Pupil premium strategy statement – St Mark's C of E Junior School 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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 Junior School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	15.61%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	July 2026
Date on which it will be reviewed	Reviewed termly - annual review in Dec 2026
Statement authorised by	Angharad Fitch
Pupil premium lead	John Edwards
Governor / Trustee lead	Jonathon Gould

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,505
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Key Principles

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well in all subjects.

- No child left behind
- That no barrier or challenge impede our children's progress in this school and into their future lives

When making decisions about how best the pupil premium funding will benefit the success of our children it is important to consider a variety of issues such as context of the school and more specifically the context of each individual child. We look at the barriers and challenges our children face combined with "what we know works" to ensure academic achievement and social and emotional aspect of learning (self-regulation). Our school has heavily invested in evidence-based research over the last few years and the CPD of all our staff is rigorous and impactful. We also recognise that some children who are not in receipt of pupil premium in our school context are at a disadvantage and to this point we have, where possible, ensured that what we do for our disadvantaged children positively impacts on the majority of our students.

School Context

St Mark's C of E Junior school serves families with a range of needs and is a deeply inclusive school. We are part of the No Child Left Behind campaign in Cheltenham and we use Restorative Practice within our Behaviour Management approach, working closely with our parents, families and other agencies.

- At St Mark's, we have 15.61% children in receipt of Pupil Premium with a range of needs / reasons for their disadvantage. 56% of these are on our school's internal Vulnerable Child matrix. Only 7% of our non-pupil premium children are on this register.
- Whilst our Non-Pupil Premium school mobility is very stable (96%) the Pupil premium mobility is 80%.

Ultimate Objective

Our ultimate objective is to close the gap by the end of year 6 for our disadvantaged children. In order to achieve this, working with Benhall Infant School to continue necessary provision as a result of early identification of need from Reception / Key Stage 1, is key. From here high quality first teaching and interventions are precisely mapped out within a Provision Map to ensure the gap narrows over time. We do not believe in quick fixes – we build on early interventions in EYFS and KS1, through KS2.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches

we have adopted complement each other to help pupils excel. To ensure they are effective we will:

· ensure disadvantaged pupils are challenged in the work that they're set

· act early to intervene at the point need is identified

· adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Where children are disadvantaged and SEND/EHCP we can provide evidence to exemplify their progress and achievement if the gap has not significantly closed and/or they have not sat KS2 SATs.

Achieving these Objectives through:

- A highly inclusive approach to our curriculum progression is mapped out, enabling children to access learning at their level
- Vulnerable Child Matrix & Cause for Concern (provision map where gaps need closing)
- The schools ongoing training and increased awareness of ACES within provision
- Named Pupil Premium Lead & Governor analysing data to inform practice
- Evidence based research for identification of need and intervention
- Evidenced based research for quality first teaching
- Evidence based research for the effective use of teaching assistants
- Reading, phonics and writing targeted interventions
- Investing heavily and smartly into highly skilled teachers and teaching assistants through continuous professional development.
- Funded key experiences for children
- Funded, high quality teaching of musical instrument and choral singing every year.
- Pastoral support – exploring the role of a Family Support Worker
- EAL teaching
- Nurture input including additional Outdoor Learning experiences

Challenges

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

Challenge number	Detail of challenge
1	A disproportionate number of Pupil Premium children are working below KS1 expectations upon arrival and start KS2 at a very low starting point.
2	Family circumstances/lack of engagement can reduce the level of support and at home with homework tasks.
3	Limited vocabulary and oracy skills evident across the curriculum

4	Children are significantly more likely to be registered on our vulnerable list which can impact on progress, attainment and well being
4	Attendance – PP children are three times more likely to have an attendance below 90% in our school which directly impacts progress made in school.
5	Engagement with extra-curricular clubs/pupil voice groups can be limited
6	Limited cultural capital experiences outside school

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 and Measure
Improve reading, phonics and writing attainment and engagement among disadvantaged pupils so that they are in line with non-pupil premium children.	Y3 CATs assessments analysis Phonics programme integrated within school Pupils reading for enjoyments (Termly feedback from teachers) Increased engagement with class libraries Expected progress from KS1 maintained each year with pupils who are below expected attainment closing the gap. PP are on the expected age range of banded books for their year group. PP engaged running class libraries creating opportunities for children to read for enjoyment
To achieve and sustain improved wellbeing in our school, particularly our disadvantaged pupils.	Anxiety Gremlin & Why Do I Worry outcomes. School attendance and attitude to learning improved with number of Red RAG rated children continuing to be reduced. This is reviewed termly and reported to governors.
There is evidence that pupils are supported to develop their character, enabling them to be confident, resilient and independent learners	Evidence from social and emotional interventions, Engagement with extra-curricular activities Data from pupil voice, parent surveys and teacher observations
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	PP children attendance is in line with our Non-PP children and children's attendance does not drop below 95%. Clear actions are evident

High quality teaching and specific needs of children identified, planned for and tailored interventions to ensure progress is made by all children.	Internal progress data Termly pupil progress meetings with SLT Tracking impact of interventions Clear next steps from class teacher

