



Pupil Premium Policy

Last Reviewed: January 2026

Review Date: January 2027

Pupil Premium Policy

1. Mission, values and aims

At St Mark's CE Primary School, we live by our school Christian vision:

"St Mark's is an inclusive, welcoming and nurturing family where everyone is loved, RESPECTed and valued. We are proud to be recognised as unique individuals, who celebrate diversity within a supportive Christian environment, where all can flourish. We aim to make a positive difference to the world we live in for ourselves and others by following the example of the Good Samaritan."

Our work is underpinned by our school values of RESPECT - Responsibility, Equality, Spirituality, Perseverance, Enthusiasm, Commitment and Trust.

We have high aspirations for every child and believe that no child should be left behind. High-quality teaching (Quality First Teaching) is the most important lever for improving outcomes for disadvantaged pupils, alongside carefully targeted support that removes barriers to learning.

2. Purpose of this policy

This policy sets out how St Mark's CE Primary School will use Pupil Premium funding to improve educational outcomes for eligible pupils, particularly in relation to attainment, progress, attendance, wellbeing and access to wider opportunities. It explains roles and responsibilities, how pupils are identified and supported, and how impact is monitored and reported.

3. Statutory requirements and accountability

Schools are required to publish a Pupil Premium Strategy Statement on their website, setting out how funding is spent and the impact of the approach. St Mark's publishes its Strategy Statement in line with Department for Education guidance and reviews it at least annually.

The Local Governing Board holds leaders to account for the effective use of funding and receives termly reports on provision, spending and impact.

4. What is Pupil Premium?

The Pupil Premium is a government initiative designed to provide additional funding to support pupils from disadvantaged backgrounds, as research and data consistently show these pupils are more likely to underachieve compared to their peers.

5. Eligibility

Pupil Premium funding is allocated for pupils in the following groups:

- Pupils who have been eligible for Free School Meals (FSM) at any point in the last six years (Ever 6 FSM).
- Looked-after children (LAC) and previously looked-after children (PLAC) including those adopted from care or under special guardianship/child arrangements orders.
- Service children (Service Pupil Premium) - pupils with a parent currently serving in the armed forces (where applicable).
- Early Years Pupil Premium (EYPP) - eligible pupils in Nursery/Reception (where applicable).

6. School Context

St Mark's serves a community where a high proportion of pupils experience disadvantage. Common barriers include attendance and punctuality; speech, language and communication needs; English as an Additional Language (EAL); high pupil mobility; limited access to enrichment experiences; and the impact of poverty on health and wellbeing. There is a significant overlap between Pupil Premium eligibility, EAL and SEND.

The school also recognises that some pupils and families experience hardship or vulnerability but are not eligible for Pupil Premium funding. These pupils are supported through the school's wider pastoral systems and other funding streams, alongside inclusive whole-school approaches.

7. Link to the Pupil Premium Strategy Statement

This policy sits alongside the school's Pupil Premium Strategy Statement (2025-2028), which sets out: our diagnostic analysis of barriers, the evidence-informed approach we will take, the planned spending and the intended outcomes. The Strategy Statement is the primary document for annual planning, spending decisions and evaluation of impact.

All Pupil Premium spending and provision must be clearly linked to the Strategy Statement's challenges, activities and intended outcomes.

8. Principles for using Pupil Premium funding

We will use Pupil Premium funding in line with the following principles:

- Focus first on improving the quality and consistency of teaching and classroom practice for disadvantaged pupils.
- Use robust assessment and professional judgement to diagnose barriers and target support appropriately.
- Adopt evidence-informed approaches and evaluate impact and value for money.
- Provide timely support that is sustained long enough to make a difference, with clear entry/exit criteria where relevant.
- Ensure disadvantaged pupils can access the full curriculum and enrichment offer without financial or logistical barriers.
- Use a whole-school approach: every member of staff takes responsibility for disadvantaged pupils.

