

St Saviour's CE Primary School Pupil premium strategy statement (updated for 2025-2026)

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	214
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2028-29
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Libby Granite Headteacher
Pupil premium lead	Libby Granite
Governor lead	Angie Garvich

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,115
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£62,115

Part A: Pupil premium strategy plan

Statement of intent

We are committed to the provision of a healthy, safe, motivational and Christian learning environment where each person achieves, feels valued and secure and is able to reach their full potential through the promotion of high expectations and standards.

All of our children are given the freedom and responsibility to take control and become independent learners.

We want all of our pupils to leave St Saviour's with the academic, personal and social foundations that they need for their future education and adult lives, irrespective of their backgrounds or other challenges that they face.

We do this primarily through high quality teaching. Our curriculum has been designed to enthuse, challenge and inspire all of our pupils, including pupils with SEND and DA pupils. As well as meeting the requirements of the National Curriculum, we have planned an inclusive curriculum which is coherent, meets the needs of our learners and ensures that pupils remember what they have been taught.

We monitor our DA pupils closely to ensure that they are given bespoke opportunities to enable them to reach their full potential. The support offered will be regularly reviewed to ensure its continued impact, and to enable us to take full advantage of support and enrichment available.

Specifically we aim to:

- Narrow/eradicate attainment gaps for PP pupils in early literacy (Year 1 PSC), disciplinary literacy and maths, ensuring PP pupils make at least the same progress as their peers.
- Sustain St Saviour's high outcomes for disadvantaged pupils where we already succeed (for example recent Year 6 writing: 100% PP ARE) and build on strengths.
- Reduce non-academic barriers to learning (social interaction difficulties, playground behaviour incidents, mental health needs, and restricted access to enrichment) so pupils are ready to learn and to participate fully.
- Ensure all PP pupils have equitable access to high-quality teaching, evidence-based targeted support, and wider strategies that address attendance, wellbeing and enrichment.

How the strategy works towards these objectives

- We adopt the DfE/EEF three-tier Menu of Approaches: Tier 1 — High-quality teaching; Tier 2 — Targeted academic support; Tier 3 — Wider strategies (attendance, SEMH, enrichment). This ensures a coherent whole-school approach aligned to national evidence and DfE expectations ([Using Pupil Premium: guidance for school leaders, DfE](#)), and EEF's tiered model and Guide to the Pupil Premium ([EEF Guide to the Pupil Premium](#)).
- We prioritise approaches with strong EEF evidence and good local fit (e.g. structured phonics and oral language in early years, evidence-based behaviour strategies, targeted small-group intervention where needed).
- We combine universal (whole-class) improvements to teaching and curriculum with targeted interventions informed by diagnostic assessment and regular monitoring. Implementation, fidelity and staff CPD are built into the plan.

Key principles

- Fewer things, done well: invest in a limited number of high-quality, evidence-aligned approaches rather than many small measures.
- Diagnose — target — evaluate: use diagnostic assessment to target interventions; monitor impact termly and adapt.
- Capacity and sustainability: invest in staff development and systems so gains are embedded and sustained.
- Inclusion and access: remove financial, logistical and social barriers to enrichment and trips; subsidise and prioritise PP participation.
- Evidence-led and DfE-compliant: all main activities map onto the DfE Menu of Approaches and cite high-quality evidence (principally EEF guidance and toolkits).

Challenges

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

Challenge number	Detail of challenge
1	Lower phonics attainment for PP pupils: only 67% of PP pupils passed the PSC at end of Year 2 (current cohort data).
2	Social interaction and oracy/disciplinary literacy development: disadvantaged pupils need strengthened oracy and disciplinary literacy to express what they know across the curriculum (school improvement priority).
3	Playground behaviour and social integration: incidents and lower-quality social interactions at unstructured times reduce learning readiness and can affect wellbeing.
4	Mental health and social-emotional wellbeing: pupils (including a proportion of PP) show SEMH needs that limit engagement and attendance.
5	Access to enrichment and extracurricular opportunities: central London context and some family financial constraints limit universal access to arts/sports/extended learning; limited outside space in school restricts on-site provision.
6	SEND and complex needs overlap with disadvantage: 32 pupils on SEND support (out of 214), 9 with EHC plans, 31% EAL and 5 previously LAC — many PP pupils have multiple needs that require differentiated/targeted provision.

