



**St. Mark's C of E Primary School
Pupil Premium Strategy Statement**



Vision

Everyone Welcomed. Everyone Included. Everyone Belongs.

“But I came to give life – life in all its fullness” (John 10:10)

At St Mark’s Church of England Primary School, we strive to bring all together as one loving family. Through strong relationships, we offer a sense of belonging by nurturing all to flourish as unique and responsible children of God.

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 C of E Primary School
Number of pupils in school	440 (January 2026)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published in September 2025	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Stacey Rand
Pupil premium lead	Stacey Rand
Governor / Trustee lead	Sheila Hauxwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,645.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£109,645.00

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers and high attainers will continue to progress well.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We will also consider the challenges faced by other groups of vulnerable pupils such as young carers and pupils with a social worker so the activities outlined in this statement are intended to support their needs, whether they are disadvantaged or not. Our ultimate objectives are to:

- Remove the barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils have secure code knowledge to apply to the skills of reading.
- Enable our pupils to look after their social and emotional wellbeing and to develop resilience.
- To prioritise quality teaching as our most important lever to improve outcomes for disadvantaged pupils
- To plan and implement support through a tiered approach:
 1. Teaching
 2. Targeted Academic Support
 3. Wider Strategies

Challenges

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

Challenge number	Detail of challenge
1	Attendance for pupils eligible for Pupil Premium is below national average, with disadvantaged pupils representing a higher proportion of persistent absentees. This has a negative impact on attainment and progress. Improving attendance is therefore a key priority requiring an individualised approach, significant investment of staff time, and a clear, graduated system of tracking and intervention.
2	We recognise that the emotional regulation and resilience of many of our learners especially our pupil premium children, needs strengthening and supporting. Not all of our pupil premium children have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in the other situations.
3	Raising the percentage of Pupil Premium pupils achieving national age-related expectations, including greater depth, at the end of all key stages is a key priority. Current attainment data shows a gap between Pupil Premium pupils and their peers. Our strategy focuses on high-quality, inclusive teaching, targeted academic support, and regular progress monitoring to close this gap and ensure all pupils have the opportunity to reach their full potential.
4	We recognise that pupil premium children encounter particular challenges in developing their reading skills. These difficulties can create substantial barriers to learning, limiting their ability to access the wider curriculum, engage confidently with texts, and build essential literacy foundations. We are focusing on targeted support and carefully planned interventions to prevent a widening attainment gap between pupil premium pupils and their peers.
5	At St. Mark's, we recognise the unique challenges of our urban context in Stockton. Many of our pupils face economic disadvantage, with some living in areas of high deprivation. Transport, cost, and limited access to affordable opportunities can create additional barriers for our pupils, particularly those eligible for Pupil Premium. As a result, some pupils are at risk of missing out on the wider experiences that help to develop confidence, aspiration, resilience, and social skills. Restricted access to enrichment activities can also affect pupils' sense of belonging and inclusion within the wider school community, which in turn may limit their personal development as well as their academic 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
To increase the number of pupil premium pupils who will meet national expectations for attendance.	<ul style="list-style-type: none"> The percentage of Pupil Premium pupils meeting national expectations for attendance increases year on year. Gaps in attendance between disadvantaged pupils and their peers are narrowed. Improved attendance has a demonstrable positive impact on attainment and progress for Pupil Premium pupils.

