Four Marks CE Primary School

Pupil Premium Strategy Statement

2025-2028

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	274
Proportion (%) of pupil premium eligible pupils	8%
1	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Warren Glew
Pupil premium lead	Kelly Pink
Governor / Trustee lead	Sammy Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,985
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*	£42,985

Part A: Pupil premium strategy plan

Statement of intent

Our Vision

At Four Marks Primary, we believe that every child should have the opportunity to be extraordinary and future ready. All children are welcomed and will receive a rounded education, supporting them to thrive academically, socially and emotionally. We aim to provide every child with the opportunity to discover their own talents and interests, regardless of any barriers.

Principles

- We ensure that teaching and learning opportunities meet the needs of all our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	**Literacy Difficulties** Oral, and speech and language skills in Year R and KS1 are lower for pupils eligible for PP than for other pupils, with an increasing number of children with speech and language difficulties year on year. This slows phonics and reading progress in subsequent years.

	Our disadvantaged children generally have a more limited vocabulary, and exposure to a wide range of literature, in comparison to their peers. This impacts on comprehension & reasoning skills. This is also the case in maths where diagnostic tests show that for many of our disadvantaged pupils, maths difficulties are also associated with vocabulary and the interpretation of mathematical language and questions. This group of children also have a higher level of difficulties with transcription skills within writing (spelling, punctuation, sentence structure). The difficulties in spelling in particular impact their ability to reach Age Related Expectations within their year group.
2	**Readiness to Learn** Our disadvantaged children join us in EYFS with comparatively weaker phonics, early reading and numeracy skills. They also have less developed gross and fine motor skills that have an impact on handwriting and readiness to write. General independence in self-help and care (e.g. toileting, dressing etc) are also less developed on entry to school. As our disadvantaged children go through the school, a larger number of them lack independence and resilience, impacting their engagement with lessons and development of skills. Executive function/ working memory
3	**More frequent behavioural and emotional difficulties**. Our educationally disadvantaged group includes children who have had adverse childhood experiences and trauma. These experiences can have an adverse effect on children in terms of growth mind set, ability to self-regulate, resilience and mental health. The increase in anxiety and trauma driven behaviours, means that the response to behaviour incidents in school needs to adjust to reflect research that supports meaningful change for children. Many children from this group can experience lower self-image and confidence. This can reduce their motivation and impact negatively on their attitude towards learning, behaviour and relationships with their peers. Disadvantaged pupils, particularly those transferring into the school, often have higher levels of turbulence (more than 1 school move), and overlapping vulnerabilities. This can regularly affect self-esteem, attitudes to school, resilience & relationships. This all impacts on their progress and learning.
4	**Attendance and Punctuality** Attendance rates for pupils eligible for PP are historically lower than the target for all children of 96%. There is also a higher-than-average proportion of pupils vulnerable to being persistently absent within this group. This reduces their school hours and causes them to fall behind. There is also an overlap of disadvantaged pupils and children with a traveller background (who are absent for cultural reasons). This can disproportionately affect the overall absence rate for the group as a whole.
5	**Decreased 'Cultural Capital'** Many children lack '**Cultural capital' experiences** out of school that underpin wider development in language and enhance learning. Their home environment (a place/ space to learn) and the resources and tools to learn (e.g. IT hardware and access) can also impact on learning. There is also a higher number of families within this

	vulnerable group who do not place value on education, academic achievement and school attendance which can present as a lack of support at home and lack of engagement with support from school/ outside agencies.

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
Attainment To improve attainment across all year groups so disadvantaged children achieve in line with their peers.	• Combined attainment measures (R/W/M) improving year on year across all year groups. • EYFS children secure in the prime areas of learning at the end of the year • Phonics screening results to remain above national average • Multiplication check scores to improve to above national average
Literacy Skills To improve reading ability and speech and language capabilities for all pupils.	• Reduced behavioural incidents due to inability to communicate needs. • Attainment in reading to improve across all year groups to allow all children to access the wider curriculum. • Increased gains for children on reading interventions. • Consistent modelling of high-quality spoken language from all staff members. • Increased oral participation in lessons, particularly from disadvantaged pupils.
Literacy Skills – writing To secure transcription skills for all pupils.	• Improved scores in spelling tests. • Decreased number of children in receipt of spelling interventions. • Spelling curriculum is delivered consistently across the school and teachers feel confident in doing so. • Handwriting is taught consistently across the school, including clear modelling and addressing errors in letter formation.
Maths Reasoning Children to be able to explain their mathematical thinking clearly, using the correct vocabulary.	• Attainment scores show improvement in answering reasoning questions. • Learning walks, observations and book scrutiny show reasoning built into lessons consistently. • Pupils report increased confidence in communicating their reasoning in maths.

