

Pupil premium strategy statement

East Markham Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	East Markham Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 to 2025/2026
Date this statement was published	December 2025
Date on which it will next be reviewed	December 2026
Statement authorised by	Suzanne Johnstone/ Laura Duggin
Pupil premium lead	Suzanne Johnstone/ Laura Duggin
Governor / Trustee lead	Josephine Critchley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390
Recovery premium funding allocation this academic year	£7,360
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	£46,750

Part A: Pupil premium strategy plan

Statement of intent

At East Markham Primary all members of staff and the governing body are committed to meeting the pastoral, social and academic needs of all of our pupils including those who have been identified as disadvantaged. We aim for every child to develop a love for learning and acquire skills and abilities to allow them to fulfil their full potential.

High-quality teaching is at the heart of our approach, with a bespoke focus on areas in which our 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.

The progress and attainment of all children is carefully tracked through the utilisation of standardised assessments. Learning gaps are identified through formative and summative assessment, and discussed in detail during termly "Pupil Progress Meetings". As a result, interventions are identified and planned for.

In addition to gaps in knowledge, other barriers are identified such as social and emotional needs and attendance. Interventions are identified in the form of ELSA, nurture provision, Health & Family Support, Springboard or the Bassetlaw Behaviour Partnership.

Providing a wider culture of opportunity which aims to balance inequalities in the experience of children from different backgrounds is fundamental. Examples of funding allocation for this purpose includes support with the cost of educational trips and residentials, musical tuition, and, when needed, uniform purchase.

Challenges

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

Challenge number	Detail of challenge
1	Identified Special Educational Needs (a higher percentage of our disadvantaged children have SEN).
2	Social, emotional & mental health difficulties.
3	A lack of parental engagement in learning at home affecting progress and attainment in reading in particular.
4	A lack of cultural capital through limited experiences, affecting comprehension skills.

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
By July 2026, disadvantaged children make at least expected progress in line with national averages.	KS1 and KS2 tests demonstrate that at least expected progress has been made.
By July 2026, disadvantaged children achieve the expected standard in Phonic Screening Check in line with national averages.	Disadvantaged pupils pass Year 1 Phonics Screening Check in-line with national averages.
By July 2026, disadvantaged children attain national expectations in Reading, Writing & Maths in line with national averages.	Children attain expected levels of attainment in the 2023 SATS in line with national averages.
By July 2026, attendance of disadvantaged children improves.	All pupils attend at least 95% of the time - the gap between attendance of disadvantaged and non-disadvantaged is closed.
By July 2026, children have the tools to self-regulate.	All children develop strategies to manage their emotions and have improved learning behaviour.

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

Budgeted cost: **£23,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants – to spend a large proportion of their time supporting and working with disadvantaged pupils. This may be as a focus in class, on a one-to-one basis, pairs or small groups.	The average impact of the deployment of teaching assistants is about an additional five months' progress over the course of a year when delivering high quality interventions (EEF).	1, 2, 3, 4

Phonics continued professional development for all staff.	The teaching of phonics has demonstrated an impact of an additional 5 months of progress (EEF).	1,2,3,4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2
Improve teacher's knowledge and application of metacognitive strategies.	<p>The average impact of metacognition and self-regulation approaches is high (+8 months additional progress) however, it can be difficult to realise this impact in practice. Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons.</p> <p>Metacognition and self-regulation EEF</p>	1,2,3,5

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

Budgeted cost: **£16,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-to-1 reading intervention	1-to-1 tuition has shown an additional 5 months progress (EFF) Reading interventions have also proven they add an additional 6 months of progress (EFF)	1,3,4
1-to-1 speech and language intervention	<p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>Communication and language approaches EEF</p>	1,2,3
1-1 TA support	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils	

	that are identified as having low prior attainment or are struggling in particular areas. One to one tuition EEF	
Extra cover (PP time) provided for class teachers to spend time with children. This could be on a 1-to-1 basis or small group work.	Small group tuition has shown an additional 4 months progress (EFF)	1,2,3,4

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

Budgeted cost: **£7,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
After-school clubs, including a host of sports, academic, nurture (phonics, maths, reading), art	Physical activities have shown an additional 1 month progress (EFF). Arts participation has shown an additional 3 months of progress (EFF). Reading comprehension strategies have shown an additional 6 months of progress (EFF).	1,2
OPAL (Outdoor Play & Learning) provision.	<ul style="list-style-type: none"> • Health and wellbeing benefits: <ul style="list-style-type: none"> – physical activity, greater energy, disease prevention; – stress reduction, pleasure; – social connectedness and a sense of belonging, friendships; – emotion regulation, healthy stress response systems; -vitamin D levels, healthy development of vestibular and proprioception systems. • Cognitive and academic benefits: <ul style="list-style-type: none"> – increased attention on return to classroom, especially for children with ADHD; – better classroom and on-task behaviour; 	1,2

	<ul style="list-style-type: none"> – more concentration, less fidgeting. • Social and emotional benefits: <ul style="list-style-type: none"> – better negotiation and problem-solving skills; – learning how to deal with conflicts, falling out and teasing; – learning how to compromise; – dealing with fear and risk; – building friendships. • Physical benefits: <ul style="list-style-type: none"> – playtimes can contribute up to 40% of recommended daily moderate to vigorous physical activity (MVPA) for boys and 30% for girls; 	
Further development of our pastoral support offer.	EEF: Existing evidence suggests that SEL strategies can have a positive impact on social interactions, attitudes to learning, and learning itself. Though, on average, all children benefit, there is also some evidence that social and emotional approaches can benefit disadvantaged children more than their peers.	1,2,4
Attendance procedures including EPS ATTEND Training	The evidence for the ATTEND framework is largely based on its practical application in identifying and addressing emotionally based barriers to school attendance through structured conversations, rather than through traditional research studies. It is a tool used to triangulate information from students, parents, and school staff to create a support plan. The evidence lies in its ability to structure a process for support, which can then be used to create targeted interventions.	4,5

Total budgeted cost: £46,750

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 2024 to 2025 academic year.

Intended outcome	2024-2025 Progress Towards Outcome
By July 2026, disadvantaged children make at least expected progress in line with national averages.	Recent published data indicates that outcomes for disadvantaged pupils in reading, writing and mathematics have improved over time, with progress measures broadly in line with national figures in at least one key area
By July 2026, disadvantaged children achieve the expected standard in Phonic Screening Check in line with national averages.	2025 saw a drop in this figure with 67% of disadvantaged children meeting the expected standard. 2026 cohort currently on-track and receiving support as needed.
By July 2026, disadvantaged children attain national expectations in Reading, Writing & Maths in line with national averages.	Predicted outcomes for disadvantaged children are improving with predicted data for 25/26 as 100% to meet ELGs, 100% to pass PSC, EOKS2: 43% writing, 57% maths, 100% reading.
By July 2026, attendance of disadvantaged children improves.	Good progress has been made towards this target with the average attendance for disadvantaged pupils increasing to 91.73% for the academic year.
By July 2026, children have the tools to self-regulate.	Monitoring shows that good progress is being made towards this target with a higher percentage of disadvantaged children being able to self-regulate most of the time.

Externally provided programmes

Programme	Provider
Sports club	Tuxford Academy
OPAL Mentorship	OPAL