

St Mary's Pupil Premium strategy statement 2026– 2028



School Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on his message of equality, peace and justice, guided by his words 'As I have loved you, so you must love one another' (John 13:34).

School overview

Detail	Data
School name	St Mary's CofE Primary School Lewisham
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 2027 2028
Date this statement was published	11/09/26
Date on which it will be reviewed	30/09/27
Statement authorised by	Mrs C Graham
Pupil premium lead	Mrs C Graham
Governor / Trustee lead	Ms J Pring

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year	£123,180
Recovery premium funding allocation this academic year	£ 0
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	£123,180

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of Pupil Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates.

At St Mary's we recognise that children who receive Pupil Premium funding can face a wide range of barriers which may affect their learning. However, we strongly believe that all pupils can achieve their full potential, despite their disadvantage, if they are given the opportunity and right environment to thrive.

St Mary's will implement a range of whole-school strategies and targeted interventions to 'level the playing field' and improve outcomes for disadvantaged pupils. These approaches are supported by robust evidence from the Education Endowment Foundation (EEF):

- Read Write Inc / Phonics: Systematic phonics programmes can lead to +5 months' progress in reading, with disadvantaged pupils making up to 3 months' additional progress. (EEF, Phonics Toolkit)
- Oracy: Structured talk and language development improves pupils' communication skills; oral language approaches show an average impact of +7 months in early years. (EEF Early Years Toolkit)
- Adaptive Teaching: Tailoring instruction to pupils' needs is recommended by EEF's Five-a-day guidance for high-quality teaching, particularly supporting pupils with SEND. (EEF, Supporting High-Quality Teaching for Pupils with SEND)
- OPAL Play / Outdoor Learning: Play-based approaches can enhance learning outcomes and support problem-solving, self-regulation, and wellbeing (+4 months). (EEF Early Years Toolkit)
- Mastering Number: Early numeracy programmes using visual aids like rekenreks promote number sense and can lead to +7 months' progress. (EEF Mastering Number Trial)
- Maths Manipulatives & Problem Solving: Purposeful use of manipulatives and explicit problem-solving strategies deepen conceptual understanding and improve pupil outcomes. (EEF, Improving Mathematics Guidance)
- Tutoring: 1:1 tutoring can result in up to 5 months' additional progress, and small-group tutoring (e.g. 2–5 pupils) up to 4 months' additional progress.
- Parental Engagement: EEF evidence shows that parental engagement approaches have a positive impact on average, adding around four months' additional progress. Effective strategies focus on building genuine partnerships with families and supporting them to reinforce learning at home
- CPD: High-quality, well-designed CPD that builds teacher knowledge and embeds new practices can lead to measurable improvements in pupils' learning, and is described by the EEF as one of the most effective ways schools can enhance pupil outcomes.
- Talk Boost: A targeted intervention for children with speech, language, and communication needs, focusing on vocabulary, listening, and narrative skills. EEF evidence indicates that Talk Boost can improve oral language skills and early literacy outcomes, particularly for disadvantaged pupils. (EEF, Talk Boost Evaluation)

These approaches together form a research-informed, evidence-based strategy to maximise learning for all pupils while particularly supporting those who are disadvantaged.

We will do this by:

- providing access to a broad, balanced and rich curriculum and enrichment activities
- providing high quality education through quality first teaching so that disadvantaged pupils reach their full potential
- promoting an environment in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- monitoring persistent absence and providing early help support to families
- setting ambitious, aspirational and challenging targets and closely tracking and monitoring disadvantage pupils progress through rigorous assessment
- promoting good mental health and wellbeing

We have carefully targeted the use of our Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to reduce the attainment and progress gap between their peers. Our longer-term goal is for our children to be prepared for their transition to secondary school and to become confident and articulate members of society where they can actively contribute and flourish.

Challenges

Challenge number	Detail of challenge
1	Monitoring, book looks and assessment has highlighted that our disadvantaged pupils are closing the gap more slowly in reading and writing compared to maths.
2	The school has increasingly high levels of pupils with social emotional difficulties including medical and mental health.
3	Despite overall strong attendance, there are a small group of children who are persistently absent and or late.
4	Pupils have limited experiences beyond their home life and immediate family community as well as limited support with their home learning.
5	Children join the school with low levels of language, vocabulary and communication.

