

# Pupil premium strategy statement – Highcliffe St Mark Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	613
Proportion (%) of pupil premium eligible pupils	8.5% (52)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25 2025/26 2026/27
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Claire Barker
Pupil premium lead	Laura Simmons
Governor lead	Stuart Sawyer

## Funding overview

Detail	Amount 2023/24	Amount 2024/25	Amount 2025/26
Pupil premium funding allocation this academic year	£ 72,568	£62,160	£78, 530
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0	£0	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 72,568	£62,160	£78, 530

# Part A: Pupil premium strategy plan

## Statement of intent

At Highcliffe St Mark Primary School, our core aim is to close the attainment gap over time between disadvantaged pupils and their non-disadvantaged peers. We are committed to ensuring that all disadvantaged pupils make strong progress and achieve highly across the curriculum, including those who are already high attainers.

Our Pupil Premium strategy is rooted in a clear understanding of the barriers to learning faced by disadvantaged pupils. We use diagnostic assessment, alongside wider evidence, to identify need and tailor support. We also recognise the challenges experienced by all vulnerable pupils— including those with a social worker, those who have had previous social care involvement, those with SEND, and young carers. We acknowledge that a small number of our children have a combination of vulnerabilities and these children need our extra commitment to ensure that our provision reflects their academic, social and emotional needs.

We are committed to providing opportunities that extend beyond the classroom in order to develop pupils' wellbeing, resilience, sense of belonging, and access to the cultural capital they need to thrive. These approaches are designed to benefit all pupils, while ensuring disadvantaged pupils receive positively targeted support.

Our approach is built on the understanding that high-quality teaching has the greatest impact on pupil outcomes. Therefore, we prioritise an evidence-informed programme of professional development, ensuring staff have the knowledge and skills to deliver consistently strong Quality First Teaching. This includes the explicit teaching of metacognitive and self-regulatory strategies, enabling pupils to become confident, independent learners.

A significant proportion of pupils in receipt of Pupil Premium funding at our school also have SEND (35%). As such, we maintain a particular focus on ensuring the most vulnerable pupils have access to a curriculum that is ambitious, coherent, and fundamentally accessible. Provision is personalised to reflect individual needs, informed by assessment, and underpinned by high expectations.

We aim to achieve this through the following principles:

- Providing high-quality, evidence-informed teaching for all pupils, supplemented by targeted intervention where required
- Delivering a robust CPD programme driven by evidence and centred on what works for children

- Ensuring disadvantaged pupils' needs, interests, and progress are clearly considered in planning and decision-making
- Challenging disadvantaged pupils through ambitious and appropriately pitched learning
- Adopting a whole-school approach in which all staff share responsibility for the outcomes of disadvantaged pupils
- Strengthening pupils' resilience, independence, and ability to self-regulate through metacognitive approaches and pastoral support
- Working in partnership with families to remove barriers and support positive engagement with learning

Through this strategy, we aim to ensure that every disadvantaged pupil at Highcliffe St Mark Primary School is equipped with the academic knowledge, personal qualities, and cultural capital they need to succeed in school and in later life.

## Challenges

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

Challenge number	Detail of challenge
1 - Reading	Some pupils have limited access to reading materials beyond school, reducing opportunities for regular independent reading. Separately, a number of pupils require additional support to strengthen their reading fluency and comprehension so they can fully access and engage with the wider curriculum. 57% Pupil Premium children reached the expected standard in Reading in KS2 SATs 2025 (down from 65% in 2024 and 6% below National Average).
2 - Writing	Some Pupil Premium pupils face challenges in developing writing fluency and structure. These difficulties, along with limited vocabulary, can restrict their ability to articulate ideas and engage fully with learning across subjects. 50 % of Pupil Premium children reached the expected standard in writing at the end of KS2 in 2025 (down from 59% in 2024 and 9% below National disadvantaged peers, 19% below national non-disadvantaged peers). 50% of Pupil Premium children reached the expected standard in EGPS at the end of KS2 in 2025 (down from 59% in 2024, 10% less than National disadvantaged peers in 2025 and 29% less than National non-disadvantaged peers).
3 - Maths	Assessments, pupil voice exercises and classroom observations indicate that many Pupil Premium pupils continue to have gaps in maths fluency and knowledge retention. These gaps reduce their confidence and restrict their ability to solve problems and apply skills across topics. 36% disadvantaged children reached the expected standard in maths in 2025 (down from 59% in 2024, Nationally 61% of disadvantaged children met the expected standard (-25% )