Intended outcome	Success criteria
To reduce the number of pupil premium pupils who are persistently absent.	<ul style="list-style-type: none"> • The percentage of pupil premium pupils classed as persistently absent reduces year on year. • The gap between pupil premium pupils and their peers in persistent absence rates narrows. • Persistent absence among pupil premium pupils is at or below national averages. • Improved attendance is reflected in better engagement, progress, and attainment for pupil premium pupils.
Pupil Premium pupils improve their emotional regulation, leading to better readiness to learn.	<ul style="list-style-type: none"> • Pupil voice and teacher observations show pupils are calmer and more focused in lessons. • Improved attendance and punctuality as pupils feel more settled in school.
Pupil Premium pupils develop greater resilience, enabling them to persevere with challenging academic tasks.	<ul style="list-style-type: none"> • Pupils show increased perseverance when faced with difficult tasks (as observed in lessons and learning walks). • Staff report greater engagement and reduced reliance on adult support. • Pupils' books and assessments show evidence of improved effort and task completion.
Pupil Premium pupils acquire and apply a range of cognitive and metacognitive strategies to support problem-solving, independence, and self-regulation.	<ul style="list-style-type: none"> • Pupils can articulate and use strategies (e.g., self-questioning, planning, checking) when tackling learning. • Teacher feedback evidences increased independence and effective learning behaviours. • Over time, improvements in self-regulation contribute to better progress and attainment.
Pupil premium pupils will develop stronger reading fluency, comprehension, and vocabulary knowledge.	<ul style="list-style-type: none"> • Pupil premium pupils make accelerated progress in reading fluency as measured by standardised assessments and teacher records. • Pupils demonstrate improved comprehension skills through regular assessments, guided reading, and written responses.
The attainment gap in reading between pupil premium pupils and their peers will narrow over time.	<ul style="list-style-type: none"> • A higher proportion of pupil premium pupils meet or exceed age-related expectations in reading compared to baseline data. • The progress of pupil premium pupils in reading is at least in line with, and increasingly above, that of their non-disadvantaged peers.
Pupil premium pupils will be better able to access the full curriculum through enhanced reading skills.	<ul style="list-style-type: none"> • Pupil premium pupils use improved reading skills to engage more effectively with subjects across the curriculum. • Evidence from work scrutiny and assessment shows better application of reading skills in wider learning. •
Pupils, including those who are pupil premium, will have access to a wide range of enrichment opportunities that build confidence, aspiration, resilience, and social skills, helping them to develop a stronger sense of belonging within the	<ul style="list-style-type: none"> • Increased participation of pupil premium pupils in enrichment, extracurricular, and wider community opportunities.

Intended outcome	Success criteria
school community and supporting both personal development and academic progress.	<ul style="list-style-type: none"> • Pupil voice and surveys show greater confidence, resilience, and aspiration as a result of taking part in enrichment activities. • Pupils demonstrate improved social skills and teamwork in classroom and wider school contexts. • Evidence from observations and records shows pupil premium pupils feel a stronger sense of belonging and inclusion in the school community. • Personal development outcomes (e.g., confidence, independence, resilience) are reflected in teacher assessments, case studies, and behaviour logs. • Academic progress of pupil premium pupils is sustained or accelerated, supported by their broader engagement and development.
To strengthen the emotional regulation and resilience by developing strategies allowing pupils to access learning.	<ul style="list-style-type: none"> • Pupil premium students demonstrate improved ability to manage frustration and anxiety during challenging tasks. • Pupils are able to articulate and use a wider range of strategies (e.g., planning, self-monitoring, reflection) when tackling difficult learning. • Classroom observations and pupil voice show that learners persevere for longer when faced with challenges. • Evidence from work scrutiny, assessments, and progress data shows that pupil premium students make at least expected progress, with gaps narrowing against non-pupil premium peers.
Pupil premium pupils with complex needs will receive targeted interventions and tailored support.	<ul style="list-style-type: none"> • Pupil premium pupils with complex needs engage more consistently with the curriculum, as evidenced by lesson observations and work scrutiny. • Improved relationships are observed between these pupils, their peers, and staff, reflected in pupil voice surveys and behaviour logs. • Tailored interventions show measurable impact (e.g., progress data, intervention records, case studies). • Academic progress of pupil premium pupils with complex needs is at least in line with their individual targets, with gaps against peers narrowing over time. • Reduced barriers to learning are evident through decreased behavioural incidents, increased participation in lessons, and improved attendance.

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: £55423

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As a school we will embed the principles of good practice set out in the DfE's Improving School Attendance advice. This will enhance the training provided to staff and allow the school to review procedures. Further training and refining of procedures with the involvement of staff will raise awareness further.</p> <p>Headteacher and SLT to attend further training led by Trust and Clennell, focusing on best practice. This training will be disseminated into school.</p> <p>Weekly monitoring, tracking and evaluating of attendance.</p>	<p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Supporting attendance EEF • Working together to improve school attendance - GOV.UK • Working with the attendance hubs and disseminating training • Working with Parents to Support Children's Learning EEF 	<p>1, 2, 3, 4, 5</p>
<p>RWI training for all staff.</p> <p>Additional RWI training for specific staff depending on their role. Staff will be realised for time to attend webinars or complete training.</p> <p>Continue to work with the English Hub and Literacy Specialist to ensure that all staff are trained in language Rich Environments work</p> <p>We will fund teacher release time to share best practice within school.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • The reading framework - GOV.UK • Early literacy EEF • EEF Early Literacy 	<p>2, 3, 4</p>
<p>Training for all staff on reading comprehension.</p> <p>We will fund a member of staff release time to complete Reading assessments.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Evidence and guidance:</p>	<p>4, 2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> Reading comprehension strategies EEF 	
<p>The SENCO to lead training, working with classes and individuals to ensure the needs of pupils are met.</p> <p>The SENCO ensures appropriate referrals and support is put in place to meet the needs of the children.</p> <p>The SENCO sits with staff to review the support plans (x3 a year) and attends all meetings with parents</p>	<p>Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) 	
<p>Fresher training for all staff on Thrive and ensuring that they are embedding whole class practice into every day teaching.</p> <p>Ask the trust THRIVE trainer to support with training needs.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> Social and emotional learning EEF 	
<p>Fund a member of staff to compete their THRIVE apprentice to embed the THRIVE approach in EYFS.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>Evidence and guidance:</p> <p>Social and emotional learning EEF</p>	

