

Pupil premium strategy statement

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	421
Proportion (%) of pupil premium eligible pupils	108 (26%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ian Johnson
Pupil premium lead	Emma Smith-Holmes and Katie Broadley
Governor / Trustee lead	Siobhan Bedford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£178,219
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>	£178,219

Part A: Pupil premium strategy plan

Statement of intent

At Markeaton Primary School we strive to create an environment which gives all children the opportunity to explore and enrich their potential. We are committed to social equality and improving life chances for potentially vulnerable children. At Markeaton, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with equal opportunities for all.

Our current pupil premium strategy works towards its aims in a three-tiered approach:

- Teaching- all staff are trained to deliver a robust, engaging curriculum through quality-first teaching.
- Targeted intervention – all children who need academic or emotional support are provided with it in a timely and effective manner.
- Wider strategies –identified vulnerable children are given non-academic opportunities and experiences to aid with their holistic development.

Areas of our whole school aims that link to the Pupil Premium Strategy are:

- To further embed all aspects of continuous provision in Y1
- To improve reading comprehension skills from Y1 to Y6
- To further enhance children's outdoor learning experiences
- To improve editing, spelling and handwriting from Y1 to Y6

Our approach is responsive to individual needs, rooted in regular, robust diagnostic assessment. No assumptions about the impact of disadvantage are made. Through a whole school approach, staff take responsibility for pupil outcomes and raise expectations of what can be achieved.

Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (FS2-Y6).
2	A number of children from disadvantaged backgrounds have a lower level of language and oracy skills. To achieve Expected within reading, a higher level of vocabulary is required as well as age-appropriate reading skills.
3	When problem solving and reasoning within maths, some disadvantaged children find using and applying the taught maths skills challenging.
4	Increased social, emotional and mental health needs have been identified for a proportion of our disadvantaged children, impacting upon their ability to engage and become confident and successful learners.
5	Many disadvantaged FS2 children's EYFSP scores demonstrated the need to develop a play-based curriculum in Year 1.

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
Many disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (FS2-Y6).	- Internal assessments show disadvantaged children making expected progress from their baseline. - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing. - External moderation in Yr2 and Yr6.

A number of children from disadvantaged backgrounds have a lower level of language and oracy skills. To achieve expected within reading, a higher level of vocabulary is required as well as age-appropriate reading skills.	Internal assessments show disadvantaged children making expected progress from their baseline. Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. Internal moderation when reporting data Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading.
When problem solving and reasoning within maths, some disadvantaged children find using and applying the taught maths skills challenging.	Internal assessments show disadvantaged children making expected progress from their baseline. Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. Internal moderation when reporting data. Achieve at least national progress scores in KS2 for disadvantaged pupils within Maths.
Increased social, emotional and mental health needs have been identified for a proportion of our disadvantaged children, impacting upon their ability to engage and become confident and successful learners	Opportunities for all disadvantaged to access enrichment activities and trips. The curriculum is not narrowed for these pupils and access to all foundation subjects is guaranteed. Pupil Development opportunities are accessed by the most vulnerable pupils. Children will have experienced increased opportunities to develop their skills
The curriculum will be more accessible by developing continuous provision within Year 1.	Opportunities for disadvantaged children to access and engage with a play-based curriculum. Staff trained to deliver high-quality continuous provision. Resourcing reflects the curriculum requirements both inside and out to fully develop a continuous provision environment.

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.

High quality teaching

Budgeted cost: £86,039

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers to target disadvantage d children within writing sessions to achieve writing expectations	Individualised instruction +4 Months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	1
To provide disadvantage d pupils with SEND additional support in small group learning	Collaborative learning +5 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/collaborative-learningapproaches Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
To deliver Emile spelling scheme in Y2- Y6	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation	1
To deliver whole reading in Y2-Y6	Reading comprehension +7 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies	2
To embed the delivery of the 'Mastery' approach to maths through staff meeting time, INSETs, observations and book looks.	Mastery Learning +5months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning	3
Continue monitoring of whole school Pupil Premium trackers. Update new members of	Behaviour intervention +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions	1, 2, 3, 4

staff with current protocols.		
Developing and resourcing continuous provision within Year 1 indoor and outdoor environments	Play-based learning +4 months Play-based learning EEF educationendowmentfoundation.org.uk Physical development approaches + 5 months Physical development approaches EEF educationendowmentfoundation.org.uk Early Numeracy approaches +7 months Early numeracy approaches EEF educationendowmentfoundation.org.uk Self-regulation strategies +3 months Self-regulation strategies EEF educationendowmentfoundation.org.uk Social and emotional learning +4 months Social and emotional learning EEF educationendowmentfoundation.org.uk	5

