

Pupil Premium Strategy Statement –Antrobus St Mark’s CE 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	92
Proportion (%) of pupil premium eligible pupils	11% (10 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 – 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 (review brought forward to July 2026)
Statement authorised by	Rhian Perry
Pupil premium lead	Mike Hathaway
Governor / Trustee lead	Full Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£14500

Part A: Pupil premium strategy plan

Statement of intent

Antrobus St Mark's Primary School is a small rural primary school with a total of. 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.

At Antrobus St Mark's Primary School, our intent is to ensure that pupils eligible for Pupil Premium funding achieve according to their potential and that our strategy focuses on well-planned and effective intervention (particularly within writing as an area for improvement for the whole school), alongside continued equality of opportunity with regards to enrichment activities and the wider curriculum.

We aim to:

- Ensure disadvantaged pupils achieve as well as those that are not disadvantaged – meeting or exceeding age-related expectations.
- Deploy timely, effective and rigorous intervention targeted at filling gaps and reinforcing knowledge.
- Ensure disadvantaged pupils can access the same breadth of enrichment opportunities as those that are not disadvantaged.
- Provide additional support to develop confidence, resilience and emotional regulation strategies.
- Adopt a whole school approach so that all staff are aware of the disadvantaged children, recognise that the achievement and well being of these are everybody's responsibility and maintain high expectations for our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	December 2025 – Attainment and Progress Pupil Premium Pupils do not always achieve in line with non-pupil premium children, particularly in core subject areas. Assessments, discussions with staff and observations suggest that disadvantaged pupils generally achieve less well in writing. Whole school improvement in writing is a focus but 60% of Pupil Premium pupils are either Just Below or Below in Writing, when compared with 35% of not disadvantaged.
2	December 2025 – Attainment and Progress Assessments, discussions with staff and observations suggest that disadvantaged pupils generally achieve less well in Maths. 51% of Pupil Premium pupils are either Just Below or Below in Maths, when compared with 23% of the not disadvantaged.
3	December 2025 – Access to Enrichment Access to Enrichment Observations and discussions with families show that disadvantaged children have limited access to wider opportunities without financial support.
4	December 2025 – SEMH Needs SEMH Needs Disadvantaged children require support to develop confidence, resilience, and emotional regulation.

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
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes will show that more than 70% of disadvantaged pupils met the expected standard.
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes will show that more than 70% of disadvantaged pupils met the expected standard.
To ensure disadvantaged pupils can experience the full breadth of enrichment opportunities.	Pupil Survey data will show that over 75% of disadvantaged pupils will participate in one or more of the following: • After School Clubs offered by school or external providers. • School trips and residentials • Instrument tuition.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	A high level of wellbeing is attained and maintained by 2028 – 2029, evidenced through pupil voice activities including wellbeing surveys.

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: £4830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of the teaching of writing, though purchasing supporting resources and engaging with CPD around training and assessment of writing.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF Maximising Learning	1

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

Budgeted cost: £4830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted morning intervention sessions for pupils in writing to address gaps and pre teach concepts using published intervention in line with class texts	Interventions must be closely matched to current barriers to learning. A reading intervention, for example, is likely to have far greater impact if it addresses the particular barrier to reading faced by a child (phonics, comprehension, fluency, motivation, etc.), rather than focusing on reading 'in general'. EEF Selecting Interventions	1
Targeted morning intervention sessions for pupils in maths to address gaps and pre teach concepts.	Interventions must be closely matched to current barriers to learning. A reading intervention, for example, is likely to have far greater impact if it addresses the particular barrier to reading faced by a child (phonics, comprehension, fluency, motivation, etc.), rather than focusing on reading 'in general'. EEF Selecting Interventions	2

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

Budgeted cost: £4830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide funding to support disadvantaged pupils' access to individual instrument tuition.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science.	3,4

	Benefits have been found in both primary and secondary schools.	
Provide funding to support disadvantaged pupils' access to whole school book sales.		3,4
Provide funding to support disadvantaged pupils' access to school trips and residential visits.	Creative or cultural trips broaden experiences for socio-economically disadvantaged youth.	3,4
Family Support Worker/Attendance Champion to identify and assist with any attendance challenges for disadvantaged children.		

Total budgeted cost: £ 14490

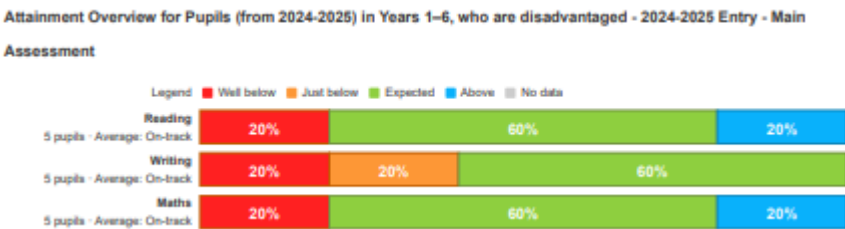
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

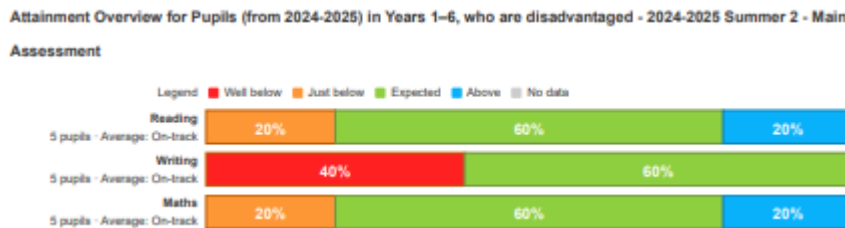
To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

In the academic year 2024 – 2025, attainment in core subject areas for disadvantaged pupils is summarised below:

Attainment on Entry 2024 – 2025



Attainment at Summer 2 2024 – 2025



While there is positive movement in both reading and maths, writing remains a cause for concern for disadvantaged pupils as there was negative movement in this area.

Outcomes – Statutory Assessments

Our one disadvantaged Reception pupil did not achieve GLD in Reception.

Our one disadvantaged Year 1 pupil did pass the Phonics Screening Check.

Our one disadvantaged Year 4 pupil achieved 19/25 on the Multiplication Tables Check.

Our one disadvantaged Year 6 pupil achieved Age Related Expectations in Reading, Writing and Maths in KS2 Statutory Assessment Tests.

Attendance – 2024-2025

The attendance of disadvantaged pupils was above that of disadvantaged pupils nationally and locally, as seen below. The attendance of disadvantaged pupils was also above the attendance of those who are not disadvantaged.

Attendance percentage - Disadvantaged

School	96.0%
National	94.8%
Local Authority	95.1%

Attendance percentage – Not disadvantaged

School	95.8
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Wider Strategies 2024 – 2025

All disadvantaged pupils were offered financial support to participate in enrichment opportunities such as BTales visits and workshops, school trips and residentials and instrument tuition, with over 75% of disadvantaged pupils participating in one or more of these opportunities.

Based on all the information above, the performance of our disadvantaged pupils met expectations and we are on track to achieve the outcomes we set out to achieve by 2027/2028, as set out in the Intended Outcomes section of this document.

We will need to continue to focus on writing as an area for development and ensure that we deploy some of the budget to address this effectively.