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
1. Improve early reading: raise PP phonics outcomes	Year-2 PSC pass rate for PP increases from 67% → 85% within 12 months; 95% within 3 years. Termly phonics screening/intervention data shows steady rise in early decoding and blending; fewer PP pupils requiring long-term 1:1 phonics catch-up. (Baseline: 67% PSC) — measured termly. Evidence underpinning approach cited in Activity section.
2. Develop oracy & disciplinary literacy for PP across the curriculum	By the end of the year: structured oracy lessons and talk-for-writing/disciplined-talk routines in every class; pupil voice and teacher assessment show PP pupils’ oral explanations and curriculum writing reach year-group expectations (measured via planned oracy rubrics and writing moderation). Increase in quality of pupils’ spoken responses during lessons (teacher observation scores).
3. Improve behaviour at unstructured times and social integration	Reduced playground behaviour incidents for targeted PP pupils by 50% within 1 year (house records). Increased measured social interactions at breaktimes (peer engagement monitoring) and improved pupil wellbeing/connectedness scores.
4. Strengthen mental health & wellbeing support	Reduced SEMH referrals for repeat incidents; measurable improvements on wellbeing screeners for targeted PP pupils (e.g., reduced anxiety/behavioural scores) within 6 months of intervention. Reduced persistent absence for PP pupils linked to SEMH by 30% within 12 months.
5. Increase PP uptake of enrichment	100% of PP pupils are able to access at least one subsidised club/trip per term; PP attendance at extracurricular provision increases to parity with peers. Tracking shows increased participation in music, arts, sports, trips.
6. High-quality, inclusive SEND provision linked to PP needs	Clear evidenced-based interventions are in place for PP pupils with SEND: personalised plans, clarity on TA deployment, measurable small-step progress on EHCP/School Support Plan targets termly. Reduction in unmet need flags and improved access to curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above. All activities are mapped to the DfE Menu of Approaches (Tier 1, Tier 2, Tier 3). Evidence items are taken from high-quality sources (primarily EEF guidance/toolkits and DfE guidance). Each Activity row references the Challenge number(s) it addresses.

Teaching (Tier 1: High -quality teaching, assessment and curriculum)

Budgeted cost: £32,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school phonics fidelity: maintain and strengthen daily systematic, synthetic phonics (SSP) with structured leader monitoring; additional CPD for all EY/KS1 staff and phonics catch-up timetable.	EEF: Phonics — strong evidence for systematic, synthetic phonics; EEF Guide to the Pupil Premium recommends focusing on high-quality teaching and phonics in early years and KS1 (EEF Phonics / EEF Guide to the Pupil Premium , EEF Guide to the Pupil Premium).	1
Oracy & disciplinary talk across curriculum: implement daily oracy routines (planned ‘talk for learning’, sentence stems, structured classroom talk moves); CPD for staff and termly monitoring linked to writing moderation.	EEF Guidance: Improving Social and Emotional Learning; EEF blog and EEF resources on integrating oracy and talk for writing; EEF guidance highlights oracy and vocabulary as crucial for comprehension and writing development (EEF SEL guidance , EEF blog on talk to text).	2
Metacognition & explicit modelling: whole-school rollout of EEF Seven Steps to Independence / metacognition routines (daily review, modelling, guided practice, independent practice). CPD + coaching cycles.	EEF Metacognition & Self-Regulated Learning guidance — strong evidence that teaching metacognitive strategies improves attainment when explicitly taught and modelled (EEF Metacognition guidance).	2, 6
Curriculum sequencing and vocabulary planning (disciplinary literacy): subject leaders to embed knowledge-rich sequence with tiered vocabulary lists and retrieval practice.	EEF: curriculum & evidence summaries; EEF Guide to Pupil Premium and EEF resources on vocabulary and retrieval practice (improves long-term memory + learning) (EEF Guide to the Pupil Premium , EEF Retrieval Practice evidence summary).	2, 6
Targeted CPD for classroom behaviour management & consistency (new behaviour scripts; teacher ‘greet at door’ and predictable routines).	EEF Improving Behaviour in Schools: “Consistency is key”; coaching and classroom management training improves time on task and outcomes (EEF behaviour guidance).	3, 6