Teaching

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enbed phonics or alternative interventions for those children not achieving phase 5 phonics. (Little Wandle) TA staff to continue to receive quality training and interventions to address specific gaps	EEF Research – reading comprehension GL Assessment – Impact of lower reading ability has in secondary school and gaps continue to widen. Validated Little Wandle Phonics Scheme that is used in EYFS and KS1	1,2
The Write Stuff and the Write Journey - Implementation of the scheme (Ongoing) Consist teaching approach through KS2 to ensure pupils build on prior learning and receive the appropriate scaffolding to support development of language.	Children will receive consistency of approach in the teaching and learning of writing, immersing children in experiences, focused and targeted teaching of a specific skill, scaffolding and modelling to improve level of engagement. In addition, research has shown that struggling writers can benefit from explicit and targeted instruction in word-, sentence-, and paragraph-level skills, handwriting, spelling, vocabulary and sentence construction skills(Santangelo and Olinghouse, 2009).	1
PP children to lead development of Class Libraries, lead book week and read for pleasure events	PP children have ownership and are highly engaged in developing positive attitude and a love of reading	1,2,5,6
Schools Support Solutions CPD training (Retrieval, Subject Leadership, Long Term Memory) Vocabulalry	Improve quality of teaching across KS2 to ensure all children receive a consistent approach. Children learn through focussed strategies which enable them to build on prior learning, applying their understanding confidently	1

Maths CPD Effective interventions through Number Stacks	Maths Lead ensures consistency in approaches across the school. CPD for the whole team. Mastery Maths with GLOW maths NCETM	1
Termly review of year group team meetings	Pupil Premium Lead and teachers to monitor impact of provision, identifying next steps to meet need. Lead PP Governor monitors impact of provision monitoring in school SLT termly review of teacher RAG ratings	1,2,3,4,5

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

Budgeted cost: £21000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence informed interventions run by teaching assistants. TA and class teachers to regularly review and amend interventions to ensure they are consistently receiving the best quality provision.	All children have access to multiple recognised interventions. All children are tracked on the provision map to give clear data with PP children clearly identified. Case studies provide evidence to support the interventions used ensuring pupils receive a 'Hotel Experience'.	1,2,3
Additional Phonics/reading sessions targeted at disadvantaged pupils who require further support	'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' EEF	1
Outdoor Learning provision	Children receive outdoor learning experiences specifically tailored to build on self-esteem, problem solving and team work. This takes place through whole class sessions as well as	1,2,3,4,5

	specifically tailored programmes for PP / vulnerable EEF Toolkit *Sutton Trust +4 months*	

Wider strategies

Budgeted cost: £ 12505

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapy sessions (children and parents)	1:1 therapy sessions take place for those who require specific social, emotional support	1,2,3,4
Residential/ school trips and additional sundries are subsidised	Enabling reduced cost for P/P children – every child has the right to a residential experience.	1,2,3,4,5,6
TA & HLTA intervention provision	Our TAs run interventions and 1:1 tuition for children who require additional social, emotional and behavioural support. We have a timetable of children who seen weekly (as part of provision maps). We have employed a HLTA to oversee effective deployment and impact of sessions This also allows us to provide interventions following on from child protection/child in need/early help plans.	1,2,3
Analyse attendance data	DfE – Improving school attendance: support for schools and local authorities Sept 2021 NFER identifies the seven building blocks required to raise attainment, one being behaviour and attendance. Best practice is to respond quickly to poor attendance and provide strong social and emotional support, including through working with families.	1,4
Expert taught Music tuition. Instrument and singing.	All children have opportunity to receive funded specialist instrument tuition	1,2,3,4,5,6

	All children have opportunity to benefit from specialist choral singing lessons throughout the year Every child has the right to learn an instrument and our PP families cannot afford private tuition.	
Prioritise participation of children eligible for Pupil Premium in extra-curricular activities Audit children's opinions about availability of extra-curricular clubs Follow up children who are not engaging with clubs		2,3,4,5,6

Total budgeted cost: £ 51,505

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 2022 to 2023 academic year. –

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Progress data from Sept 25-Jul 26. Percentage of Pupil Premium making at least expected progress over the previous academic year (figures to be entered)

	Y4	Y5	Y6	Y6 Leavers SATs 2026
Reading				
Writing				
Maths				

Attainment

	Y4	Y5	Y6	Y6 Leavers SATs 2026 SATS (Non PP)
Reading				
Writing				
Maths				
Combined				Working at Working GD

The data demonstrated that progress in reading is broadly in line with our non-pupil premium children and those pupils who are working below all receive appropriate support and interventions to continue to close the gap.

In maths, a small number of children currently in school have not made the expected progress are currently engaging with a maths intervention (Number Stacks). Current assessments indicate that this is already accelerating progress for these individuals.

Writing assessment show that there are a small group of children who are not making the expected progress based upon prior attainment. This is a whole school priority to ensure there is consistency in the delivery as children move through KS2. Additional support and monitoring in class as well as termly reviews track progress which is reported to SLT.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and the results achieved by our non-disadvantaged pupils. The data demonstrates that our Y6 Pupil Premium children are performing very well both in terms of progress and attainment at the end of Year 6

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that through RAG rating each child (Red- significant concern) and shared the progress with our school governors which demonstrates the progress made around general well-being, attitude to learning and engagement in the wider life of the school and local community.

Based on all the information above, the performance of our disadvantaged pupils meets expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the investment in reading and phonics and raising the profile has supported children to make accelerated progress and are secure in their phonics knowledge.

Relationships with parents and pupils are strong and the wide range of clubs and pupil voice groups have enabled the children to play a role in the life of their school.

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.