



# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025-26 academic year) funding to help improve the attainment of our disadvantaged pupils.

## School overview

Detail	Data
School name	St Mark's CE Primary School
Number of pupils in school	449 (Dec 25)
Proportion (%) of pupil premium eligible pupils	57% Funding for year 25/26 based on 255 pupils  (244 primary school pupils and 11 EYPP pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Deborah Sadler
Pupil Premium Lead	Victoria Bradbury
Governor / Trustee lead	Laraine Jones

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£348,400
Pupil premium funding carried forward from previous years	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	£348,400

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### Our School Context and Ethos

At St Mark's CE Primary School, our work is underpinned by our Christian values of **Responsibility, Equality, Spirituality, Perseverance, Enthusiasm, Commitment and Trust**.

We have high aspirations for every child and believe that no child should be left behind. We know that high-quality, inclusive Quality First Teaching (QFT) is the single most important lever in closing the attainment gap for disadvantaged pupils, while also benefitting their non-disadvantaged peers. Our key focus is therefore to invest in and continually strengthen Quality First Teaching and adaptive practice in every classroom.

### Our Belief About Equity and Opportunity

We believe all children should have equitable access to:

- A high-quality, ambitious curriculum
- A wealth of enriching experiences that build cultural capital
- Opportunities that foster resilience, confidence and a love of learning

All staff and governors accept collective responsibility for disadvantaged pupils. We are committed to meeting their pastoral, social and academic needs within a stable, consistent and caring environment where children feel safe, valued and known.

Our strategy is also integral to our wider school plans for ongoing school improvement, ensuring that support is carefully targeted towards pupils whose education has been most disrupted, whether or not they are formally identified as disadvantaged.

Our approach is rooted in robust diagnostic assessment and informed by research evidence. The approaches we adopt are designed to complement one another so that pupils experience a coherent, joined-up offer.

### Our Ultimate Objectives for Disadvantaged Pupils

By the end of their time at St Mark's, we aim for disadvantaged pupils to:

- Experience positive, trusting relationships with staff and peers, and for families to feel listened to and included.
- Achieve strong academic outcomes so that they are well prepared for the next stage of their education and future life.

- Learn in an inclusive environment where barriers are identified early and removed or reduced, and where they have the resources they need regardless of socio-economic background.
- Access a broad range of enrichment and cultural capital opportunities that extend their horizons.
- Benefit from a whole-school culture of high expectations, where all staff and governors take responsibility for their outcomes.
- Have their support shaped by evidence-informed practice and regular review of impact.
- Receive excellent pastoral care, supporting their social, emotional and mental health as well as their academic progress.

Achieving these outcomes:

- Provide all staff with high quality tailored CPD to ensure that pupils access effective quality first teaching.
- Ensuring access to educational resources and experiences for all disadvantaged pupils across all subject areas

## Challenges

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

Challenge number	Detail of challenge
1	Maintaining high-impact pedagogy while adapting learning to meet the diverse needs of all pupils.
2	Raising attainment across the curriculum by developing children's spoken communication skills from the outset.
3	Creating a predictable, supportive environment that reduces barriers to regular school participation.
4	Ensuring that pupil premium learners can benefit from the full range of enrichment activities without financial or logistical disadvantage.
5	Providing rapid, tailored support that accelerates integration and language acquisition for newly arrived or frequently moving students.
6	Building strong partnerships with families to reinforce educational goals and foster a collaborative approach to pupil progress.