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 86,039

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

Budgeted cost: £59,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled SEND practitioners to support named disadvantaged pupils within writing, reading and maths.	Individualised instruction +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3

HLTAs continue to implement and monitor the Accelerated Reader programme from Y2-Y6	Reading comprehension +6 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies	2
HLTAs continue to implement and monitor the Talk Boost programme from FS2LKS2	Oral language interventions +6 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions EYFS communication and Language learning +7 months https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-andlanguage-approaches	1, 2
Precision Teaching implemented and monitored by trained practitioners in FS2, KS1 & KS2	Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	1, 2
Times Table Rockstars used within Y2 & KS2	Individualised instruction +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/individualisedinstruction	3
Head teacher to implement maths boosters in Y6	Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition	3

Number Stacks intervention training and implementation interventions in whole school	Small group tuition +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	3
Forest Schools in KS2 to be implemented, covered and monitored.	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation Physical activity +1 month https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity	4
Pastoral Lead to facilitate nurture opportunities to include Lego Therapy, sensory, cookery, Girls Group	Social and emotional learning +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	4

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

Budgeted cost: £16,615

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lunch Hub Club for targeted children	Social and emotional +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	4
Extra transition visits for targeted children	Social and emotional +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning	4

Outdoor Learning opportunities	Physical activity +1 month https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity	4
Subsidy for residentials (Y4/Y6)	Previous parental feedback.	4
Subsidy for Trip -£12 pp	Previous parental feedback.	4
Lunch clubs On The Ball Y1-Y6	Physical activity +1 month https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/physical-activity	4
SENDCO & Pastoral Lead Y1 + Y2 nurture group	Social and emotional learning + 4 months Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Celebration Days e.g. Arts Week Mental Health World Book Day	Arts participation +3 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation	4
Milk for FS2 disadvantaged children	Previous parental feedback.	4
Parent/Carer SEND and CLA coffee mornings	Parental engagement +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	4
Respite care for targeted families during holidays.		4
Pastoral Lead and TA to regularly support disadvantaged children	Behaviour Intervention +4 months https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviourinterventions	1, 2, 3, 4

Admin and identification software	Feedback from PP Leaders.	1, 2, 3, 4
Regular monitoring of Pupil Premium by named leaders	Performance Pay +1 month https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/performance-pay	1, 2, 3, 4

Total budgeted cost: £ 162,269

£15,950 – ringed-fenced for LAC (SENDO)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

Intended outcome	Success criteria	Outcome/Evidence
Many disadvantaged pupils find the fundamental demands of writing difficult as well as using literary skills independently (FS2-Y6).	- Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Writing - External moderation in Yr2 and Yr6	Ongoing

A number of children from disadvantaged backgrounds have a lower level of language and oracy skills. To achieve Expected within reading, a higher level of vocabulary is required as well as age appropriate reading skills.	- Internal assessments show disadvantaged children making expected progress from their baseline - Termly pupil progress meetings show teaching staff taking responsibility for disadvantaged outcomes and putting in steps to support individual children. - Internal moderation when reporting data - Achieve at least national progress scores in KS2 for disadvantaged pupils within Reading	Ongoing
When problem solving and reasoning within maths,	- Internal assessments show disadvantaged children making expected progress from their baseline	Ongoing

Internal PP V Non-PP Data

EYFS Baseline %	PP (10) 0-3Yrs	Non-PP (50) 0-3Yrs	PP 3-4Yrs	Non-PP 3-4Yrs	PP Reception	Non-PP Reception
Literacy	10	18	60	58	30	24
Maths	20	10	60	80	20	10

EYFS End of Year %	PP (10) 0-3Yrs	Non-PP (50) 0-3Yrs	PP 3-4Yrs	Non-PP 3-4Yrs	PP Reception	Non-PP Reception

Literacy	0	0	0	2	100	98
Maths	0	0	0	2	100	98

Analysis- progress made by all PP children.

EYFS ELG %	PP (10) Comprehension	Non-PP (50) Comprehension	PP Word Reading	Non-PP Word Reading	PP Writing	Non-PP Writing
Literacy	90	90	80	84	80	80

Analysis- Cohort is stable.

EYFS ELG %	PP (10) Number	Non-PP (50) Number	PP Numerical patterns	Non-PP Numerical patterns
Maths	100	88	100	88

Analysis- Stable progress for PP children.

