



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding. This is funding allocated by government for schools to support progress and attainment among disadvantaged children.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

It should be noted that the 25/26 academic year will be the second year of a three-year strategy for the use of pupil premium funding.

### School overview

Detail	Data
School name	Stepney Park Primary School
Number of pupils in school	679
Proportion (%) of pupil premium eligible pupils	39.2% (DfE defined, June 2025)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	24/25, 25/26, 26/27
Date this statement was published	07 October 2025
Date on which it will be reviewed	01 October 2026
Statement authorised by	Governing Body
Pupil premium lead	Richard Thompson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£399,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£401513

# Part A: Pupil premium strategy plan

## Statement of intent

At Stepney Park Primary School, our pupil premium strategy has three broad aims:

1. To ensure that the educational achievement of disadvantaged children in our school continues to be strong. In particular, we seek to ensure that disadvantaged children at Stepney Park achieve as well or better than their *more advantaged* peers nationally.
2. To develop the language skills of disadvantaged children. As noted below, this is because language skills are a common area of relative weakness among our disadvantaged pupils.
3. To offer all children plentiful opportunities for wide-ranging personal development, including through the building of their cultural capital.

Our primary approach to meeting the first of these objectives involves investing pupil premium funding in our staff to secure strong outcomes. This includes a wide and responsive programme of CPD, employing extra staff to address particular gaps in children's learning and taking steps to ensure we can retain experienced members of staff. In addition, we have invested in technology, including Chromebooks and subscriptions to particular programmes, as we believe this can also support attainment.

The second aim, focussed on language skills, will also be met principally by investing in staff. This will include buying in external services, such as Speech and Language Therapy (i) to offer support directly to children and (ii) to train members of our staff to deliver interventions themselves. We will also invest in intervention TAs, who will be specially trained to provide a number of speech and language interventions across the school.

Finally, the third strand of our pupil premium strategy, focussing on personal development, will seek to offer children the teaching and experiences required to develop respect, resilience and independence, grow into rounded citizens and build cultural capital. This will include ensuring our PSHE curriculum is high quality and well-delivered as well as developing a wide-ranging programme of activities that offer children experiences that will, taken together, support their personal development.

It should be noted that this strategy is built upon two key assumptions:

- i. Many children in our school who are *not* eligible for pupil premium funding *are* nonetheless disadvantaged. For example, new arrivals to the UK whose parents are not yet eligible to claim benefits and those whose parents are on very low incomes.
- ii. Focussing on improving provision for whole cohorts will benefit disadvantaged and all children and is thus likely to have a larger impact. There is, of course, a role for targeted provision but this should be used only in specific cases, for specific purposes.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Multi-faceted social deprivation.</b> Our children live in an area of London where poverty and overcrowded accommodation are common, rates of food insecurity are high, and crime rates, including gang crime, are significantly above average. All of these factors are known inhibitors of educational attainment and affect our more disadvantaged children in particular. Furthermore, for some families this deprivation makes it difficult for parents to support their children academically, e.g. with homework and reading at home.
2	<b>Use of English.</b> A very high proportion of our children, including our disadvantaged children, speak English as an additional language. Some arrive at school without any proficiency in spoken English while others have relatively few people in their lives to act as good models of spoken English. As such, some children's spoken English, including their breadth of vocabulary, but also their syntax and other features, poses a particular challenge to their attainment across the curriculum
3	<b>Cultural Capital.</b> Many of our disadvantaged children have low levels of cultural capital, often stemming from a narrower than average range of experiences outside school. This compounds challenge (2) above as this narrow range of experience constrains some children's vocabulary and language development.
4	<b>Background Knowledge.</b> Reflecting their low levels of cultural capital and relatively narrow range of experiences, some of our disadvantaged children lack background, or general, knowledge that can support academic learning in school. As such, a clear and highly specific curriculum is especially important in our context.