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

Budgeted cost: £28,722.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of TAs across the school to provide additional TA time in class and lead interventions (reviewed termly).</p>	<p>Closely targeted Teaching Assistant Interventions are recommended by the EEF. Teaching Maths for Mastery requires that gaps in learning are addressed ASAP and provision of TA support in class supports this.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk) 	
<p>Additional phonics and reading sessions targeted at Pupil Premium pupils who require further support. This</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	4,2

<p>includes more able children who have the potential to reach greater depth.</p>	<p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Phonics EEF 	
<p>Additional reading comprehension sessions targeted at Pupil Premium pupils.</p>	<p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Reading comprehension strategies EEF 	<p>4, 2</p>
<p>Staff will read with the children 1:1 to ensure children make progress.</p>	<p>The evidence shows that teaching assistants can support pupils effectively through structured interventions.</p> <p>The EEF’s Teaching & Learning Toolkit shows that one-to-one tuition delivers substantial impact, with an average gain of +5 additional months of progress when implemented well</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Phonics EEF • Deployment of Teaching Assistants EEF • One to one tuition: Technical Appendix EEF 	
<p>Staff will support children through targeted intervention to ensure children make progress and narrow the gap.</p> <p>Staff will create bespoke support timetables for children to ensure children continue to make progress.</p> <p>The SENCo will monitor all interventions to ensure children are making progress and all support is meeting the needs of the children.</p>	<p>The EEF’s Teaching & Learning Toolkit shows that one-to-one tuition delivers substantial impact, with an average gain of +5 additional months of progress when implemented well</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Phonics EEF • Deployment of Teaching Assistants EEF • One to one tuition: Technical Appendix EEF • Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) 	
<p>Staff will support small groups through targeted intervention based on assessment and observations.</p> <p>Staff will engage with the monitoring cycle and analyse data and the impact half termly.</p>	<p>Small group tuition has an average impact of four months’ additional progress over the course of a year.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Deployment of Teaching Assistants EEF • Small group tuition EEF (educationendowmentfoundation.org.uk) • Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) 	

The SENCo will monitor all interventions to ensure children are making progress and all support is meeting the needs of the children.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,700.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will continue to embed the EEF attendance research through communication with parents (newsletters, dojos) and our PSA (home support where needed)</p> <p>Our SENCo is able to support families and children to ensure appropriate adaptations are in place to support all children.</p>	<p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Supporting attendance EEF • Working together to improve school attendance - GOV.UK • Working with the attendance hubs and disseminating training 	
<p>We will provide bespoke support for children who require external involvement such as EWEL, Educational Psychologist involvement etc</p> <p>We will provide Therapeutic work (Thrive) for the children and work with parents to create an action plan.</p>	<p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Special Educational Needs in Mainstream Schools EEF • Working with Parents to Support Children's Learning EEF 	
<p>We offer some free after school clubs which are changed on a half termly basis.</p>	<p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Evidence and guidance:</p> <ul style="list-style-type: none"> • Life skills and enrichment EEF 	
<p>Funding items such as school uniform and PE or swimming kit</p>	<p>Lack of uniform and other items is not a barrier to pupils accessing the full curriculum and extra-curricular activities</p>	
<p>Funding or subsidising enrichment activities including after-school clubs, school trips, residential trips, visitors etc</p>	<p>Pupils broaden their experiences by attending enrichment activities</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £109,645.00

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.

