

Pupil premium strategy statement – St. Mary’s Church of England Primary School, Walthamstow.

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 599 |
| Proportion (%) of pupil premium eligible pupils | 10.3% |
| 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) | 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Mrs J Matthews |
| Pupil premium lead | Mr J Pitchford |
| Governor / Trustee lead | Venerable A Ademola |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £104,532 |
| 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> | £104,532 |

Part A: Pupil premium strategy plan

Statement of intent

At Saint Mary's C of E Primary School, we are well aware of the common barriers to learning for disadvantaged pupils. We recognise that the most important factor affecting pupil progress is high quality teaching. We have rigorous systems in place to ensure that our pupil premium pupils are being taught by outstanding practitioners who deliver a varied and challenging curriculum. This is designed to develop deeper understanding and joined up thinking; making each pupil's learning exciting and providing activities that revise, reinforce as well as stretch and challenge our pupils. We use robust diagnostic assessments and targeted academic support to supplement and reinforce the high quality teaching which takes place.

We are aware that many of our pupil premium children may have less support at home; may have weak language and communication skills; may often lack confidence; are often more likely to have frequent behavioural difficulties and in addition may have issues around attendance and punctuality. There are often complex family situations that prevent children from flourishing. The challenges are varied for these pupils and we ensure that our approach includes wider strategies to support pupils' social, emotional and behavioural needs, as well as their wellbeing.

We set the following objectives for our pupils who are in receipt of pupil premium:

- To remain vigilant about setting up targeted academic support to ensure that we continue to make significant improvement in closing the gaps of PP children in terms of the progress that they make in school.
- To support children's social and emotional development, mental health and wellbeing through our Young Transformers programme, and wider personal development offer.
- To provide children with extracurricular opportunities, including memorable educational visits and enrichment activities, that afford them experiences they might otherwise be unable to access.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our disadvantaged children face the same challenges as those faced by disadvantaged children nationally in reaching the expected standard in RWM. National assessments indicate a significant gap between disadvantaged and non-disadvantaged pupils. In 2024-2025, nationally 47% of disadvantaged pupils met the expected standard in RWM. Outcomes at the end of KS2 are strongly associated with future earnings and life chances: the DFE found that those who do not attain RWM face significant challenges moving to KS3 and beyond. |
| 2 | In line with national trends, our disadvantaged pupils face barriers in Mathematics. Mathematics is a fundamental discipline that develops pupils' reasoning, problem-solving and logical thinking - cognitive skills that are applicable across the curriculum. The Department for Education has found strong, measurable links between KS2 maths attainment and access to higher education, employment and future earnings. However, there is a significant gap between attainment of disadvantaged and non-disadvantaged pupils. Nationally, 61% of disadvantaged pupils met the expected standard in maths in 2024 compared to 80% for non-disadvantaged pupils. |
| 3 | The difficulties our disadvantaged children experience in meeting expected reading outcomes reflect those seen nationally. We know that reading is a fundamental skill that underpins all learning: pupils who develop strong reading fluency and comprehension are far more likely to achieve well across the curriculum and beyond. However, national assessments at the end of KS2 show that only 63% of disadvantaged children meet the expected standard in reading compared to 81% of non-disadvantaged pupils. This means that many disadvantaged children are precluded from accessing the breadth of the KS2 curriculum, and the next stage of schooling. There is clear evidence that these outcomes have an impact on access to the next stage of education and, therefore, future earnings and life chances. |
| 4 | Our disadvantaged pupils face obstacles in writing similar to those affecting disadvantaged pupils across the country. Writing is a skill central to effective learning, self-expression and accessing the wider curriculum. Furthermore, children who meet age related expectations in writing at the |