Readiness to Learn Every identified child with weaknesses in executive functioning will have an intervention to develop these skills.	• Learning walks, observations and book scrutiny show that learning is delivered in manageable chunks, to avoid cognitive overload and maximise learning. • Assessment systems in place to support staff with identifying gaps in executive function skills. • Teacher and pupil feedback reports that more children are able to access classroom learning. • Increases in attainment.
More frequent behavioural and emotional difficulties. Children to express their emotions appropriately and have self-regulation strategies.	• Reduction in behavioural incidents. • Children to discuss and communicate their own needs. • Children will be aware of the needs of others and show tolerance of difference. • Children will make pro-social and pro-learning choices more consistently. • Teacher and pupil feedback will show children taking responsibility for their own actions and solving disagreements.
Attendance To increase attendance to 96%, in line with whole school targets.	• Increased attendance for disadvantaged children. • Breakfast Club take-up is good, particularly for those signposted towards it.
Decreased 'Cultural Capital' To provide all our children with experiences to enhance their learning.	• All children to go on at least one school trip per academic year. • All disadvantaged children to take part in at least one enrichment opportunity (sport, music, clubs). • Ensure equity of opportunity for children's leadership roles amongst disadvantaged pupils.

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: £10,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to embed Let's Think in English into the curriculum to support with reading comprehension, developing strategies to reading and communicating ideas clearly.	Let's Think in English is a Cognitive Acceleration programme developed by King's College London. The expected average gain for children in one year as assessed by the Progress in English tests (i.e. without intervention) is +3.0. The LTE primary classes' average gain exceeded that of the comparison classes by +2.45 (= almost 10 months) The LTE classes therefore made almost double the progress on one year or less than the comparison classes. Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress Collaborative learning approaches: +5 months	1, 2, 5
Continue to embed R-Time in KS1 to support with social and oracy skills.	Internal evidence – Introduction of R-Time has helped ensure children are ready for starting the Let's Think programmes in English and Maths. Class teachers have reported improved social understanding and awareness since implementation. EEF Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress EEFT Collaborative learning approaches: +5 months	1, 2, 3, 5

Phonics lead in school to model phonics sessions, support new to school teachers to enable consistency and monitor teaching and assessment for phonics across EYFS and KS1. Planned time released from class teaching to enable this.	From EEF: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Research tells us that high quality teaching can narrow the disadvantage gap. EEF phonics: +5 months	1, 2
Fluency Project training for wider staff across KS2.	Reading comprehension strategies: +7 months Internal data shows an average ratio gain for children on the programme of 4 (children made 4 x the expected progress whilst on the 8 week programme). EEF Small group tuition: +4 months	1, 5
Continue to embed Let's Think in Maths to support with reasoning and understanding of maths vocabulary.	EEF Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress EEF Collaborative learning approaches: +5 months Metacognition, collaborative learning and self-regulation have a combined impact of +13 months on attainment – Let's Think in Maths	1, 2, 5
Deliver staff CPD on assessing speaking and listening. Implement the oracy curriculum map across the school to support with identifying children who are working below in this area so support can be provided.	EEF Dialogic Teaching: Improving children's engagement, learning and attainment by enhancing the quality and power of classroom talk +2 months additional progress EEF Collaborative learning approaches: +5 months Implementing an effective oracy curriculum in primary schools (EEF): + 6 months	1, 2, 5

Provide training for support staff on oracy strategies to support learning so these can be used consistently across the school.	EEF Implementing an effective oracy curriculum in primary schools: + 6 months EEF Oracy teaching significantly boosts pupil outcomes: + 6 months	1, 2
Explore interventions specifically for executive function skills. Train relevant staff on this.	EEF Supporting the development of Executive Function skills may mean children are more likely to do better later in school	1, 2, 3
Staff CPD on teaching of Place Value of Punctuation to support with sentence structure understanding.	Internal trials in KS2 have shown a positive impact from using this programme in class consistently	1
Implement a consistent programme for spelling from Year 1-6.	EEF evidence shows effective spelling teaching involves **explicit, systematic instruction** linking sounds (phonemes) to letters (graphemes), building **fluency in transcription** (handwriting/typing) through practice, using **meaningful contexts**, and focusing on **morphology** (word parts) and **patterns.**	1
Empowerment Approach training, focusing on having Coaching Conversations with children and Coaching Plans. Continue to embed the teaching of 5C needs, pro-social and pro-learning behaviours.	EEF Behaviour interventions: +3 months The Empowerment Approach is built on the latest research into neuroscience and the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. EEF Metacognition and self-regulation: +8 months EEF Improving Social and Emotional Learning in primary schools: + 4 months	2,3
Staff CPD – universal teaching strategies (e.g. modelling, explanation and cognitive load)	EEF highlights universal teaching strategies like High-Quality Teaching, emphasising explicit instruction, scaffolding, and metacognitive skills (thinking about thinking) within subjects, alongside Communication & Language development	1, 2, 3, 5
Staff CPD – further develop effective assessment for learning in order to adapt and provide challenge for all	EEF Within class attainment grouping: +3 months EEF Feedback: +8 months	1, 2, 3, 5