## 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. The educational achievement of disadvantaged children in our school will continue to be strong. In particular, we seek to ensure that disadvantaged children at Stepney Park achieve as well or better than their more advantaged peers nationally.	<ul style="list-style-type: none"> <li>• There will not be a significant gap in attainment in KS2 outcomes between disadvantaged and non-disadvantaged children.</li> <li>• Disadvantaged children at our school will perform in line with or better than non-disadvantaged children nationally.</li> </ul>

<p>2. Disadvantaged children will develop strong language skills, addressing what is a common area of relative weakness among them.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged children will achieve well in reading and writing, including at the end of key stage 2.</li> <li>• Children’s work will demonstrate that they are developing increasingly sophisticated vocabulary.</li> <li>• Speech and Language assessments will reflect the increasing sophistication of language use among disadvantaged children, where relevant.</li> </ul>
<p>3. Children will have plentiful opportunities for wide-ranging personal development, including through the building of their cultural capital.</p>	<ul style="list-style-type: none"> <li>• All children will benefit from a wide range of experiences to support personal development each school year.</li> <li>• Disadvantaged children will be well represented among children taking up particular opportunities (e.g. clubs, competitions etc)</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £170617

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD on phonics and early reading for teachers and support staff who are new to it this year.</p>	<ul style="list-style-type: none"> <li>• The research base for the effective teaching of phonics is robust and well-documented.</li> <li>• This CPD will mean more adults can support early reading, meaning children will be able to read with an adult more often.</li> </ul>	<p>1, 2</p>
<p>Invest in high quality texts and opportunities for the children to read.</p>	<ul style="list-style-type: none"> <li>• We are aiming to increase opportunities for children to read across the curriculum (i) because this will increase the overall amount of reading they do and therefore improve their literacy skills and (ii) wide reading is known to positively impact on</li> </ul>	<p>2, 3, 4</p>

	<p>children's vocabulary development.</p> <ul style="list-style-type: none"> <li>• We will invest in more non-fiction books in English, as well as texts that can be used to support learning in science lessons as part of this process</li> <li>• We will continue to run a reading room at lunch time. This has a dedicated member of staff to promote children's enjoyment of reading.</li> </ul>	
Provide additional PPA time.	<ul style="list-style-type: none"> <li>• We will provide all teachers with four hours of PPA a week. This will allow for strong planning and support teacher retention.</li> </ul>	1
Technological support for attainment.	<ul style="list-style-type: none"> <li>• Following research in other schools, we will invest in technology that can support attainment. This includes Chromebooks and Nearpod.</li> </ul>	1

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

Budgeted cost: £173098

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional staff for year 6	<p>Research shows it is difficult for children to catch up if they begin secondary school behind their peers. As such, we are focussing some support on year 6 to allow for more tailored teaching. This will include:</p> <ul style="list-style-type: none"> <li>• Employment of a part time intervention TA</li> <li>• Using some AHT time to teach groups in year 6.</li> </ul>	1, 2
Targeted reading support	<ul style="list-style-type: none"> <li>• Interventions TAs will provide additional phonics teaching to any children from Y2-Y6 who are not secure in phonics teaching.</li> <li>• Where appropriate, interventions TAs will provide other support such as 1:1 reading or additional reading practice to develop fluency.</li> </ul>	1, 2

<p>Offer a wide programme of Speech and Language Therapy activities. This will include employing a speech and language therapist and support staff to deliver the necessary programmes.</p>	<ul style="list-style-type: none"> <li>• Programmes such as <i>Colourful Semantics</i> have been used successfully in a wide range of schools, including our own.</li> <li>• Increasing speech and language capacity will allow more children to benefit from these interventions.</li> </ul>	<p>2</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £57798

