted cost: £3841.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mastery approach to teaching and learning implemented. CPD to be provided by the Teaching and Learning leader – listening and oracy skills to develop their understanding and learning	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a>	1, 2, 5, 6
Retrieval embedded into all lessons and subject areas. CPD to be provided by the Teaching and Learning leader	<a href="file:///C:/Users/99rfara/Downloads/Closing%20the%20Attainment%20Gap%20-%20Final%20v1.pdf">file:///C:/Users/99rfara/Downloads/Closing%20the%20Attainment%20Gap%20-%20Final%20v1.pdf</a>	1, 2, 3, 6
Resource packs for Pupil Premium learners sent home to parents. Books and relevant resources sent home each academic year.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3, 5, 6
Developing reading resources and the library to promote a love a reading and raise expectations. Providing additional reading resources for home so that PP children can access high quality texts.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	2, 5, 6
Developmental learning walks/observations for all members of teaching staff in order to develop their knowledge and understanding of how disadvantaged children learn (30ms per half term 5 teachers)	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	1, 2, 3, 6

### Targeted academic support (e.g. tutoring, one-to-one interventions) Budgeted cost: £5985.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonic interventions for children in order to bridge any phonic and reading gaps	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	2
Reading buddies to raise profile of reading (cross year groups).	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a>	2, 4
Providing additional 1:1 or small group support through intervention groups for Reading, Writing and Maths skills. They are carefully planned and run by skilled staff. They are time bonded and monitored closely for effectiveness.	<a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a> case studies  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 2, 3, 4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the role of the mentor to include language/vocabulary delivery alongside developing relational skills and in order to extend the child's support network.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> 'Strong pastoral care is the foundation stone of a successful strategy' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	1, 2, 3, 4, 5, 6
Lunch club established and run by various members of staff to develop children as 'Little Heroes' (Service children) and to develop the resilience of all children.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> 'Strong pastoral care is the foundation stone of a successful strategy' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	1, 2, 3, 4, 5, 6
Staff members to attend meeting with local schools about children in receipt of Pupil Premium and how schools can work together to share best practise and support each other.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> 'Strong pastoral care is the foundation stone of a successful strategy' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	1, 2, 3, 4, 5, 6
Positive phone calls home to each pupil premium family half termly to develop parental links and perceptions of education.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	1, 2, 4
Providing financial support to enable children to participate in residential visits and/or day trips.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> 'Our disadvantaged pupils do not lack talent or ability to make significant contributions in society. But they sometimes lack opportunity' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	3, 4, 5, 6
Financial support for after school clubs where necessary so that families who may need additional support can access it.	<a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a> 'Our disadvantaged pupils do not lack talent or ability to make significant contributions in society. But they sometimes lack opportunity' Addressing Educational Disadvantage in schools and colleges- The Essex Way, Edited by Marc Rowland	4, 6
Qualified ELSA to provide emotional support where necessary- Where children have particular vulnerabilities they are invited along to a nurture group led by a class teacher or the ELSA, this supports the children to be able to deal with any difficulties and to therefore be able to focus on their learning.	<a href="https://www.nurtureuk.org/research-evidence/ngn-commissioned-research/lancaster-nurture-group-report">https://www.nurtureuk.org/research-evidence/ngn-commissioned-research/lancaster-nurture-group-report</a>	3, 4, 5, 6

Providing a range of extra curriculum activities including a daily lunch club to ensure that children feel nurtured and excited and so we can address the emotional and social needs of all pupils.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>	3, 4, 5, 6
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**Total budgeted cost: £ 16,749**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Early learning goals 2023/24 (no Ever6 pupils in the 2024/25 cohort)

75% of Early Learning Goals achieved by Ever6 Pupils

All of the Ever6 in last year's reception achieved the ELGs in: Building relationships, Comprehension, Gross Motor Skills, Managing Self, Past and Present and The Natural World.

#### Year 1 Phonics Screening 2025

87% of the year 1 cohort passed their phonics screening (against 80% nationally)

No Phonics Screening data for the 2024/25 Ever6 cohort as the number of children was low and therefore the data is not statistically viable.

#### SATs 2024/25 for St Marks

No SATs data for the 2024/25 Ever6 cohort as the number of children was low and therefore the data is not statistically viable. No SATs data for the 2023/24 Ever6 cohort as there were no Ever6 children in this cohort.

#### % of pupils who met or exceeded the expected standard 2024/25

	Reading	Writing	Maths	Combined
St Mark's	88%	71%	88%	65%
National	75%	72%	77%	62%
Hampshire	75%	72%	74%	61%

#### % of pupils achieving a higher level of attainment

	Reading	Writing	Maths	Combined
St Mark's	47%	29%	24%	12%
National	34%	14%	35%	8%

#### Average scaled score

	Reading	GPS	Maths
St Mark's	109	106	106
National	106	105	105

#### Attendance

Average attendance of Ever6 in 2024/25 was 93.54%

Average attendance school wide 2024/25 was 96.66%

Average attendance of Ever6 in 2023/24 was 92.05%  
 Average attendance school wide 2023/24 was 95.52%

## 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
White Rose Maths (£210)	Primary Maths Resources
Language Angels- Spanish (£124.50)	Language Angels Nubridge Publishing Ltd
ELS- Phonics scheme (£3,487.21)	Oxford University Press <a href="#">Essential Letters and Sounds - Oxford Owl</a>
My Maths (£419)	<a href="#">Home - MyMaths</a>
Tapestry (£110)	Tapestry The Foundation Stage Forum Ltd
Times Table Rock Stars (£109.50)	
Spelling Shed (£210)	Education Shed Ltd, Severn House, River Side North, Bewdley, Worcestershire, DY12 1AB, UK
Charanga Music (£139)	Charanga

## 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?	The Service premium was pooled together with Pupil Premium funding and was used to support attendance at clubs and any additional emotional/nurture support alongside allocation of specific resources for service children.
What was the impact of that spending on service pupil premium eligible pupils?	Pastoral support and support for clubs was available to those who required it.