To provide RSHE education and curriculum that helps children to keep health and safe, take personal responsibility and make positive choices.	EEF Improving Social and Emotional Learning in primary schools: + 4 months	2, 3, 5
Continue to provide breadth of curriculum and experiences including arts- drama, dance, art, music and forest school.	Arts Participation: +3 months Forest School has not been researched for gains by EEF. Gains could be similar to sports participation (+2 months) or outdoor adventure learning (+4 months).	5

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

Budgeted cost: £28,760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group boosters in Year 5/6 (in school time) to close the gap for targeted pupils.	EEF Small group tuition: +4 months	1, 2
Booster maths classes (after school) with experienced teachers focusing on next steps and gaps in learning identified through diagnostic tools.	EEF Indicators: Collaborative Learning: +5 months Small group tuition: +4 months Extending School Time (Year 5/6): +2 months	2, 3
Targeted diagnostic assessment of reading	EEF Embedding Assessment: + 2 months	1
Speech and Language therapy support	EEF Speech and language support +7 months	1
Fluency Intervention, targeting Lowest 20% readers. 1 hour per week per group 2 groups per term.	EEF- improving Literacy at KS2 Recommendation 2.	1

Phonics boosters with phonics lead for Year 1 children and Year 2 children who did not pass phonics screening.	EEF phonics: +5 months EEF individualised support: +4 months 1:1 tuition: +5 months Small group tuition: +4 months	1
Targeted small group or 1;1 fine and gross motor coaching.	Prior trial in 2020-21 showed positive impact on confidence measures and increased participation in Sport/ extra-curricular activity. EEF individualised support: +4 months	2, 3
Individual behaviour plans/ coaching plans (with senior staff? Dedicated time to deliver programmes?)	EEF Metacognition and self-regulation: +8 months EEF Behaviour interventions: +3 months EEF Improving Social and Emotional Learning in primary schools: + 4 months	2, 3

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

Budgeted cost: £4,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offer of Homework Clubs	EEF homework: +5 months	1, 2, 5
Inclusion team supporting transition into school (attachment/ mental health) and improving attendance	EEF social and emotional learning: +4 months	2, 3, 4
ELSA – 2 trained staff members KS1/KS2	EEF Improving Social and Emotional Learning in primary schools: + 4 months	2, 3, 4

Thrive – 1 staff member completing training	EEF Social and emotional learning: +3 months	2, 3, 4
Safe spaces, workstations, personalised timetables for specific children where needed	EEF Individualised instruction: +4 months	2, 3
Active encouragement to attend after school clubs. Financial support offered if necessary.	EEF Physical activity: +2 months	3, 5
Picture News – opportunity to engage in discussion and develop understanding of wider current affairs	EEF evidence - cultural capital, through enriching activities and experiences, boosts disadvantaged children's attainment, skills, and confidence.	5
Support families through Household Support Fund	Provision of basic (physiological) needs is a fundamental human right. Research shows hungry children do not perform as well.	5
Funded breakfast club places for vulnerable children	Provision of basic (physiological) needs is a fundamental human right. Research shows hungry children do not perform as well.	4, 5
Lunch time support – structured with high quality games and activities to engage pupils	EEF Sports participation: +2 months Behaviour Interventions: +3 months	3, 4, 5
Experiences and visitors planned for all pupils across the year Provide a wide range of extra-curricular activities, the vast majority of which are cost free, to allow children to participate experiences that are not provided within the home environment. Plan experiences into the root of Four Marks curriculum	EEF toolkit: Social and Emotional Development: Average impact +4 months Arts participation: +2 months Behaviour interventions: Moderate impact +3 months	4, 5
The continued provision of Inclusion Team who work with disadvantaged and vulnerable children and families to help them in being ready to learn/ support transition. Behaviour support plans where necessary.	EEF Social and Emotional learning: +4 months EEF Behaviour Interventions: +3 months	2, 3, 4, 5

Total budgeted cost:

Teaching	**£10,040**
Targeted academic support	**£28,760**
Wider Strategies	**£4,185**
Total	**£42, 985**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria
Progress in Reading	**Achieve national average progress scores+ in KS2 Reading.**

Results for the end of year for children receiving Pupil Premium are below. For Year 6, SATs results and teacher assessments have been included. For all other year groups, these results are based on teacher assessments.