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide financial subsidies for families who require additional support. This includes:</p> <ul style="list-style-type: none"> <li>• Subsidising trips and residentials.</li> <li>• Subsidising breakfast club.</li> <li>• Providing reduced cost uniform.</li> </ul>	<ul style="list-style-type: none"> <li>• Trips can support academic learning but also widen children's range of experiences and therefore build their vocabulary and, over time, their cultural capital.</li> <li>• We choose our trips to target activities and locations that we know some of our children are unlikely to visit outside of school. We will therefore be confident that we are widening the range of experiences for many children.</li> <li>• Research has shown the impact of a good breakfast on learning. This is why we subsidise our breakfast club.</li> </ul>	<p>3, 4</p>
<p>Work with a PSHE consultant to develop our practice and personal development offer more widely.</p>	<ul style="list-style-type: none"> <li>• Explicit, planned PSHE is vital for children to develop an understanding of how to keep themselves safe. Working with a consultant to develop this practice will make it more effective.</li> <li>• Some teachers, especially those who are less experienced, do not always feel confident to teach PSHE. As such, additional CPD and development of our offer will help to ensure its effectiveness.</li> </ul>	<p>1, 3</p>
<p>Subsidise the cost of after school clubs</p>	<ul style="list-style-type: none"> <li>• After school clubs provide children with opportunities to</li> </ul>	<p>3</p>

	engage in a wide range of activities. These activities can help to build children's cultural capital and, as such, it is important for all children to have the opportunity to benefit from them. For this reason, we use pupil premium funding to subsidise their cost.	
Provide musical tuition free of charge.	<ul style="list-style-type: none"> <li>• Music offers a wide range of benefits to children and adults. However, for some of our children, cost can be a barrier to taking up small-group musical tuition. As such, we use pupil premium to fund this teaching.</li> </ul>	3, 4
Provide a range of parent workshops	<ul style="list-style-type: none"> <li>• We invest staff time in offering parents a significant range of workshops run by a range of professionals including teachers, the SENCO, speech and language therapists and others. These aim to develop parents' skills so that they can better support their children with specific aspects of their development.</li> </ul>	1

**Total budgeted cost: £401513**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

As 24-25 was the first academic year in our current three-year strategy, this review considers the progress that has been made in light of the fact that some elements of the plan strategy have not yet been fully delivered.

The available evidence suggests that our current strategy is broadly effective in meeting its aims.

*Intended Outcome 1: Outcomes for disadvantaged children will be in line with their more advantaged peers both within our school and nationally.*

- In end of key stage 2 tests in 2025, 68.9% of disadvantaged children at Stepney Park achieved the expected standard in reading, writing and maths. There was a gap between them and their more advantaged peers at Stepney Park. However, 2025 was the fourth year in a row where disadvantaged children at Stepney Park have outperformed non-disadvantaged children nationally.
- Our internal assessments suggest that the gap in attainment between disadvantaged children and their more advantaged peers is small, and sometimes negligible.

*Intended Outcome 2: To develop the language skills of disadvantaged children. As noted below, this is because language skills are a common area of relative weakness among our disadvantaged pupils.*

- In 2025, 72.1% of disadvantaged children reached the expected standard in reading in key stage 2, and 75.4% did so in writing. These are higher proportions than the national averages both for disadvantaged and non-disadvantaged children.
- The introduction of the 'Interventions TA' role has allowed for significant staff training. This has built understanding of children's needs and how our planned interventions can meet them. Assessments suggest that these interventions are improving the speech and language of the children targeted to attend them.
- Writing moderation processes suggest the vocabulary children use in their writing is increasingly broad. This suggests that whole school strategies regarding the teaching of vocabulary have had a positive impact.

*Intended Outcome 3: To offer all children plentiful opportunities for wide-ranging personal development, including through the building of their cultural capital*

- The school provided a wide range of trips and experiences to all children in the school. This included a broad programme of trips, as well as residential and visitors to school.
- The school provided a range of clubs and uptake was strong. Among clubs sampled, disadvantaged children were well-represented among those attending.
- The school provided a range of instrumental tuition. These were well-attended by disadvantaged children. The popularity of this provision has resulted in an expanded number of groups for 25-26.

In summary, we believe our pupil premium strategy has been effective in improving the quality of education for disadvantaged children at Stepney Park in the academic year 24-25. As such, the broad strategy will remain the same in 25-26, despite a small number of alterations to particular spending, as identified above.

### 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