



Stepney Greencoat Pupil Premium Statement



3 Year Strategy
2025-26 / 2026-27 / 2027-28

Pupil Premium at Stepney Greencoat

Pupil Premium was introduced by the Department for Education (DfE) in 2011, as additional funding for pupils who receive Free School Meals and who are Looked After Children. This is because the DfE have recognised that good education is the key to improving young people's life chances. This is particularly true for children from low-income families, or who are Looked After Children, who are far less likely to leave schools with good GCSE results than other children.

The Pupil Premium, using additional resources from outside the School's Budget, is intended to address the current inequalities by ensuring that funding reaches the pupils who need it most.

The Pupil Premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The DfE have stated that schools have the right to spend this funding as they see fit based upon their knowledge of pupil needs.

"Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils."

Source – DfE website

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for 2025-2026 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Stepney Greencoat CE Primary School
Number of pupils in school	190 (including Nursery)
Proportion (%) of pupil premium eligible pupils	34.3%
Academic year/years that our current pupil premium strategy plan covers	2025-26 / 2026-27 / 2027-28
Date this statement was published	SPRING 2026
Date on which it will be reviewed	SPRING 2027
Statement authorised by	Elizabeth Figueiredo, Executive Head Teacher
Pupil premium lead	Elizabeth Figueiredo, Executive Head Teacher
Governor lead	Angela Hancock, (COG) lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£78,440

Part A: Pupil premium strategy plan

Statement of intent

At Stepney Greencoat, our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress - allowing us to plan and implement effective intervention strategies.

Our aim is to ensure that our disadvantaged pupils are effectively supported to enable them to reach the same ambitious attainment and progress goals as those set for their peers.

The following report provides detail of the range of activities and interventions that Pupil Premium funding supports in our school including some new and discrete activities as well as interventions that we have always employed that are known to improve attainment. Some have cost implications and others require time within staff meetings, INSET and staff time to research theory and current pedagogical developments in education.

We have adopted a tiered approach to Pupil Premium funding allocation, detailed within this report, focusing on the three main areas of:

1. High quality teaching
2. Targeted academic support
3. Wider strategies

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language Needs We have identified a significant number of disadvantaged children with speech and language needs throughout each Key Stage that require further intervention beyond quality first teaching. These needs have been evidenced through classroom assessment, observation, discussions with pupils and termly Tracking Progress and Attainment meetings.
2	Key Stage 2 Maths Attainment We have identified Maths attainment in KS2 is generally lower amongst our disadvantaged pupils. This is evidenced through ongoing assessment, classroom observation, discussions with pupils and termly Tracking Progress and Attainment meetings.
3	Early Years Fine and Gros Motor Skills We have identified low entry levels in many of the EYFS development areas amongst our disadvantaged pupils including physical development of fine and gross motor skills. This has been identified through baseline assessment, ongoing observations and Tracking Progress and Attainment meetings.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language and communication for identified children	Disadvantaged children with speech and language needs are identified and rigorously assessed by external speech therapist
Increased confidence and quality of pupil talk	This would be evidenced through summative assessments, classroom observations, Pupil Book Study and Pupil Progress meetings.
Improved outcomes in Reading and Writing in Key Stage 1 and Key Stage 2	Outcomes at least in line with national averages for disadvantaged pupils.
Improved attainment and progress in Maths across KS2.	Outcomes at least in line with national averages for disadvantaged pupils.
Accelerated progress in EYFS development areas.	Outcomes at least in line with national averages for disadvantaged pupils.

Joint writing moderation with other schools to measure impact on writing in each year group

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.

TEACHING (for example: CPD, recruitment and retention)		
Budgeted cost: £££		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke speech and language training for staff from external S&L therapist. (Magic Words)	<i>"In order for practitioners to truly ensure that the interventions they are using are evidence based, they need to have enough information to enable them to deliver the intervention with fidelity."</i> https://speechandlanguage.org.uk/wp-content/uploads/2023/12/what_works_criteria_guide.pdf	1
Staff trained in Interventions and delivery monitored by Senco for progress and impact	<i>"Teaching assistants can provide good quality intervention if they are well trained, while even highly qualified professionals have less impact if they do not understand the principles and motivation behind the approach they are using."</i> https://assets.publishing.service.gov.uk/media/5a822e2c40f0b6230269b43a/DfE_SEN_Support_REA_Report.pdf	1
Whole school Maths focus (see School Development Plan) including Maths CPD for all teaching teams and SLT monitoring focus.	<i>"The phrase 'coordinating mathematical success' describes how effective schools make sure that curriculum plans, teaching approaches, pupil tasks, assessments and mechanisms for evolving these align well. When successful, each individual element is of high quality, and the elements work in harmony, together supporting pupils to learn effectively. It means setting out a path to proficiency in the subject, checking pupils are on that path and helping them to stay on that path."</i>	2

