

# 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 ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	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 (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£26,310</b>

# 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
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Improved attainment in reading, writing and maths	Attainment gap narrowed to ≤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 ≥95%; persistent absence reduced.
Increased access to enrichment	All disadvantaged pupils access at least one funded enrichment activity.

## 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: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality teaching and targeted interventions	EEF: High-quality teaching has the strongest impact on disadvantaged learners.	1, 2
Staff CPD including THRIVE approach training	THRIVE supports emotional readiness for learning. EEF SEL – Social, Emotional Learning.	3

### 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	EEF: Small-group tuition +4 months progress.	1

Speech & language interventions	Targets early vocabulary gaps.	2
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8295

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
THRIVE pastoral intervention and nurture provision	Supports emotional development and readiness for learning.	3
Attendance support and monitoring	Improved attendance correlates strongly with improved outcomes.	4
Enrichment funding (clubs, trips, resources)	Improves engagement, life experiences and cultural capital.	5

**Total budgeted cost: £ 33,645**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 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

## 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.*