Year 1 Autumn 2024	PP (20) Beginning (Expected) %	Non-PP (37) Beginning (Expected) %
Read	70	49
Write	65	54
Maths	70	49

Year 1	PP (19)	Non-PP (39)	PP	Non-PP
Summer 2025	Working at (Expected) & above %	Working at (Expected) & above %	Greater Depth %	Greater Depth %
Read	69	87	11	49
Write	58	77	5	36
Maths	68	85	5	41

Analysis- Stable progress for PP children

Non-PP children have had accelerated progress

Year 2	PP (14)	Non-PP (46)
Autumn 2024	Beginning (Expected) & above %	Beginning (Expected) & above %
Read	64	80
Write	50	72
Maths	64	80

Year 2	PP (14)	Non-PP (46)	PP	Non-PP
Summer 2025	Working at (Expected) & above %	Working at (Expected) & above %	Greater Depth %	Greater Depth %
Read	76	78	38	35
Write	57	59	7	26
Maths	71	78	14	35

Analysis- Stable progress for PP children

Non-PP children have had accelerated progress

Year 6 Autumn 2024 *used Summer 2024 data	PP (25) Beginning (Expected) & above %	Non-PP (34) Beginning (Expected) & above %
Read	32	68
Write	20	56
Maths	32	76

Summer 2025 KS2 SATs results

The complete 2025 FSM-eligible KS2 attainment and context table is reproduced on the following page, without alteration.

Externally provided programmes 2024-2027

Programme	Provider
Talk Boost KS2	I Can Children's Charity
Talk Boost KS1	I Can Children's Charity
Early Talk Boost	I Can Children's Charity
Infant Language Link	Speech Link
Emile Spelling	Emile Education
Precision Teaching	Twinkl
Whole Class Reading	Ashley Booth
Times Table Rock Stars	Maths Circle Ltd

Key Stage 2

CONTEXT		Markeaton Primary School (2436)	Local Authority - Derby		National (State-funded schools)	
Item		Value	Value	Gap	Value	Gap
Cohort		23	1,525	n/a	198,890	n/a
Sex (Male)		56.5%	51.0%	+5.5%	51.1%	+5.4%
SEN Support		17.4%	22.0%	-4.6%	24.0%	-6.6%
EHCP/Statement		8.7%	6.9%	+1.8%	9.1%	-0.4%
Ethnicity (BME)		39.1%	40.6%	-1.5%	32.8%	+6.3%
Language (EAL)		21.7%	38.0%	-16.3%	24.2%	-2.5%
Disadvantaged		100.0%	100.0%	0.0%	100.0%	0.0%

ATTAINMENT & ASSESSMENTS

		Markeaton Primary School (2436)	Local Authority - Derby		National (State-funded schools)	
Subject	Level	Value	Value	Gap	Value	Gap
Reading (test), Writing (TA)	≥EXS/Exp.Std.	47.8%	42.6%	+5.2%	47.5%	+0.3%
& Maths (test)	GDS/High Score	8.7%	3.1%	+5.6%	3.5%	+5.2%
Reading	≥Exp.Std.	73.9%	58.7%	+15.2%	63.4%	+10.5%
	High Score	17.4%	17.3%	+0.1%	21.3%	-3.9%
Writing (TA)	≥EXS	65.2%	54.5%	+10.7%	59.4%	+5.8%
	GDS	8.7%	5.1%	+3.6%	6.5%	+2.2%
Maths (test)	≥Exp.Std.	69.6%	55.8%	+13.8%	60.7%	+8.9%
	High Score	8.7%	11.9%	-3.2%	15.1%	-6.4%

PROGRESS

		Markeaton Primary School (2436)	Local Authority - Derby		National (State-funded schools)	
Subject	Level	Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	-	-	-	-	-
	Conf. Int.	-	-	n/a	-	n/a
Writing	Avg. Prog. Score	-	-	-	-	-
	Conf. Int.	-	-	n/a	-	n/a
Maths	Avg. Prog. Score	-	-	-	-	-
	Conf. Int.	-	-	n/a	-	n/a

Cohort numbers across different subjects may vary from the stated figure.

- = value suppressed, negligible or unavailable

No KS2 progress data is available for the years 2023/24 and 2024/25 due to the impact of Covid-19 on KS1 prior attainment data.

Number Stacks	Number Stacks
Lego Therapy	Autism Bricks UK
Forest School	Little Acorns