4 – Parental Engagement	A number of Pupil Premium parents are less involved in school activities, including consultations, drop-ins, performances, and workshops, which can restrict pupils' motivation, attitudes to learning, and aspirations for the future.
5 – Attendance	Pupil Premium pupils currently attend school at a lower rate than their non-disadvantaged peers (91.4% vs 96%), and are more likely to be late. This attendance gap limits access to learning, reduces continuity in their education, and can affect attainment over time.
6 - EYFS	Disadvantaged pupils in EYFS show weaknesses in early writing skills, linked to limited language development and vocabulary. PSED (managing self and relationships) also requires targeted support to strengthen readiness for learning.

## 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) Improve reading attainment and progress for disadvantaged children across the school	<ul style="list-style-type: none"> <li>- Teacher reading assessments show term-on-term improvement in reading scores for disadvantaged pupils.</li> <li>- Phonics screening pass rates increase, with a narrowing of the gap between disadvantaged and non-disadvantaged pupils.</li> <li>- AnimaPhonics fully embedded and consistently implemented across Foundation Stage and Key Stage 1.</li> </ul>
2) Improved writing attainment and progress for disadvantaged children across the school	<ul style="list-style-type: none"> <li>- Internal tracking shows the gap in writing attainment between disadvantaged and non-disadvantaged pupils has reduced by the end of the academic year.</li> <li>- Book looks and moderation show increased quantity and quality of 'short burst' and extended writing pieces for disadvantaged pupils.</li> </ul>
3) Improved maths attainment and progress for disadvantaged children across the school	<ul style="list-style-type: none"> <li>Termly maths assessments show improved scores and fluency for disadvantaged pupils.</li> <li>- Knowledge gaps in key concepts are reduced, as evidenced through assessments and classwork.</li> <li>- A higher percentage of disadvantaged pupils reach Greater Depth at the end of KS2.</li> </ul>
4) Increase parental engagement to promote positive attitudes towards learning.	<ul style="list-style-type: none"> <li>- Higher percentage of parents of disadvantaged pupils attend Parent Consultation meetings and school events (termly data to track progress).</li> <li>- Evidence of parental support for home learning via homework completion or engagement logs.</li> </ul>

	- Increased attendance at workshops and school events by parents of disadvantaged pupils.
5) Increased attendance rates for pupils eligible for Pupil Premium	- Attendance of disadvantaged pupils rises to meet or exceed 95%, reducing the gap with non-disadvantaged pupils. - Punctuality improves, with fewer late arrivals recorded.
6) Improve writing progress and attainment for disadvantaged children in EYFS.	- Internal tracking shows reduction in the gap for Literacy – Writing ELG between disadvantaged boys and their peers. - Book looks, learning journals, and teacher observations demonstrate measurable progress in writing skills among disadvantaged boys.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach and monitoring arrangements	Challenge number(s) addressed
Purchase and use of Standardised diagnostic assessments	Termly assessments and Gap Analysis identify strengths and weaknesses for disadvantaged pupils, informing targeted interventions and teacher planning. Standardised assessments support consistent attainment judgements across the school (EEF Toolkit 2021 +5 months) Progress and attainment of disadvantaged pupils will be tracked termly using assessment scores and Gap Analysis. Teachers will adjust planning and interventions based on identified needs, with outcomes reviewed at SLT and phase meetings.	1 2 3
Embedding and refining Teaching and Learning Policy - Quality First Teaching – 9 Steps & Mastery Learning	Embedding 9 Steps lessons with peer observations and coaching ensures consistency. Mastery learning strategies allow disadvantaged pupils to consolidate key concepts before moving on, preventing gaps (EEF +7 months). Metacognition and self-regulation strategies help pupils monitor and improve their own learning (EEF +7 months). Lesson observations, book looks, and pupil voice will monitor the fidelity of 9 Steps lessons and	1 2 3 5 6