	https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report	
Ongoing support for EYFS team from external EYFS consultants and local authority team including strategy and design for provision.	<i>“Research shows that effective high-quality experiences in the early years will have a significant positive impact on children’s development, their progress through school and on into adult life. The importance of quality improvement and effective leadership sits alongside the four basic principles of practice within the EYFS”</i> https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf	3
SLT support class teachers with planning for oracy in Maths and English	<i>EEF Effective Professional Development Recommendations suggest that schools should “Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation.”</i> https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2

TARGETED ACADEMIC SUPPORT (for example: tutoring, one-to-one support, structured interventions)

Budgeted cost: £££

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA support for targeted pupils during and outside of designated lesson time.	<i>“The positive impacts of TAs in terms of improving pupil behaviour and engagement in the classroom and improving academic progress are universally recognised by leaders irrespective of school setting.”</i>	1, 2

	https://assets.publishing.service.gov.uk/media/66e31878718edd81771316c5/Use_of_teaching_assistants_in_schools_research_report.pdf	
Bespoke high quality Maths tutoring for target pupils.	<i>“Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Speech and language therapist one-to-one interventions, bespoke Magic Words (S&L program) resourcing and expert administered assessments for target pupils.	<i>“Speech and language therapists play a critical role in supporting children with SEN. Their expertise extends beyond just improving speech; they are instrumental in enhancing overall communication, cognitive abilities, and social skills. Language therapy services are crucial as they provide comprehensive support in both NHS and independent sectors, ensuring that children receive the necessary interventions to thrive.”</i> https://unlockinglanguage.co.uk/the-role-of-speech-and-language-therapists-in-sen/	1
EYFS consultant support in the assessment of pupils and implementation of early interventions.	<i>“The Education Policy Institute (EPI) report that by the end of the Reception year, children who are experiencing disadvantage are, on average, 4.6 months behind other children in their learning. The EPI use eligibility for Free School Meals as an approximate measure of disadvantage, and further report that this gap doubles, on average, by the end of primary school and doubles again by the end of secondary school. However, high-quality early education and childcare settings provide one of the earliest opportunities to impact children’s life chances positively.”</i> https://educationendowmentfoundation.org.uk/early-years/high-quality-interactions	3

WIDER STRATEGIES (for example: related to attendance, behaviour and well-being)

Budgeted cost: £££		
Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning, re-development and upgrade of EYFS outdoor area.	<i>“The benefits of outdoor learning in the early years have now been firmly recognised for both educators and young children’s learning and development. Being outside in the fresh air for three hours every day helps benefit brain and body functioning. Simply being outside improves health, social and emotional wellbeing, improved immunity, sight, sensorial and hearing development, neuro and physical development, and cognitive enhancement at a child’s unique pace.”</i> https://early-education.org.uk/outdoor-learning-in-the-early-years/	3
Whole school Oracy project introduced across the school with support from Tower Hamlet Education Partnership hub	<i>“Extensive research underscores the deep connection between language and literacy in shaping young minds. Children who struggle with language at age five are six times more likely to fall behind in reading and writing by the age of 11.”</i> https://nlt.hacdn.org/media/documents/Creating_confident_communicators_-_How_the_government_can_help_every_child_fin_4zRs95n.pdf	
Rigorous termly TAP (Tracking attainment and progress) meetings with full class team, SLT and SENCSO to highlight and address individuals and group needs.	<i>“By carefully monitoring implementation, schools and colleges can use their limited resources to flag any potential issues early on, and focus on approaches that will have the most impact for their individual settings.”</i> https://educationendowmentfoundation.org.uk/news/monitoring-can-support-decision-making	1, 2, 3

Total budgeted cost: £78440