Intended outcomes

Intended outcome	Success criteria
Our core priority is to continue reducing and ultimately closing the attainment gap for disadvantaged pupils.	• This priority is reflected across all phases through strong targets and improving outcomes. • Disadvantaged pupils are supported to achieve a good level of development in EYFS. • They meet expected standards across reading, writing and maths in KS1 and KS2. • Strong phonics teaching ensures disadvantaged pupils are successful in the phonics screening check. • High-quality teaching, consistently good or outstanding, underpins continued improvement. • Staff deliver phonics confidently, securing strong early reading foundations. • High levels of questioning promote deeper thinking and accelerated learning. • A strong oracy focus enables pupils to speak confidently about their learning and progress. • Pupils develop the ability to read and write confidently. • Regular monitoring, progress checks and book reviews demonstrate accelerated progress. • Pupil progress meetings support ongoing rises in attainment across the school. • Class teachers and subject leaders receive CPD which helps to improved knowledge and pedagogy • Higher standards and outcomes in writing and reading for disadvantaged pupils • Teaching and standards across the school are good or outstanding

Activity in this academic year

Teaching

Budgeted cost: £42,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI development days training coaching and support, assessment and resources for targeted focused group as well as 1:1 support of KS1 children Staff to receive refresher training (new staff receive training) to deliver RWI phonic programmes and purchase of home books. Focused book looks targeting disadvantaged pupils and learning walks throughout the year RWI books purchased	Read Write Inc / Phonics: Systematic phonics programmes can lead to +5 months' progress in reading, with disadvantaged pupils making up to 3 months' additional progress. (EEF, Phonics Toolkit) Staff know the expectations for phonics Staff know the theory behind the approach Internal Data Gap is closing for disadvantaged pupils External monitoring Pupil progress meeting notes targeted children are identified. Clear actions are put in place, monitored and reviewed. CPD allows staff to develop high quality teaching techniques Modelling, monitoring & feedback embeds the good practice across the school	1 5
To provide cover in order for teacher and teaching assistant to attend pupil progress meetings with ELT to identify gaps in learning and plan provision to address these.		1 2 3 4 5
To employ additional part time teacher to carry out focused group work and extended learning and for literacy lead to coach and model for staff		1 5
Support for parents through workshops and 1:1 session to increase confidence in supporting their children's learning Reading Fridays in EYFS Story Sacks Cover for literacy lead to provide reading training and literacy workshop Pupil learning packs EYFS	EEF evidence shows that parental engagement approaches have a positive impact on average, adding around four months' additional progress. Effective strategies focus on building genuine partnerships with families and supporting them to reinforce learning at home.	4

Targeted academic support

Budgeted cost: £30,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Tutor to deliver 1:1 support as well as targeted focused teaching in reading and writing across the school	High-quality tutoring aligned with classroom teaching, delivered regularly, and tailored to pupils' needs to achieve these gains (EEF).	1 2 5