	mastery learning strategies. Improvements in pupil metacognition, self-regulation, and attainment will be evaluated termly, with attention to narrowing gaps for disadvantaged pupils.	
Reading comprehension lessons embedded within the timetabled week.	Termly tracking and targeted texts support disadvantaged pupils' reading fluency and comprehension. Reading comprehension strategies add approximately 6 months' progress over a year (EEF 2021). Disadvantaged pupils' reading fluency and comprehension will be tracked through termly assessments, guided reading notes, and comprehension checks. Progress will be compared to previous terms to ensure narrowing of attainment gaps.	1 2 3 5
Embed AnimaPhonics – validated Systematic Synthetic Phonics programme to ensure robust teaching of phonics across all EYFS and KS1 classes. Ensure those staff new to EYFS and KS1 receive training.	Systematic synthetic phonics programme with targeted interventions for pupils not meeting benchmarks. Phonics approaches have an average impact of +5 months, particularly beneficial for younger learners (EEF 2021). Phonics screening and termly reading assessments will track progress of disadvantaged pupils. Staff will review intervention groups termly to ensure pupils not on track receive targeted support.	1 2 3 5 6
Oral language / dialogic activities	Targeted oral language sessions for disadvantaged pupils improve vocabulary, spoken expression, and comprehension. Oral language interventions add ~6 months' progress and positively affect classroom climate (EEF 2021). Pupil observations, vocabulary checks, and speaking/listening assessments will measure progress in language skills. Impact on writing and reading comprehension for disadvantaged pupils will be monitored termly.	1 2 3 6
Writing development ('short burst' and extended pieces)	Collaborative writing, structured peer feedback, shared writing, and modelling increase engagement and attainment. Collaborative learning strategies consistently produce +5 months' progress (EEF 2021). Focus on Greater Depth writing for disadvantaged pupils builds on previous year's CPD. Book looks, moderation, and internal tracking will evaluate quantity and quality of writing. Disadvantaged pupils' progress will be monitored against non-disadvantaged peers, including Greater Depth attainment.	2 6

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

Budgeted cost: £28,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality Teaching Assistant interventions	<p>Train and deploy teaching assistants to deliver structured, evidence-informed interventions to small groups or individuals, specifically targeting disadvantaged pupils identified as underperforming. Targeted deployment maximises impact, supplementing high-quality classroom teaching. TA-led interventions can add +4 months' progress when delivered with fidelity (EEF Toolkit 2021).</p> <p>Disadvantaged pupils receiving interventions will be tracked through assessment data, intervention logs, and feedback from TAs and teachers. Adjustments to groupings or approaches will be made termly based on progress.</p>	1 2 3 5
Small group tuition across key stages	<p>Deliver small group sessions (3–6 pupils) in core subjects, tailored to gaps in learning, with a focus on disadvantaged pupils who need additional support. Small group tuition consistently adds +4 months' progress (EEF 2021). Small groups allow more feedback, sustained engagement, and work matched to pupils' needs.</p> <p>Progress of disadvantaged pupils will be tracked via pre- and post-assessment data, observations, and work sampling. Groups will be reviewed and adapted to maintain challenge and close attainment gaps.</p>	1 2 3 5 6
1:1 or highly individualised instruction	<p>Provide individualised instruction for pupils with multiple barriers, particularly disadvantaged pupils who require intensive support or have SEND. Evidence shows 1:1 instruction can accelerate learning by +4 months (EEF 2021). Digital tools may complement instruction, but must be overseen by trained staff to ensure progress.</p> <p>Termly assessments and teacher feedback will monitor the impact on disadvantaged pupils' knowledge retention, fluency, and confidence. Plans will be adapted to ensure continued progress.</p>	3 5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach and monitoring arrangements	Challenge number(s) addressed
Home learning tasks linked to classroom learning	<p>Provide carefully planned homework that reinforces school learning, specifically targeting disadvantaged pupils who need additional support. High-quality, focused tasks with feedback can add ~5 months' progress (EEF Toolkit 2021). Impact is maximised when homework is integral to classroom learning, rather than an add-on, and when tasks are manageable in frequency and duration.</p> <p>Homework completion and quality will be tracked, with disadvantaged pupils' engagement monitored through homework logs, teacher feedback, and parental communication. Adjustments will be made for pupils not engaging.</p>	1 2 3 4 6
Access to broad range of enrichment activities during the school day (gardening, cooking, forest school, Fun Fit, Fresh Air Club) and School will subsidise costs of enrichment after school for some disadvantaged children.	<p>Provide disadvantaged pupils with access to experiences that build resilience, self-confidence, motivation, and non-cognitive skills. Outdoor adventure learning can support non-cognitive development which may transfer to academic outcomes (EEF Toolkit 2021), though direct academic impact is variable. These activities also promote wellbeing, engagement, and a sense of belonging.</p> <p>Participation of disadvantaged pupils will be logged, and impact on resilience, confidence, and motivation monitored through pupil voice, teacher observations, and wellbeing assessments.</p>	5
Attendance interventions and family communication	<p>Embed DfE and EEF best practice by communicating with families and providing responsive, targeted support to improve attendance for disadvantaged pupils with identified attendance gaps. Evidence shows even small improvements in attendance can positively affect attainment, behaviour, and engagement (EEF Toolkit 2022). Approaches include personalised messages, parent meetings, and targeted support addressing barriers to attendance.</p> <p>Attendance and punctuality of disadvantaged pupils will be tracked weekly. Impact of parental communication and targeted support will be evaluated termly alongside Governor with responsibility for PP and attendance, with adjustments to approaches if required.</p>	4 5