## 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
1. The quality and consistency of teaching across the whole curriculum is improved so pupils' achievement in all curriculum subjects is in line with non-PP	All teachers demonstrate at least two Quality First Teaching strategies in lesson observations. All staff complete a minimum of 8 hours of CPD on adaptive practice and Quality First Teaching before the end of the academic year.
2. Pupils demonstrate improved spoken language skills, richer vocabulary and more organised discourse, which translates into higher attainment across the curriculum—particularly in reading and writing assessments.	Baseline oral language assessment scores for pupil premium pupils rise in EYFS. There is an increase in the number of children working at ARE in writing.
3. Attendance for pupil premium students improves with a reduction in unauthorised absences and demonstrable improvements in mental health and wellbeing indicators.	Overall attendance for pupil premium pupils reaches 95% by the end of the academic year. Unauthorised absence for pupil premium pupils falls compared to previous years. Persistent absentees have a personalised support plan in place to reduce further absences.
4. An increase in pupil premium learners take part in at least one enrichment activity, reporting increased confidence, social skills and broadened horizons, and showing positive effects on overall engagement and attainment.	Every pupil premium pupil has the opportunity to participate in at least one extracurricular activity.  No pupil premium pupil is excluded from a trip because of cost – all fees are covered by school funding. There is a fair representation of pupil premium children who hold a formal leadership role (e.g., prefect, eco/school/worship councillors, team captains).
5. Newly arrived or mobile pupils achieve expected language benchmarks within a defined timeframe and transition smoothly into mainstream classes, reflected in improved English proficiency scores and reduced need for additional catch-up provision.	100% of newly arrived pupils, for whom English is an additional language, sit a baseline language assessment within 2 weeks of enrolling.  Improved English proficiency: Pupil show a measurable increase in English proficiency scores between entry baseline and review points.

6. Parent school partnership metrics rise (e.g., higher attendance at parent teacher meetings, greater participation in home learning activities), resulting in stronger home support for learning and a measurable uplift in pupil progress and wellbeing.	An increase in the % of parents who attend school organised events. Attendance at parent-teacher conferences for pupil premium reaches 90%.
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## 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

Budgeted cost: £168,536.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use high quality tailored CPD to upskill teachers and TAs with appropriate approaches and pedagogy for quality first teaching and intervention support. (Walk thrus with a focus on instruction, modelling, scaffolds, cognitive load and re-retrieval practice)	<p><b>The EEF Attainment Gap Report 2018</b> states that, "Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial; therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</p> <p><b>DfE (2022) – Cognitive Load in the Classroom briefing</b> – recommends chunking, signalling and worked examples as core strategies.</p> <p><b>DfE (2022) – TA Development Framework</b> – recommends joint CPD with teachers to align language of intervention and maximise impact.</p> <p>"Effective deployment of teaching staff was seen as vital in raising standards among disadvantaged pupils, with the best teachers</p>	1,2,3

	working with those who needed most support and using teaching assistants to support pupils' learning." OFSTED report on PP 2014.	
Map the curriculum to identify enrichment opportunities that align with learning objectives.	The study attributes the advantage to the <i>transfer of skills</i> learned in enrichment back to the core curriculum, a process that mapping makes visible. <b>British Academy – The Impact of Extracurricular Activities on Educational Attainment (2019)</b>	1,2

## Targeted academic support

Budgeted cost: £170,536.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate teaching assistants to run small group intervention sessions.	<b>The EEF guide to supporting school planning 2020</b> evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. These interventions should be carefully targeted through identification and assessment of need and the intensity should be monitored.	2
Provide daily small group EAL sessions.	<b>Department for Education (DfE) – EAL Guidance for Schools (2022)</b> Recommends “daily, targeted language sessions of 20–30 minutes” for newly arrived learners to ensure sufficient language exposure and to close early gaps.	5
Introduce Inclusive attendance approach	<b>DfE guidance <i>Working together to improve school attendance and the attendance framework</i></b> stress that schools must use inclusive, whole-school systems for attendance, with	3,6

	clear roles for all staff, early help for families and escalation processes that are “inclusive and appropriate for all pupils”.	
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## Wider strategies

Budgeted cost: £9,327.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops eg. Tea and Talk sessions, learning workshops,	<b>The EEF Teaching &amp; Learning Toolkit</b> finds that parental engagement has, on average, a positive impact of around 3–4 months’ additional progress, especially when schools give parents clear, practical strategies for supporting learning at home.	6
Wide variety of activities available, including non-academic clubs delivered by staff with specific skills in those areas.	<b>DfE character education and resilience guidance</b> highlights that high-quality co-curricular and enrichment provision (e.g. arts, music, sport, outdoor and community activities) plays a key role in developing pupils’ character, confidence, resilience and cultural capital, which are strongly associated with later life chances and social mobility.	4