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| | end of KS2, are better equipped to access the KS3 curriculum. Spelling ,grammar, composition and handwriting are fundamental skills which all children need. However, National data indicates that writing among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In 2024- 2025, 59% of disadvantaged pupils attained ARE in writing, whereas 79% of non-disadvantaged pupils attained ARE. |
| 5 | High attendance is especially crucial for disadvantaged pupils because time in school has a direct impact on their learning, wellbeing and ability to close the attainment gap. Children who are in school regularly are far more likely to reach age related expectations at the end of KS2 than those who are not. Nationally, the persistent absence rate (defined as missing 10% or more of possible sessions) for FSM-eligible pupils in 2023/24 was 34.8%, compared with 14.1% for non-FSM pupils.Ensuring disadvantaged pupils attend regularly is therefore essential to securing equitable outcomes and long-term success |
| 6 | Mental health difficulties can act as an obstacle for disadvantaged pupils by undermining their wellbeing, attendance and engagement, which in turn may affect learning outcomes and attainment in the short and long-term. The obstacles to positive mental health and wellbeing faced by our disadvantaged pupils reflect the challenges faced by disadvantaged pupils nationwide. Research by the Office for Health Improvement and Disparities and the DfE suggests that children who are disadvantaged appear to experience greater negative impacts on their mental health and wellbeing. |

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 |
|--|---|
| To ensure disadvantaged pupils attain ARE ,or above, at the end of KS2 in RWM. | <i>KS2 RWM combined outcomes to meet or exceed the national average for non-disadvantaged children (in 2024-2025 this was 62%).</i> |
| To ensure disadvantaged pupils meet or exceed ARE at the end of KS2 in Maths | <i>KS2 maths outcomes in 2025-2026 to meet or exceed the national average for non-disadvantaged children (in 2024-2025 this was 74%).</i> |
| To ensure disadvantaged pupils meet or exceed ARE at the end of KS2 in Reading | <i>KS2 reading outcomes in 2025-2026 to exceed the national average for non-disadvantaged children (in 2024-2025 this was 75%).</i> |

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| To ensure disadvantaged pupils meet or exceed ARE at the end of KS2 in writing | <i>KS2 writing outcomes in 2025-2026 to exceed the national average for non-disadvantaged children (in 2024-2025 this was 72%).</i> |
| To sustain excellent attendance for all pupils, especially our disadvantaged pupils | <p>The absence rate for disadvantaged pupils to be significantly better than national averages.</p> <p>In 2022-2023 the absence rate for eligible pupils was 11.1% compared with 6.1% for non-eligible pupils.</p> |
| To ensure all of our children have positive mental health, especially disadvantaged pupils. | For our disadvantaged pupils to maintain positive mental health, wellbeing, and demonstrate high levels of motivation so that they thrive academically and personally. |

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: £42,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Support pupils to develop reading through the following actions:</p> <ol style="list-style-type: none"> 1. Revise planning to include even greater emphasis on oracy, phrasing, fluency, vocabulary instruction, whole class reading 2. Teachers to be trained in the use of the above instructional techniques 3. Provide a personal library of books for PP children so that | <p>There is strong evidence that fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text</p> <p>Improving literacy in KS2 - EEF</p> | 1, 2 |

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| <p>they can read at home and develop a love of reading</p> <p>4. Create, implement and monitor benchmark reading lessons</p> | | |
| <p>Revise reading plans to include explicit teaching of specific strategies to support children with comprehension.</p> <p>1. Teachers to receive ongoing training and coaching in the teaching of specific, effective comprehension strategies</p> | <p>“Reading comprehension can be improved by teaching pupils specific strategies that they can apply both to monitor and overcome barriers to understanding”</p> <p>Improving literacy in KS1 - EEF</p> <p>Reading Comprehension Strategies - EEF</p> | 1, 2 |
| <p>To teach maths facts explicitly as part of a mastery programme so that all children are able to fluently recall addition and multiplication facts</p> <p>1. Teachers to receive ongoing training and coaching in the teaching number facts</p> <p>2. Children to have Numbots and TTRockstars accounts</p> <p>3. Parent workshops</p> | <p>Quick retrieval of number facts is important for success in mathematics.¹⁶ It is likely that pupils who have problems retrieving addition, subtraction, multiplication, and division facts, including number bonds and multiples, will have difficulty understanding and using mathematical concepts they encounter later on in their studies.</p> <p>Improving Mathematics in KS2 - EEF</p> | 1, 3 |
| <p>Teachers to receive ongoing training and coaching in the use of meta-cognition. Teachers to model their own thinking while writing to help pupils develop their meta-cognitive skills for writing.</p> | <p>Teachers can model their thinking as they approach a task to reveal the reflections of an effective learner. There is strong evidence that this approach supports metacognitive development in learners.</p> | 1, 4 |