<p>Engaging parents in school activities, workshops, and parent evenings</p>	<p>Increase participation of parents of disadvantaged pupils to encourage support for learning and attendance. Parental engagement programmes can add +4 to +5 months' progress (EEF 2021). Effective strategies include clear communication, personalised messages about learning, and structured opportunities for parents to contribute to school life.</p> <p>Attendance at parent evenings, workshops, and events by disadvantaged pupils' parents will be monitored. Surveys, feedback, and homework engagement will measure impact on pupil motivation and learning support.</p>	<p>4 5</p>
<p>Pastoral support for wellbeing</p>	<p>Targeted pastoral support helps disadvantaged pupils develop resilience, self-regulation, and social-emotional skills, supporting engagement and academic progress (EEF Toolkit 2021 +4 months). Staff work with pupils and parents to provide personalised support, with impact monitored through pupil voice, observations, and wellbeing check-ins.</p> <p>Wellbeing check-ins, pupil voice, and observations will monitor impact on disadvantaged pupils' resilience, self-regulation, and engagement. Termly review with pastoral leads will ensure support is adapted to individual needs.</p>	

**Total budgeted cost: £62,160**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### *EYFS End of Year Data*

	<i>HSMP 24/25</i>	<i>National 24/25</i>	<i>LA 24/25</i>	<i>HSMP 23/24</i>
<i>GLD</i>	70.8%	68.3%	71.5%	71.3%
<i>ELG in all Prime areas</i>	72.2%	75.3%	78.8%	75%

4 children	<i>Pupil Premium 24/25</i>
<i>GLD</i>	0%
<i>ELG in all Prime Areas</i>	0%

#### *Key Stage 1 Phonics Assessment Data*

	<i>HSMP 24/25</i>	<i>National 24/25</i>	<i>LA 24/25</i>	<i>HSMP 23/24</i>
<i>Year 1</i>	84.4%	79.9%	81.9%	87.5%
<i>Year 2</i>	95.6%	89%	91.7%	90.0%

	<i>Pupil Premium 24/25</i>
<i>Year 1 –</i>	33.3%
<i>Year 2 –</i>	100%

### Year 4 Multiplication Check

Average Score	HSMP 24/25	National 24/25
HSMP 24/25	17.9	21
HSMP 23/24	17	20.6
HSMP 22/23	14.4	20.2

### Key Stage 2 Statutory Assessment Data (SATs)

	HSMP 24/25	National 24/25	LA 24/25	HSMP 23/24
RWM	57.9%	62.2%	62.7%	67.0%
Reading	77.9%	75.1%	75.9%	81.4%
Writing	67.4%	72.3%	74.0%	75.3%
Maths	74.7%	74.1%	74.5%	78.4%
GPS	76.8%	72.6%	73.0%	77.3%

14 pupils total	Pupil Premium 24/25
Reading	57%
Writing	50%
Maths	36%
GPS	50%

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
KS1 – 1 child  KS2 – 2 children  Both part of a maths intervention group – smaller class sizes teaching led by UPS teacher.  Counting stick intervention each morning.
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*