Targeted academic support (Tier 2: small group and one-to-one support structured interventions, TA deployment)

Budgeted cost: £15,035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group oral language intervention for Reception and Year 1 PP/EAL pupils (weekly sessions delivered by trained TA/teacher; link to classroom learning).	EEF Communication and Language approaches: typical effect +7 months in EY; small group oral language programmes effective when delivered by trained staff (EEF Communication and language approaches).	1, 2, 6
Phonics catch-up intervention (small groups / 1:1) for PP pupils below expected standard: funded, scheduled 3–4x weekly blocks during school.	EEF: small-group structured phonics interventions are effective; (EEF Guide to Pupil Premium , DfE Using Pupil Premium guidance).	1, 6
Structured reading comprehension and vocabulary small groups in KS2 for PP pupils (explicit teaching of comprehension strategies; targeted vocabulary instruction).	EEF reading comprehension strategies: explicit instruction improves comprehension; EEF evidence for vocabulary and comprehension teaching in KS2 (EEF Improving Literacy in KS2 guidelines).	2, 6
Targeted maths small-group interventions (diagnostic, number sense and fluency sessions) for PP pupils not yet at ARE; add short focussed daily practice.	EEF Teaching and Learning Toolkit: small group tuition and targeted interventions in mathematics show positive effects when well-managed; Numbers Count / Catch-Up Numeracy evidence supports targeted programmes delivered by trained staff (EEF Maths evidence & Catch-Up Numeracy research summaries).	6
Structured use of Teaching Assistants (TA) — trained to deliver short evidence-based interventions and to follow a ‘least-help-first’ approach in class; termly TA coaching and review.	EEF Making Best Use of Teaching Assistants guidance: TAs are effective when trained, used for structured interventions and linked to classroom teaching (EEF Making Best Use of Teaching Assistants guidance).	1, 2, 6
Peer tutoring / reciprocal reading (trained partner work) for older KS2 PP pupils — structured roles and short scripts.	EEF Teaching and Learning Toolkit: peer tutoring can be effective when structured and monitored; EEF Promising Programmes and research on peer-mediated approaches (EEF Guide to Pupil Premium / Peer tutoring evidence summary).	2, 6