**Total budgeted cost: £348,400**

## 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.

Aim	Outcome
The quality and consistency of teaching across the whole curriculum is improved so pupils' achievement in all curriculum subjects is in line with non-PP pupils and cultural capital is developed and sustained.	<p>A 2 year development plan for all classroom staff has been mapped out.</p> <p>In drop ins, staff show that they have improved their teaching. They are using the 'I do', 'We do' and 'You do' process. Children are having more opportunity to practise.</p>
Disadvantaged pupils will demonstrate accelerated progress in all areas of learning, with a specific focus on communication and language, personal, social, and emotional development, and early literacy and numeracy skills.	<p>Disadvantaged pupils entered Year 1 better prepared for the KS1 curriculum, demonstrated by improved phonics readiness/early reading behaviours, stronger self-regulation and learning behaviours.</p> <p>Disadvantaged pupils made at least expected progress unless they have other vulnerabilities.</p>
Improved oral and language skills and vocabulary among disadvantaged pupils	<p>English lead has been released to monitor English lessons and books across the school with the Head Teacher and Deputy Head Teachers to ensure high quality English provision.</p> <p>All staff from Y2 to Y6 use the Durran sheet to improve vocabulary choices.</p> <p>All staff pre cue vocabulary and knowledge mats are given to support the children.</p> <p>Curriculum maps have been implemented for all subjects with progressive vocabulary to support staff in the delivery.</p> <p>Children in EYFS have been identified and language programmes put into place and completed.</p>



	<p>EYFS- 42% of disadvantaged pupils achieved a good level of development across the 3 prime areas compared to 48% all pupils and 53% Non PP</p> <p>47% of stable disadvantaged pupils achieved a good level of development across the 3 prime areas compared to 57% stable all pupils and 64% Non PP stable.</p> <p>Stable disadvantaged pupils achieved better.</p> <p>Phonics check for Year 2 children was 63% and 67% of PP children passed.</p> <p>Phonics check at the end of Y1 was 70% for all children and 68% for PP Children. Stable children PP 82%</p> <p>Phonics in EYFS, KS1 and KS2 will remain a focus due to the gaps.</p> <p>At the start of the year, the early communication screen showed 25% of nursery were red compared to the end of the year where 24% were screened as red. With 88% screened as red or amber at the start of the year.</p> <p>The children who have now scored a red on the assessments are-</p> <ul style="list-style-type: none"> <li>- Either: on the SEN register, receive S&amp;L support from a therapist or are an English as Additional Language Beginner.</li> </ul> <p>All nursery children receive 30 hours instead of 15 hours.</p> <p>Class teachers and Inclusion Lead are working together to identify those needing support at KS1 and KS2.</p>
<p>Pupils will be physically fit, active, healthy, and emotionally well, enabling them to engage more effectively in learning and prepare for life in modern Britain. Disadvantaged pupils are healthy, happy, and actively engaged in school, community life, and broader global issues.</p>	<p>Disadvantaged pupils show improved wellbeing and readiness to learn evidenced by improved attendance, reduced persistent absence, fewer behaviour incidents, and increased engagement in lessons.</p> <p>Disadvantaged pupils will participate in physical activity regularly and increasingly access enrichment.</p>

	Disadvantaged pupils are active citizens who engage with modern Britain and global issues, demonstrated through increased participation in leadership roles and community projects.										
The teaching of reading comprehension including inference skills and reading fluency is developed and as a result pupils make the expected progress by the end of KS1 and KS2.	Children, who were not on track or were unable to read at home due to parents' level of English, were identified in Pupil Progress meetings and targeted for daily reading. Whole class guided reading was introduced to ensure children had more opportunity to work with an adult.										
	<table><tr><td>Reading KS1</td><td>Stable PP</td><td>Stable Non PP</td><td>Stable All groups</td><td>All groups</td></tr><tr><td></td><td>56%</td><td>60%</td><td>57%</td><td>43%</td></tr></table>	Reading KS1	Stable PP	Stable Non PP	Stable All groups	All groups		56%	60%	57%	43%
	Reading KS1	Stable PP	Stable Non PP	Stable All groups	All groups						
		56%	60%	57%	43%						
	Stable disadvantaged achieved better than all groups and inline with stable all groups.										
	<table><tr><td>Reading KS2</td><td>Stable PP</td><td>Stable Non PP</td><td>Stable All groups</td><td>All groups</td></tr><tr><td></td><td>63%</td><td>93%</td><td>74%</td><td>63%</td></tr></table>	Reading KS2	Stable PP	Stable Non PP	Stable All groups	All groups		63%	93%	74%	63%
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Stable disadvantaged achieved in line with all groups.											
Pupil Premium children will develop a rich cultural capital, enabling them to broaden their knowledge, experiences, and understanding of the world.	<p>This year, the children have engaged in a wide range of visits and some classes have had visitors into school.</p> <p>Nursery- Church, Hanley Park, Farm, Police, Tortoise</p> <p>Reception- Paramedics, Airport, Amerton Farm, Library, Dental Hygiene Visitor, Potteries Museum.</p> <p>Y1- Brampton Museum, Hanley Park, Bike Ability and Seat Belt Safety</p> <p>Y2- Hanley Park, City Songbirds concert</p> <p>Y3- Chester – Romans, Hanley Park, Viking Man</p> <p>Y4- Hanley Museum, Wolseley Centre, Hanley Park, Art project, The History Man and Unconventional Menagerie.</p> <p>Y5- River Dane trip, Humanist visitor, Fire Station, Bike Ability and STEM activities at Hanley Museum.</p>										

