Swanage St Mark's CE Primary Core Principles: Our Approach to Supporting Disadvantaged Learners

Quality teaching for all:

To ensure all pupils have access to highest quality

To empower teachers to know their pupils and do what is best for them.

Evidence for this approach:

John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'
https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/
EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant



We do this by developing:

Well sequenced curriculums that build knowledge and understanding
Teacher subject expertise

Positive relationships with parents and pupils

Secure transition arrangements to ensure teachers know as much about their pupils as

4. To empower children - making sure every child feels successful and valued.

5. To find and nurture each child's passions

Targeted support:

To ensure that those that are behind catch up and to remove barriers that stop pupils accessing the curriculum

2. To use evidenced targeted intervention to support pupils who are at risk of falling behind

3. To empower parents to understand how to best support their child at home

Charles Deforges: parental involvement is a more significant predictor in academic attainment than school Hattie 2011 extent to which parental involvement affects academic attainment (effect size 0.5)
https://visible-learning.org/hattie-ranking-influences-effect-sizes-

We do this by developing

Early academic intervention for those that require it
Training for parents

Wider Approaches:

Whole school or non-academic

To support all pupils that we feel are disadvantaged, regardless of whether the receive the pupil premium or not

Statistics show that only around 50% of those eligible for EYPP are eligible for the pupil premium grant.
'Schools can spend their pupil premium on pupils who do not meet the eligibility criteria but need extra support.'
https://www.gov.uk/government/publications/pupil-premium/pupil-premium

7. To develop support networks around children and their families

While interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour **EEF A**

8. To work to develop pupils' communication and language skills

At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in maths and 6x less likely to be A.R.E in English at age 11 **CIC Talking About a Generation Study**

Pastoral interventions to support those who need it
Attendance support for identified families
Financial support where required to support inclusion and curriculum access
Developing a culture of aspiration and celebrating successes
Ensuring all pupils have access to appropriate reading books and enrichment opportunities
Developing a school approach to oracy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 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 CE Primary School
Number of pupils in school	120 94
Proportion (%) of pupil premium eligible pupils	51/120 42% 48/94 51%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Katy Astle
Pupil premium lead	Katy Astle
Governor / Trustee lead	Bridget Leary

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,660
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	£66,660

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 and like the rest of our school community, **'Opening Doors to the Journey of Life'**. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are classified as young carers. We will think about how vulnerable pupils in a smaller school in a coastal town are supported to develop their cultural capital and life experiences as well as offering a wide range of learning experiences The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

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

Challenges

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

Challenge number	Detail of challenge (Updated November 2025)
1	High percentage of children eligible for Pupil premium within the school (increased since last year) and through identification, a high percentage of these children have limited opportunities outside of school.
2	Year 1 PP phonics results have been on a 3-year declining trend, however they are above national. 2023 – 100%, 2024 – 81.8%, 2025 – 75%
3	Parental engagement and support – this is challenging due to several factors such as financial pressures, parental confidence, low literacy skills, communication barriers, mental health challenges and past negative experiences with education. This is particularly affecting the attendance rate at St Mark's for Pupil premium pupils which in 2024-2025 was 88.63% compared to the whole school attendance which was 92.13% (both below national average).
4	New starters in reception enter significantly below their non-pupil premium peers and the Good Level of Development for the end of Reception has been below national for the past 2 years. 2025 – 25% achieved GLD compared to 51.5% nationally.
5	End of KS2 outcomes are all below national outcomes, Reading has declined in the last year and in 2025 was 50% at expected standard (national – 63.2%). Writing has stayed the same over the past 2 years with 54.5% expected compared to 59.6% national. Maths has shown an increasing upward trend and is currently at 50% expected (compared to 60.7% national). The combined score of reading, writing and maths has also seen a 3-year increasing trend with it currently standing at 45.5% expected, compared to 47.5% national.
Previous challenges from Academic Year 2024-2025	High pupil mobility – students arrive at different times of the year, often only staying for a short period of time. Low pupil numbers impacting significantly on the budget and staffing – limited staff for interventions or support. Pupils living in temporary/emergency accommodation – lack of stability. Increasingly high numbers of EAL children arriving at the school with no or limited English.
	Year six reading currently at 50% ARE 6/12 Year six writing currently 42% ARE 5/12 Year five writing currently 44% ARE 4/9 Year two maths currently 45% ARE 5/11