Aims	Outcomes
<p>To increase the number of disadvantaged pupils who will meet national expectations for attendance.</p>	<p>The attendance for pupil premium pupils in the academic year of 2024 – 2025 was 87.91%. Pupils who were not in receipt of pupil premium had an attendance of 95.43%. There is still a gap between disadvantaged and non disadvantaged.</p> <p>The attendance for disadvantaged pupils in the academic year of 2023-2024 was 86.27%. Pupils who were not in receipt of pupil premium had an attendance of 94.48%. There is still a gap between disadvantaged and non disadvantaged.</p> <p>In 2022 – 2023 we had 24 disadvantaged children who met national expectations. In 2023 – 2024 we had 25 children who met national expectations. This was a very small increase.</p>
<p>To achieve and sustain improved well-being for all pupils in our school.</p>	<p>We now have two trained Thrive practitioners within the school to support pupils with their wellbeing. These practitioners trained staff to profile their class and deliver the necessary interventions.</p> <p>We also employ a parent welfare officer. They support well-being by delivering numerous interventions such as Lego therapy and drawing therapy. They also have access to agencies who can provide external support such as the Bungalow Project and Alliance.</p> <p>Well-being has improved in the school. There is a positive school environment where the pupils feel safe, respected and valued. This was evident through pupil voice. Observations show that pupils are engaged in lessons.</p>

<p>To increase and sustain parental involvement in their child's learning.</p>	<p>We have the Arbor app which allows parents/carers to see their attendance and have access to any information sent from the school.</p> <p>Our parent welfare officer has supported parents in various aspects including applying for funding and any issues regarding their child's education.</p> <p>We have implemented ClassDojo to ensure that parents have constant updates on what their child is learning in class. We also send home class newsletters to ensure that parents know what their child is learning. These are also uploaded onto the school website.</p> <p>ClassDojo is now well established in the year 2024-2025 and this has increased parental involvement. Updates are sent out via the App.</p>
<p>Improved % of disadvantaged pupils achieving national age-related expectations (including greater depth) at the end of all key stages.</p> <p>Gap between disadvantaged and non-disadvantaged pupils to have closed.</p>	<p>EYFS</p> <p>2022 – 2023 - 77.8%</p> <p>2023 – 2024 - 66.7%</p> <p>2024 – 2025 – 100%</p> <p>Phonics</p> <p>2022 – 2023 - 64.3%</p> <p>2023 – 2024 - 92.2%</p> <p>2024 – 2025 – 71.4%</p> <p>KS2</p> <p>RWM</p> <p>2022 – 2023 - 41.2%</p> <p>2023 – 2024 - 52.4%</p> <p>2024 – 2025 – 50%</p> <p>Maths</p> <p>2022 – 2023 - 52.9%</p> <p>2023 – 2024 – 61.9%</p> <p>2024 – 2025 – 62.5%</p> <p>Reading</p> <p>2022 – 2023 - 64.7%</p> <p>2023 – 2024 – 66.7%</p> <p>2024 – 2025 – 62.5%</p>

Writing

2022 – 2023 - 47.1%

2023 – 2024 - 76.2%

2024 – 2025 - 50%

GPS

2022 – 2023 - 52.9%

2023 – 2024 - 61.9%

2024 – 2025 - 25%

2024 – 2025 – There is a mixture of improvements in the assessments. Some areas have improved and some we have seen a decrease.

Disadvantaged children have improved from the previous year in all areas except for EYFS. (2023 – 2024)

2024 – 2025

RWM Combined 25% (PP), 89.5% (Non-PP)

Maths – 62.5% (PP), 92.1% (Non-PP)

Reading – 62.5% (PP), 89.5% (Non – PP)

Writing – 50% (PP), 89.5% (Non – PP)

GPS – 25% (PP), 89.5% (Non – PP)

Phonics

71.4% (PP), 90% (Non-PP)

EYFS

100% (PP)

79.5% (Non-PP)

2023 – 2024:

RWM Combined 52.4% (PP), 71.9% (Non-PP)

Maths – 61.9% (PP), 84.8% (Non-PP)

Reading – 66.7% (PP), 81.8% (Non – PP)

Writing – 76.2% (PP), 90.6% (Non – PP)

GPS – 61.9% (PP), 81.8% (Non – PP)

Phonics

100% (PP), 92.2% (Non-PP)

EYFS

66.7% (PP)

93.9% (Non-PP)

	<p>The disadvantaged children are still underperforming and non-disadvantaged in every area apart from EYFS. There is still a significant gap.</p>
<p>Pupil's develop stamina and independence to achieve targets and are prepared for success in later life.</p>	<p>Disadvantaged children have achieved better in 2024 than they did in 2023. They have developed stamina and independence to tackle challenging tasks and persevere.</p> <p>We have had a careers week which provided children with aspirations of a range of jobs they could have. People came in to talk to children about their success and what they had to do to get there. We had a range of careers catered for.</p>