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| <ol style="list-style-type: none"> 1. Revise planning to include examples of meta-cognitive techniques 2. Teachers to be trained in meta-cognitive talk | Metacognition and self-regulated learning - EEF | |
| <p>Teachers in EYFS provide children with sufficient practice for them to become fluent in foundational knowledge and skills - handwriting, transcription, spelling and number formation so that attainment gaps are not established or widened.</p> <ol style="list-style-type: none"> 1. Children to have individual spelling booklets 2. Children to have individual termly handwriting booklets | <p>Strong Foundations examines how schools secure the foundational knowledge and skills that every child needs by the end of ks1.</p> <p>Best practice set out in the Ofsted Report Strong Foundations</p> | 1, 4 |
| <p>Use of digital technology to improve learning. Provide children with high-quality practice in applying new skills and knowledge through the use of TTrockstars and IXL.</p> <ol style="list-style-type: none"> 1. Children in EYFS, Y1 and Y2 to have Numbots accounts 2. Children in Y3,4, 5 and 6 to have TTrockstars accounts 3. Children in Y5 and Y6 to have IXL accounts 4. Children in Y2-6 to have a MyMaths account 5. All PP and PLAC children to have an IXL account 6. Update and renew digital technology were appropriate | <p>Practice is an essential part of teaching and learning. Ensuring that pupils have repeated and varied opportunities to apply and use new skills and knowledge increases success.20,27,28 Practice can help by increasing the fluency with which pupils can use skills they have learned or help pupils remember key concepts and ideas.</p> <p>Using Digital Technology to Improve Learning - EEF</p> | 1, 3 |

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

Budgeted cost: £80,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional sessions targeted at pupils who require further support in reaching ARE and GDS in maths Y2, Y5 and Y6</p> <ol style="list-style-type: none"> 1. Y6 arithmetic intervention before school 2. Y2 arithmetic intervention before school 3. Saturday Plus for PP children 4. Saturday Achievement School for Y6 children 5. Easter school 6. Small group stream teaching for core subjects | <p>There is evidence that interventions targeted at specific gaps can be an effective means of supporting disadvantaged pupils. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small Group Tuition - EEF</p> | <p>1, 2,</p> |
| <p>Additional sessions targeted at pupils who require further support in reaching ARE and GDS in reading in Y4 and Y6:</p> <ol style="list-style-type: none"> 1. Saturday Plus for PP children 2. Saturday Achievement School for Y6 children 3. Y4 reading intervention after school 4. Easter school 5. Small group stream teaching for core subjects | <p>There is evidence that interventions targeted at specific gaps can be an effective means of supporting disadvantaged pupils. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small Group Tuition - EEF</p> | <p>1,3</p> |

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| <p>Additional phonics sessions targeted at pupils who require further support in reaching ARE in Phonics:</p> <ol style="list-style-type: none"> 1. Y1 phonics intervention before school 2. Easter school for children in Y1 to support with phonics 3. Small group stream teaching for phonic in EYFS and Y1 4. Parent workshops to help parents develop their child's reading at home | <p>There is strong evidence that phonics interventions have a positive impact on pupils, especially the most vulnerable.</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | <p>3</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,500

| Evidence that supports this approach | Activity | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>The guidance has been informed by the procedures employed by schools that have reduced levels of absence and PA.</p> <p>DFE's Guidance Working Together to Improve School Attendance</p> | <p>Employment of the strategies outlined in the DFE's guidance on improving school attendance and offering free wrap-around care to the most vulnerable families to support attendance</p> <ol style="list-style-type: none"> 1. Employment of an EWASS to support with attendance and communicate with and support parents 2. Offer of free wrap-around care for vulnerable families | <p>5</p> |
| <p>There is evidence that supporting children's social and emotional development has a lasting impact on wellbeing and improved outcomes in later life.</p> <p>In particular, activities which foster self-awareness, social-awareness, relationship skills and responsible decision making, can have a lasting impact.</p> <p>Improving Social and Emotional Learning in Primary Schools</p> | <p>Reinforce SEL skills through whole-school ethos and activities. Our Young Transformers project provides children with life-changing extra-curricular activities which reinforce social and self-awareness and responsible decision making.</p> | <p>5, 6</p> |