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
Teachers are confident in Identification of barriers for Pupil premium children and are able to implement strategies to support these pupils. This is especially important for new starters and the new reception intake.	Pupils feel welcomed into the school and embrace the school offer and opportunities that are provided. Raise the profile of PP and benefits to families, Pupils have access to pre-loved school uniform Priority access to free after school clubs Support with funding for school trips PP numbers at clubs will be monitored Pupil surveys will be undertaken to seek pupil views
Families are supported in multiple ways by the school which makes the children feel safe and secure.	Pupil premium families will feel welcomed by the school and engage in the school offer, they will feel that they know who and where to go when they need support Attendance of PP pupils will be monitored at Breakfast club Fruit and toast for all Fareshare food scheme available Priority access will be given to ELSA for PP who require support, this will be monitored with clear baselines before and exit data for impact Healing together Purbeck Pantry Parental surveys will be completed to gain views
All PP to close the gap in reading age, chronological age and standardised reading score.	Pupil premium pupils will develop their love of reading and will improve their reading accuracy and fluency to support their access to the curriculum Clear sequenced phonics program is in place and taught consistently throughout the school. Stage rather than age groupings. Pupils falling behind quickly identified and receive targeted intervention. All pupils pass phonics unless an identified cognition and learning need means progress may be slower. Where this is the case, pupils still show progress in sounds learnt over time. Pupils will be identified and baseline assessments will be undertaken and reassessed termly for impact Reading interventions and extra reading sessions put in place by teachers.
Standards in writing for PP children are improving and in line with the National average.	PP pupils will demonstrate progress in their writing from their starting point Ensure foundational skills are secured as early as possible. Handwriting progression document is used across the school and standards are continuously improving. Termly monitoring of writing standards. New writing framework implemented and appropriate interventions put in place by teachers to support children.
Standards in Maths for PP children are improving and are	PP pupils will demonstrate progress in their maths from their starting point. PP pupils will achieve the multiplication

in line with the National average.	test and support will be in place for those that did not pass this in Year 4. Work with the Jurassic Maths hub increases resilience amongst Pupil premium children and supports mixed age teaching. Interventions put in place by teachers to support closing the gap – same day interventions wherever possible.
Attendance at least 96%	PP pupils' attendance will be in line with non-PP pupils. Attendance figures are monitored half termly and barriers identified, with clear action plans drawn up for those pupils falling behind. School attendance policy and LA help is accessed is followed to support families.
Children with EAL and are PP assimilate English quickly and make progress quickly.	PP pupils who are EAL make good progress in their acquisition of English. Use BELL Assessment to identify levels of support for EAL pupils and to support with learning Phonics provision takes place across the entire school for children who need it. This is assessed every half term and groups are re-organised where necessary. Resources made and used to support pupils with English

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: £20,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics across the whole school - Targeted children who did not achieve phase 2/3 phonics are supported through high quality teaching in small group interventions. Stage not Age philosophy. Whole class SATPIN any PP children picked up in intervention groups (daily)	Phonics | EEF	2, 4, 5 £5,488

Daily phonics interventions throughout the whole school as required.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | EEF	2, 4, 5 £1,660
Work with the Jurassic Maths hub to improve maths mastery and problem solving.	The Maths Hubs model, underpinned by the principles of teaching for mastery and with an evidence and research-informed approach, enables teachers themselves to drive improvements in maths teaching and learning. Maths mastery - Mastery learning | EEF	5 £1,134
Teachers, HLTAs and teaching assistants will provide high quality interventions based on analysis of termly assessments to identify areas of need	The EEF found that when TAs are deployed effectively with appropriate training & support, they can make a significant contribution to pupils' learning. 7 EEF evaluations have shown that when TAs deliver high quality, structured interventions, they can typically generate three to four additional months progress for pupils in literacy and numeracy. Mastery learning | EEF	1, 2, 3, 4 & 5 £12,045