	Y6- Standon Bowers Residential Hanley Museum Bike Ability Severn Trent Visitor Game On												
A comprehensive set of strategies to enhance language proficiency ensures that children can articulate their thoughts clearly and communicate effectively with others through spoken language.	27% of children achieved green communication screening at the end of Nursery compared to 12.5% in the autumn term. Time to talk was delivered in Nursery.  Word Aware strategies are used whole class. Talk Boost was delivered to small groups in KS1 and 2. During the subject monitoring, children were able to articulate their learning.												
The gap between non-PP and PP pupils achieving ARE in Reading, Writing and Maths at the end of each Key Stage is reduced.	End of KS1												
	<table><tr><td></td><td>PP</td><td>Non-PP</td></tr><tr><td>Reading</td><td>43%  56% stable (18 children)</td><td>56%  60% stable (15 children)</td></tr><tr><td>Writing</td><td>34%  72% stable (18 children)</td><td>52%  60% stable (15 children)</td></tr><tr><td>Maths</td><td>52% (+4%)  61% stable (18 children)</td><td>56%  60% stable (15 children)</td></tr></table>		PP	Non-PP	Reading	43%  56% stable (18 children)	56%  60% stable (15 children)	Writing	34%  72% stable (18 children)	52%  60% stable (15 children)	Maths	52% (+4%)  61% stable (18 children)	56%  60% stable (15 children)
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	End of KS2												
	<table><tr><td></td><td>PP (increase on previous yr)</td><td>Non-PP</td></tr><tr><td>Reading</td><td>53% (+4%)  63% Stable (24 children)</td><td>85%  93% Stable (14 children)</td></tr><tr><td>Writing</td><td>36% (+3%)  46% Stable (24 children)</td><td>80%  85% Stable (14 children)</td></tr><tr><td>Maths</td><td>45% (+3%)  58% stable (24 children)</td><td>85%  85% Stable (14 children)</td></tr></table>		PP (increase on previous yr)	Non-PP	Reading	53% (+4%)  63% Stable (24 children)	85%  93% Stable (14 children)	Writing	36% (+3%)  46% Stable (24 children)	80%  85% Stable (14 children)	Maths	45% (+3%)  58% stable (24 children)	85%  85% Stable (14 children)
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	Stable disadvantaged children achieved better.
Children and parents work in collaboration with the school to support their child's aspirations.	<p>Increase in children reading at home. Homework is completed weekly and half termly projects are completed to a high standard.</p> <p>Parents attended family learning workshops, tea and talk sessions and parent forum.</p> <p>Parents come into school to listen to readers and support on class trips.</p>

## Externally provided programmes

Programme	Provider
Bell Foundation Framework for Assessment	Bell Foundation
RWI Phonics and Spelling	Badger Learning
Early Talk Boost/Talk Boost KS1 and KS2	I CAN
Time to Talk	LDA
Times Tables Rock Stars	Maths Circle
Maths Whizz	Whizz Education
Word Aware	Routledge
Inclusive Attendance	Inclusive Attendance

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