	Reading EXS	**Reading GDS**
Year R	2/2 children reached Literacy GLD	
Year 1 1 SEND	1/2	0
Year 2 2 SEND	1/4	0
Year 3 0 SEND	1/1	0
Year 4 0 SEND	3/4	0
Year 5 3 SEND	4/7	2/7
Year 6 Teacher Assessment 1 SEND	3/4	0
Year 6 SATS Results	2/4	0

In the SATs results, one child who did not reach the expected standard achieved a scaled score of 99. One child was disapplied from the tests as working below the key stage.

Progress in Writing	Achieve national average progress scores+ in KS2 Writing.

In 2025, 3/5 children reached the expected standard for writing at the end of Year 6, with two of these children reaching Greater Depth. Both children who did not reach the expected standard were also on the SEND register with difficulties specifically relating to English.

Results for the end of year for children receiving Pupil Premium are below. These results are based on teacher assessments.

	Writing EXS	Writing GDS
Year R	2/2 achieved Literacy GLD	
Year 1 1 SEND	1/2	0
Year 2 2 SEND	1/4	0
Year 3 0 SEND	1/1	0
Year 4 0 SEND	2/4	0
Year 5 3 SEND	4/7	1/7
Year 6 1 SEND	3/4	0

Progress in Mathematics	Achieve national average progress scores + in KS2 Maths.

In 2025, 4/5 children reached the expected standard for maths at the end of Year 6, with 3 of these children securing Greater Depth. The child who did not reach the expected standard achieved a scaled score of 95.

Results for the end of year for children receiving Pupil Premium are below. For Year 6, SATs results and teacher assessments have been included. For all other year groups, these results are based on teacher assessments.

	Maths EXS	Maths GDS
Year R	2/2 achieved Maths GLD	
Year 1 1 SEND	1/2	0
Year 2 2 SEND	1/4	0
Year 3 0 SEND	1/1	0
Year 4 0 SEND	3/4	1/4
Year 5 3 SEND	4/7	2/7
Year 6 Teacher Assessment 1 SEND	3/4	0
Year 6 SATS Results	3/4	1/4

One child was disapplied from the tests as working below the key stage.

Phonics	**Achieve in line with national average expected standard in PSC**
In 2025, 3/4 children passed the Year 1 phonics screening. The child who did not reach the standard has an EHCP and has significant needs which are a barrier to this. There were no children eligible for Pupil Premium who had to retake the phonics check in Year 2.	
Good attendance	**Ensure attendance of disadvantaged pupils is above 95% (excluding traveller children)**
The attendance for the pupil premium eligible children for 2024-25 was 95.57%, not including our children from gypsy/Roma/ traveller backgrounds. Including these children, this figure was 92.7%.	
Improved relationships and ability to self-regulate.	**Behaviour difficulties are reduced. Frequency of incidents reduces.**

With the implementation of the Empowerment Approach, we have seen a reduction in behavioural issues stemming from disagreements in the playground at lunch time. There has also been a shift towards children starting to understand the chemicals and needs which may cause their behaviour, meaning some are able to express their problems calmly, with the help of an adult. This is also evident in the classroom with tolerance levels and understanding the needs of others generally improving across the school. This is still an ongoing process, with more staff training scheduled and further roll-out to the children over the next academic year.	
Increased ambition and participation in extracurricular activities.	**Learning behaviour ambition and Attitudes improve over time, and show increase in involvement of PP children in wider aspects of school life.**
Of our 22 children eligible for Pupil Premium, 17 children attended weekly clubs. Of the other 5 children, one joined the school later in the academic year, and one was Year R where there were no clubs available. Another of these children did not attend clubs, but did hold the role of Junior Road Safety Officer over the academic year.	
Equal access to/ support for home learning.	**All PP children have access to IT to support home learning, including laptop, wi-fi support.** **Homework support given in school for PP children.**
Discussions with parents has encouraged a push for equality of access to homework tasks. We have moved back to paper-based homework rather than online programmes to enable all children to access. We also provide homework clubs across KS2 so children can complete their homework in school if they are unable to do so at home.	