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

Budgeted cost: £26,431

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring for year six pupils in Reading delivered by class teacher.	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing target support for pupils that are identified as having low prior attainment or are struggling in particular areas.	5 £4,450
1:1 tutoring for year six pupils in Maths delivered by the class teacher.		5 £4,450
1:1 SALT- delivered to selected pupils across the school with the aim to make progress towards their targets.	*'At 5, a child who has a problem with S&L or communication is 10x less likely to be A.R.E in Maths and 6x less likely to be A.R.E in English at age* 11' **CIC Talking About a Generation Study** *'On average, oral language approaches have a high impact on pupil outcomes of*	1, 2, 3, £2,150

	6 months' additional progress.' **Education Endowment Foundation**	
Move to Learn intervention programme. (Delivered weekly)	**Brain development:** The cerebellum is the part of the brain that stores muscle memory. It helps predict, rehearse, sequence, and time movement. **Learning and movement:** Movement can help students learn by creating new and stronger neural connections. **Physical activity and cognition** Regular physical activity can improve circulation and oxygen supply to the brain which can lead to better cognition. **Movement programs for children** Movement programs can have positive effects on the physical, cognitive, and social-emotional well-being of children. They can improve attention, social communication skills, self-esteem, and gross motor function in children with SEN.	1,2 & 3 £2,150
First class at number intervention with year two/three pupils.	The program aims to help children catch up with their peers and improve their mathematical attainment. It also aims to increase children's enjoyment and engagement with math.	1,2 & 3 £4,070
Mouth Gym interventions programme.	Oral-motor exercises can benefit adults with conditions such as neurological problems, speech disorders, physical disabilities and dyspraxia. There are many benefits of oral-motor exercises. The main benefit of oral-motor exercise is improving the movement and coordination of the oral-motor muscles, which in turn will help to improve an individual's speech when used with speech exercise.	1,2 & 3 £1,267
Additional staffing in EYFS for interventions, support with GLD outcomes.	Early Years Toolkit | EEF Additional staffing provided to support with developing a range of communication and language approaches, early literacy and numeracy approaches, physical development approaches, self-regulation strategies and play based learning.	2 & 4 £7,894

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,902

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA delivered to students in the school as required.	Research shows the importance of taking a more holistic view in children's education (Liau, Liau, Liau & Teoh, 2003). It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression. Research by Sandbrook, (2003) suggests that pupil learning progress can increase as the research identifies a correlation between positive emotional literacy and progress in literacy, numeracy and indeed all aspects of learning	1, 2, 3, 4 & 5 £2,324
Our Inclusion lead and other key members of staff work closely with identified children to offer a wide range of support for them and their families.	Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. EEF – 2019	1, 2, 3, 4 & 5 £2,350
The attendance lead will make contact with families of low attenders and supporting families to improve attendance. Absences will be investigated and support offered to families in order to increase attendance.	The Department for Education (DfE) published research in 2016 which found that: the higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2. Advice from the National Strategies (hosted on the National Archives) also shows that: The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	1 & 3 £2,978
Every child eligible for pupil premium will be invited to attend an extra-curricular club of their choice to develop key skills and increase cultural capital	The Education Endowment Foundation (EEF) states that there is recent evidence from the UK that sports participation can have a more dramatic effect on, for example, mathematics learning when combined with a structured numeracy programme (with one study showing an impact of up to 10 months' additional progress). This support will have a positive impact on self esteem, participation levels and attendance	1 & 3 £3,615
An exciting range of trips and visits will be planned to enhance	Children will achieve enhanced 'Cultural capital' through the range of	1 & 3

the curriculum in all Years. Every child eligible for Pupil Premium will be provided with these opportunities at 50% cost.	experiences they are exposed to. This is extremely important because as Ed Hirsch summarises in: Cultural Literacy (1988), “to be culturally literate is to possess the basic information needed to thrive in the modern world.”	£5,500
Peripatetic instrumental lessons will be offered to PP children in Years 3-6 free of charge.	Children who can follow their hobbies and passions without finance being a barrier will be able to foster their love of music, raising their self esteem	1 & 3 £3,135

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 2025 to 2026 academic year.

Aim	Outcome

Outcomes for disadvantaged pupils 2026