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| <p>As part of reinforcing SEL skills through a whole school ethos, the EEF recommends that leads should build a school vision that includes developing and supporting SEL for both pupils and staff.</p> <p>Improving Social and Emotional Learning in Primary Schools</p> | <p>We support pupils' mental health and wellbeing through our PSHE curriculum, targeted guidance from the learning mentor, and regular sessions led by our sports coach for vulnerable children..</p> <p>We also provide tailored practical help where needed, including clothing, and holiday relief for families.</p> | <p>5, 6</p> |
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Total budgeted cost: £146,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance of Disadvantaged Pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academy year. We have also looked at the three year trend for our disadvantaged pupils.

Our data analysis demonstrates the following:

- St. Mary's disadvantaged pupils significantly outperform the national disadvantaged group at the end of KS2 and have done so for the last 3 years
- St. Mary's disadvantaged pupils significantly outperform the national non-disadvantaged group at the end of KS2 and have done so for the last 3 years
- St. Mary's disadvantaged pupils remain significantly above national averages at the end of KS2

| | St. Mary's PP combined | National PP Combined | Gap vs National | Across the three years shown (2023–2025), St Mary's disadvantaged pupils (PP) consistently perform well above the national disadvantaged average. |
|----------------------------|------------------------|----------------------|-----------------|---|
| 3-year average (Cohort 46) | 78% | 46% | +32% | The 3-year average gap (+32%) confirms sustained, significantly above-national performance for disadvantaged pupils. |
| 2025 | 80% | 47% | +33% | |
| 2024 | 85% | 46% | +39% | |
| 2023 | 72% | 44% | +28% | |

| | St. Mary's PP combined | National non-disadvantaged Combined | Gap vs National | The 3-year average gap (+11%) shows disadvantaged pupils at St Mary's outperforming the national non-disadvantaged benchmark. |
|----------------------------|------------------------|-------------------------------------|-----------------|---|
| 3-year average (Cohort 46) | 78% | 68% | +11% | |
| 2025 | 80% | 69% | +11% | |
| 2024 | 85% | 67% | +17% | |
| 2023 | 72% | 66% | +6% | |

| | St. Mary's PP combined | National Average combined all pupils | Gap vs National | St Mary's disadvantaged pupils also consistently outperform the national average for all pupils. |
|----------------------------|------------------------|--------------------------------------|-----------------|---|
| 3-year average (Cohort 46) | 78% | 61% | +17% | Overall, the data shows that St Mary's provides highly effective support and teaching for disadvantaged pupils, leading to consistently outstanding comparative outcomes. |
| 2025 | 80% | 62% | +22% | |
| 2024 | 85% | 61% | +24% | |
| 2023 | 72% | 60% | +12% | |

Summative data conclusions

- The performance of disadvantaged pupils at St Mary's is **highly positive and sustained**, demonstrating the impact of effective leadership, precise use of pupil premium funding, and a relentless focus on ensuring disadvantaged pupils succeed. The school's approach ensures that disadvantaged pupils achieve at rates significantly above their national peers and in line with, or above, the attainment of more advantaged pupils nationally. This represents a clear area of excellence within the school.

Attendance and wider issues impacting disadvantaged pupils

The data demonstrated that attendance for PP children in the last academic year at St. Mary's was above national averages. Absence for this group was below national averages. We are at present on course to continue this excellent trend

Central to our work to support disadvantaged pupils is the work we do to support their well-being. Pupil voice indicates that our Young Transformers project, Seeds of Change project and Courageous Advocacy work help to support disadvantaged children with their mental and emotional well-being, as well as providing them with enriching experiences to deepen and broaden their cultural capital.

Based on all of the information above, the performance of our disadvantaged pupils met expectations, and we are on course to achieve the outcomes we have set out to achieve as stated in the Intended Outcomes section above.

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 |
|-----------|----------|
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Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year |
| |
| 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.