

Pupil premium strategy statement St Mary's CE Nursery and Primary School

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	191
Proportion (%) of pupil premium eligible pupils	8.3%
Proportion of Service children	2.09%
Combined	
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)	2025-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Cheryl Payne
Pupil premium lead	Kerry Dunford
Governor / Trustee lead	Richard Quesnel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,725
Service Children	£1,240
Post LAC	£2,345
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£26,310

Part A: Pupil premium strategy plan

Statement of intent

St. Mary's CE Primary School in Putney centers its ethos on Christian values, with core values of Compassion, Endurance, and Thankfulness, aiming to foster a "culture of wonder" where all children flourish, learn with courage, and strive for excellence within a supportive, family-like environment. Our Pupil Premium strategy focuses on removing barriers to learning so that all pupils can achieve and experience

Our pupil premium strategy aims to ensure all disadvantaged pupils thrive academically, socially and emotionally. Through high-quality teaching, targeted academic support, and the THRIVE approach for emotional development, we work to remove barriers to learning and ensure equity of opportunity for every child.

Key principles include:

- Early identification of need
- Evidence-based interventions
- Strong focus on emotional wellbeing through THRIVE
- A whole-school culture of aspiration and inclusion

Challenges

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

Challenge number	Detail of challenge
1	Lower starting points in reading, writing and maths
2	Limited vocabulary and language exposure
3	Emotional and social development needs requiring THRIVE support
4	Attendance below national expectations for a minority of pupils
5	Limited access to enrichment and wider cultural opportunities

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
Improved attainment in reading, writing and maths	Attainment gap narrowed to $\leq 10\%$.

Improved vocabulary and language development	Improved expressive and receptive language assessments.
Improved emotional wellbeing through THRIVE	THRIVE profiles show improved emotional regulation; reduced behaviour incidents.
Improved attendance	Disadvantaged pupil attendance $\geq 95\%$; persistent absence reduced.
Increased access to enrichment	All disadvantaged pupils access at least one funded enrichment activity per term in addition to uniform subsidies and attendance on school trips

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: £7705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition and self-regulation training for teachers/TA's to aid PPG children and PPG children with additional SEND in becoming more resilient learners	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2
The Thrive Approach to learning	<p>A whole school approach to mental health and wellbeing is a collaborative effort to improve outcomes for children and young people. It involves identifying and addressing the needs of pupils, staff and the wider community and creating an environment that removes barriers to learning. In line with Public Health England's 8 principles of a whole school approach, Thrive provides expert training and an online tool that will empower you to not only promote mental health and wellbeing, but improve behaviour, attendance and attainment throughout your setting.</p>	3

	<p>https://www.thriveapproach.com/services/whole-school-approach</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £10350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring and 1:1 instruction	<p>EEF: Small-group tuition +4 months progress.</p> <p>The Education Endowment Fund (EEF) Toolkit shows that overall, small group tuition is effective and the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. See link for more details.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1
Oral language interventions	<p>Targets early vocabulary gaps.</p> <p>Oral language interventions are about making the most of spoken language and verbal interaction for learning.</p> <p>'Oral language' refers to speaking and listening.</p> <p>'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches.</p>	2

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

Budgeted cost: £8295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking Therapy	<p>Supports emotional development and readiness for learning.</p> <p>Allows collaborative work between school and home to encourage better attendance.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3
Attendance support and monitoring	<p>Stronger attendance → better academic outcomes</p> <p>Learning continuity: Being present means exposure to instruction, discussion, and feedback that can't be fully replicated later.</p> <p>Skill accumulation: Many subjects build sequentially; missing classes creates gaps that compound over time.</p> <p>Assessment performance: Students with higher attendance consistently earn higher grades and test scores.</p> <p>Graduation & persistence: Chronic absenteeism is one of the strongest predictors of dropout risk.</p> <p>Why it matters:</p> <p>Even small increases in absences are associated with measurable declines in achievement, especially for younger students and in math and literacy.</p>	4
Enrichment funding (clubs, trips, resources, school uniform)	<p>Uniform allocation and subsidy improves engagement, life experiences and cultural capital.</p> <p>A consistent dress code which means children don't have to decide what to wear each day or worry about whether they would be bullied or criticised by their peers promotes good mental health and wellbeing. An IE (Independent Education today) study suggests that a uniform promotes commonality among pupils, improves concentration and fosters a sense of pride, especially when they wear it in public.</p> <p>School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.</p> <p>Core components of a school uniform policy might include staff holding high expectations of pupils'</p>	5

	<p>behaviour and that their attire reflects the values and culture of the school which the pupils reflect.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	
WCET music lessons and peripatetic music lessons	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3, 5

Total budgeted cost: £26,353

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-2025 - Pupil Premium Results

These results are based on SATs at the end of the academic year 2024-2025 and teacher assessment

End of Key Stage 2 (3 children)

In Year 6, there were 3 pupils eligible for pupil premium. One of these was on the SEND register. 100% of PPG pupils achieved expected in Reading, Writing and Maths. There were no children on the PPG register from EYFS.

Year 6 100% children received school residential trip funding

Extra curricular and other support

Year 6 100% children received school residential trip funding.

100% of PPG children who signed up for an after-school club received a place in a club for a minimum of one term.

Uniform was provided for 90% of PPG children.

Individual enrichments, such as 1:1 music sessions or specific independent club offers were attended by 15 PPG children who reported that the opportunity to learn a new skill or musical instrument provided positive emotional wellbeing and promoted good mental health. This was also reported from Parents and the Class Teachers.

We will continue to provide subsidies and support for PPG children moving into the next academic year as outlined in the new PPG statement 2025-2026.

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
Thrive Approach	Thrive online trainers
SaLT training	St George's Hospital – Speech and Language Therapy Dept
Drawing and Talking Therapy	Drawing and Talking Ltd. Registered company number: 05941697

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.