Wider strategies (Tier 3: for example, related to attendance, SEMH, behaviour, wellbeing, enrichment)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school SEL curriculum and targeted SEMH groups (tiered SEL): teach explicit SEL skills; small-group SEMH programmes for identified PP pupils; staff trained in SEL delivery.	EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools — SEL teaching improves wellbeing and can produce +4 months learning gain; EEF recommends explicit SEL teaching and careful implementation (EEF SEL guidance).	3, 4, 6
Daily/weekly wellbeing check-ins, pastoral mentoring and ELSA for targeted caseload (including previously LAC). Use of Assess→Plan→Do→Review and routine outcome measures (wellbeing screeners).	EEF and DfE guidance on attendance & SEMH note importance of targeted mentoring, case-management, and CAMHS partnership where appropriate; EEF SEL and Improving Behaviour guidance emphasise targeted approaches and mentoring/coaching (DfE Using Pupil Premium , EEF behaviour guidance).	3, 4, 6
Subsidised enrichment (trips, after-school clubs) and targeted free places for PP pupils; a PP enrichment fund and a small school bursary for residential or out-of-hours provision.	EEF & Social Mobility Commission analysis: extracurricular activities improve social skills and engagement and are unequally accessed; EEF Toolkit: physical activity and extracurriculars have positive academic/attendance/wellbeing impacts (+2 months average for physical activity) and recommendations for subsidising PP places (EEF physical activity toolkit , Social Mobility Commission report on extracurricular access).	5
Structured playground offer: trained midday supervisors plus planned play activities, play leaders and friendship groups; adult-led social skills practice during breaks; use of SEL-focused games.	EEF Improving Behaviour guidance: targeted, taught social skills and planned unstructured-time interventions reduce incidents and improve social integration; SEL guidance supports reinforcement across the school day (EEF behaviour guidance , EEF SEL guidance).	2, 3, 5
Mental health pathways: strengthen school–CAMHS and MIND referral routes; deliver in-school mindfulness modules where appropriate; provide access to qualified therapists for targeted cases.	EEF & evaluations (e.g. Healthy Minds trial; reviews of CBT in schools) — CBT and structured school-based mental health programmes show positive effects on anxiety and depression when delivered with fidelity and training (EEF SEL guidance ,	4

	EEF project evaluations such as Healthy Minds trial).	
Attendance support: targeted attendance casework, daily first-day contact for PP families, support for punctuality; termly monitoring and focused plans for persistent absentees.	DfE guidance on attendance and EEF commentary highlight attendance support (casework, parental engagement, transport) as effective for improving attendance and attainment (DfE attendance guidance , EEF guide to the pupil premium).	4, 5
SEND-linked targeted support: use DfE/SEND evidence and NHS/occupational therapy advice to individualise provision; ensure EHCP/IEP targets align with PP strategy and ensure costed TA hours are focused on structured interventions.	DfE SEN support rapid evidence assessment and EEF Special Educational Needs guidance note targeted interventions, trained staff and robust assessment as critical (DfE SEN support REA; EEF SEND resources) (DfE SEN Support Rapid Evidence Assessment , EEF SEND guidance).	6
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £62, 115

4. Monitoring, evaluation and governance

- The Headteacher will report to governors termly on progress against the strategy (data on PSC pass rates, Year-group moderation for writing/oracy, KS2 maths & reading progress, playground incidents, SEMH caseloads, attendance and enrichment participation).
- Termly assessment cycles will provide quantitative measures (phonics screening, reading age checks, diagnostic maths checks, standardised wellbeing measures); each intervention will have an impact plan with baseline, interim checks and exit criteria.
- Governors (including Pupil Premium governor) will receive an annual, published Pupil Premium Strategy Statement (DfE template) and be asked to approve the use of funds; report will reference the DfE Menu of Approaches.
- Annual review: evaluate outcomes, cost-effectiveness and sustainability; successful interventions will be retained and scaled where value for money is evident.

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EYFS

66% of our school's Disadvantaged cohort achieved a good level of development, 2 pupils out of 3.

Phonics

57% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 4 pupils out of 7.

None of the Year 2 children who re-sat the PSC were disadvantaged.

KS1

Reading: 75% of our school's Disadvantaged cohort achieved the expected standard in Reading, 3 pupils out of 4.

Writing: 50% of our school's Disadvantaged cohort achieved the expected standard in Writing, 2 pupils out of 4.

Maths: 50% of our school's Disadvantaged cohort achieved the expected standard in Maths, 2 pupil2 out of 4.

KS2

Reading: 75% of our school's Disadvantaged cohort achieved the expected standard in Reading, 9 pupils out of 12.

Writing: 50% of our school's Disadvantaged cohort achieved the expected standard in Writing, 6 pupils out of 12.

Maths: 41% of our school's Disadvantaged cohort achieved the expected standard in Maths, 5 pupils out of 12.

RWM combined: 33% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 4 pupils out of 12.