9. The range of support and provision

In line with the Strategy Statement, funding may be used across three broad areas: teaching, targeted academic support and wider strategies. Examples include:

- High-quality professional development for teachers and teaching assistants to strengthen adaptive practice and Quality First Teaching.
- Targeted small-group and 1:1 interventions based on identified need (e.g., phonics, language development, reading fluency, maths).
- Support for EAL acquisition, including daily targeted language sessions for newly arrived pupils where needed.
- Inclusive attendance work: early help, bespoke support plans, and pastoral approaches to improve attendance and engagement.
- Resources that remove barriers to curriculum access (e.g., books, revision materials, IT access where appropriate).
- Enrichment, educational visits, visitors and residential experiences to build cultural capital and widen opportunities.

- Breakfast provision or other practical support where this enables pupils to attend and learn effectively.

10. Identification, planning and tracking

Disadvantaged pupils are identified through eligibility checks and school information systems. Leaders and teachers use assessment, attendance and pastoral information to identify barriers and to plan support. Support is reviewed through pupil progress meetings and through intervention monitoring.

Where pupils have additional vulnerabilities (e.g., SEND and/or EAL), leaders ensure that support is coordinated and not duplicated, with clear accountability for actions and impact.

11. Roles and responsibilities

Local Governing Board

- Approves the Pupil Premium Strategy Statement and receives termly reports on spending and impact.
- Provides challenge and support to ensure funding is used strategically and delivers value for money.
- Ensures required information is published on the school website.

Headteacher

- Has overall accountability for the use of Pupil Premium funding and outcomes for disadvantaged pupils.
- Ensures disadvantaged pupils' needs are prioritised within the School Improvement Plan and that staffing and resources are deployed effectively.

Pupil Premium Lead (working with senior leaders)

- Leads the development, implementation and review of the Pupil Premium Strategy Statement.
- Supports teachers and support staff with the delivery of agreed approaches and interventions.
- Monitors progress, attendance and wider outcomes for disadvantaged pupils and evaluates the impact of spending.
- Reports termly to the Local Governing Board.

Class teachers

- Maintain high expectations and deliver inclusive, high-quality teaching for disadvantaged pupils.
- Identify barriers, implement agreed strategies and monitor the impact on progress and engagement.
- Work with support staff to ensure classroom support and interventions are aligned to learning goals.

Support staff (including teaching assistants)

- Deliver interventions and in-class support as planned, using agreed approaches and training.
- Provide feedback to teachers and leaders about pupil response and progress to inform next steps.

12. Reporting and publication

The school publishes an annual Pupil Premium Strategy Statement on its website. This includes funding allocation, planned spend, and evaluation of impact from the previous year.

The Pupil Premium Lead and Headteacher provide termly updates to the Local Governing Board, including progress and attainment information, attendance and behaviour indicators (where relevant), summary of provision and evaluation of impact/value for money.

13. Measuring impact

Impact is evaluated against the intended outcomes set out in the Strategy Statement. Evidence sources include attainment and progress data, standardised assessments where used, attendance and punctuality data, behaviour and wellbeing indicators, pupil voice, and monitoring of teaching and interventions.

Where impact is limited, leaders will adapt or discontinue approaches and reallocate resources to evidence-informed alternatives.

14. Equality, inclusion and confidentiality

The school is committed to ensuring that pupils are not disadvantaged because of socio-economic background. Support is delivered in a way that maintains pupils' dignity and confidentiality, and avoids stigma. Where pupils are disabled and/or have SEND, reasonable adjustments are made to remove barriers to learning, in line with the school's wider inclusion duties.

15. Concerns and complaints

Any concerns about Pupil Premium provision should be raised initially with the class teacher or the Pupil Premium Lead. If concerns cannot be resolved, they will be addressed in line with the school's Complaints Procedure.

16. Review

This policy will be reviewed annually, or sooner if there are changes to national guidance or local arrangements.

Signed:

Headteacher

Signed:

Co-Chair of the Local Governing Board:

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