Wider strategies

Budgeted cost: £50,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide early professional intervention for children with emotional, developmental, behavioural, mental barriers to their learning. Referrals will also be made to other agencies as required e.g. CAMHS Art therapy sessions support children with managing their emotions. Forest School helps children to learn from their natural environment and promotes creativity, Oracy and confidence. Investment in Opal Play supports mental and physical health and wellbeing.	All behaviour, assessment, and intervention systems are embedded in order to improve learning behaviour. Behaviour for learning is good and very good in all classes, reflected in monitoring and questionnaires.	2 3 4
Children in receipt of P\P have the opportunity to extend their life experiences through the subsidised trips. PP children access extended services Ballet / Sports / Art / Music	Children attend training and play in local football tournaments (KS2). Children in KS1 and KS2 enjoy participating in a wide range of Lewisham sports tournaments. A wide range of targeted curriculum enrichment and enhancement activities.	2 3 4
Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	2 3 4
Persistent absence and attendance	Purchase EWO support Personalised approach adopted to raise attendance to 96% Rewards for good attendance and punctuality Provide free breakfast club to encourage children to come to school earlier Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home learning	1 2 3 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in technology to promote children's learning in all areas including new interactive screens in all classrooms sets of iPad and laptops Lexia Purchase Ipad's for LKS2 & UKS2 Invest in Lexia Programme for disadvantaged pupils and pupils with EAL make accelerated progress with learning English and accessing the curriculum.	Technology is used to support and enhance teaching and learning for example through better feedback, adaptive learning, and increased opportunities for pupil practice (EEF Teaching and Learning Toolkit).	1 4 5
Support Pupils Social emotional difficulties including medical and mental health issues. Meet a percentage of the cost of a speech and language therapist, Educational Psychologist, Specific Learning difficulties specialist, Art therapist, Forest School Practitioner, Learning Mentor.	Social and Emotional Learning have a moderate impact with an average effect of +3 months' additional progress on academic outcomes (EEF Teaching and Learning Toolkit)	2 4
Improve children's numeracy by investing in resources, CPD and pupil books Children have access to a wide range of resources to support learning in maths	Maths Manipulatives & Problem Solving: Purposeful use of manipulatives and explicit problem-solving strategies deepen conceptual understanding and improve pupil outcomes. (EEF, Improving Mathematics Guidance)	5

Total budgeted cost: £123,180

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2026 results review

- KS2** – A significant rise in outcomes for PP pupils was seen when comparing the 2026 results to the previous year (14% increase in combined). The attainment gap has also significantly narrowed and outcomes for PP learners are higher than all pupils Nationally in Reading, Maths and Combined. Analysis of progress from KS1 to KS2 shows that PP pupils made very strong gains, particularly in reading and maths, demonstrating the significant impact of targeted support and the resilience and determination of these learners. Over time, the data shows that the attainment gap for disadvantaged pupils has been steadily narrowed and, in some areas, closed.

2026 KS2 SATS ATTAINMENT		
Expected +	PP %	All pupils %
Reading	77	81
Writing	69	71
Maths	77	81
Combined	69	71

KS1 SAT's 2022 compared against KS2 SAT's outcomes 2026. Accelerated progress relates to children moving from 'below' to working at the expected level / children moving from expected to exceeding.

	PUPIL PREMIUM PROGRESS FROM KS1 TO KS2 (11 pupils)			
	Below	Expected	Accelerated	NET GAIN
Reading	0%	64%	36%	+ 36%
Writing	0%	91%	9%	+ 9%
Maths	0%	73%	27%	+ 27%

- KS1** – Outcomes show that PP pupils are achieving closely in line with their peers in reading and maths. Writing shows a slightly wider gap, highlighting a key area for targeted support and intervention. Overall, PP pupils are still making positive gains, and there is clear potential to strengthen consistency and maintain the strong performance previously seen.

Expected +	PP %	All pupils %
Reading	60	66
Writing	50	58
Maths	60	62
Combined	50	54

Attendance

Attendance for disadvantaged pupils is consistently higher than National, whilst Persistent Absence is consistently lower – these trends over time are taken from the IDSR report. This is contributed to by using the Pupil Premium funding to promote strong attendance and through supporting Pupil's Social emotional difficulties including medical and mental health issues. Children enjoy coming to School, including because of the enriched curriculum.

FSM - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2025/26 (5 half terms)	79	94.8%	92.3%	Above	Not available

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (3 term)	81	93.6%	92.3%	Close to average	Relative decline	High - FSM
2023/24 (3 term)	92	94.3%	92.0%	Above	Relative improvement	High - FSM, High - SEN
2022/23 (3 term)	87	92.9%	91.6%	Close to average	Relative decline	High - FSM, High - SEN

FSM6 - Persistent absence

Year	Cohort	School	National	National distribution banding	Trend	School context
2024/25 (3 term)	81	21.0%	24.9%	Close to average (non-sig)	No sig change	High - FSM
2023/24 (3 term)	92	15.2%	27.1%	Below (sig-)	No sig change	High - FSM, High - SEN
2022/23 (3 term)	87	21.8%	29.3%	Below (non-sig)	No sig change	High - FSM, High - SEN

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Lexia	Cambium Learning Group
Destination Reader	Hackney Education
Power Maths	Pearson in partnership with White Rose