

Pupil premium strategy statement 2025/6

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Malmesbury Primary school
Number of pupils in school	406
Proportion (%) of pupil premium eligible pupils	46% (185 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24– 2226/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Stewart Headteacher
Pupil premium lead	Claire Stewart Headteacher
Governor / Trustee lead	Alan Morton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£296,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

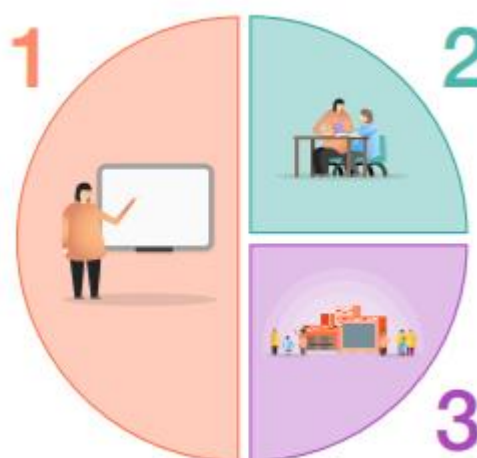
Our intention is that all pupils achieve success and we overcome any barriers our children may face as a result of disadvantage. We intend that all children move onto the next phase of their education as curious, collaborative, competent and confident young people.

We recognise that our disadvantaged children face several barriers which impact their learning:

- parental confidence with written and spoken English may mean that support with homework and models of a high standard of English at home are more limited and families are more reluctant to engage with school.
- pupils' Special Education needs: a high proportion of pupil premium pupils also have SEND which require specialist strategies to be in place for them to access learning.
- poorer language and communication, social and emotional skills.
- a lack of confidence which affects children's resilience in trying and sustaining new learning and new experiences.
- poor attendance and punctuality issues.
- complex family situations that prevent children from flourishing and parents from sometimes giving support with learning (these include: parents caring for other dependents, parents' physical or mental illness, family trauma, families' financial vulnerabilities). These impact our children's wellbeing, mental health and lead to an increase of safeguarding concerns.
- Our approach is focussed on reducing the impact of these additional challenges and is integral to our wider school improvement plans for education recovery. Our use of the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils, is one element of this.

We have always used a tiered approach to our pupil premium spending – this is in line with the updated EEF pupil premium guide (Autumn 21)

1. At the heart of our intended approach is high-quality teaching with a focus on the areas where disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged pupils in our school – ensuring all children make good progress from their starting points. This approach involves high quality professional development and coaching for our staff, working collaboratively with experts and ensuring our children have the resources needed to achieve success.



2. Targeted academic support for those who are not making good progress or who have been disproportionately impacted by the effects of the pandemic.
3. Wider strategies relating to the most significant non-academic challenges our pupils face such as attendance, social and emotional support and safeguarding.

As with all school improvement work, our approach will be responsive and evidenced in what we see using tools such as assessments, reports, observations and conversations with staff, pupils and parents.

Challenges

Malmesbury is a community school located in Bow, Tower Hamlets. The map below shows deprivation indices. It shows the school's location as sitting amongst the highest levels of multiple deprivation in the country - income, employment, health, education, crime and environmental deprivation indicators are all very high. The school is located between housing that represents both high advantage and high disadvantage. We attract a very mixed intake from within our local community.

Index of Multiple Deprivation 2019



TOWER HAMLETS



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

Challenge number	Detail of challenge
1	Under-developed communication and language skills (spoken, written and reading): evidenced through observations, assessments, observations, speech and language therapists. This has particularly impacted children in EYFS, KS1 and those with general speech and language delays.

2	Attendance and punctuality data continues to lower than pre-pandemic levels, particularly for many of our disadvantaged pupils (and disadvantaged pupils nationally). They are missing more learning than necessary.
3	The well-being and mental health of some children and families continues to be impacted post-Covid and due to the cost-of-living crisis . This has particularly impacted our disadvantaged children - we have seen an increase in anxiety in our disadvantaged children and an increase in safeguarding concerns and referrals.
4	Maths attainment dipped during the pandemic, and we are continuing to close key conceptual gaps focussing on concrete practice, fluency and developing reasoning skills. This is evidenced through our in-school data and feedback from teachers, particularly for pupils in KS2.
5	Continued identification and plugging of key basic skills gaps We continue to identify where children have not secured key knowledge/skills and developmental milestones affecting what children know and how they learn. 2025/26 focus on KS2 reading and KS1 fluency.

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 language skills and vocabulary acquisition among disadvantaged pupils. Increased confidence in oracy.	Assessments and observations indicate improved language and communication skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment. Children more systematically develop, practise and apply their oracy skills in a range of contexts- Tower Hamlets oracy hub award. Children's increased vocabulary acquisition means they are able to access reading texts more successfully.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Children's overall attendance increases. The number of persistent absentees drop. Children are reluctant to miss any learning time. Families see the importance of children being in school and avoid missing more school than is necessary.
To achieve and sustain improved mental health and wellbeing for all pupils in our school, particularly our disadvantaged pupils and their families	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupil voice, parent discussions, teacher observations and visitor feedback. • Behaviour remains good • Children talk positively about our values, what they mean to them and how they can support them in feeling good about themselves. • Rapidly addressing 'records of concern' and safeguarding referrals • Children talking positively about the progress they make in their learning each year

Improved maths attainment for our disadvantaged pupils across KS2.	KS2 maths outcomes (end of KS2 and Y4 multiplications check) exceed National average for all pupils and for our disadvantaged pupils when compared to their disadvantaged peers nationally. In-house data for years 3-5 shows an increase in the number of pupils working at the expected standard and at greater depth. Pupil fluency increases (as tracked through Malmesbury Maths Mission).
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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, staffing, assessment)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessment tests and tools - no more marking, Oxford standardised reading assessment (KS2), bug club reading, TT Rockstars, Numbbots.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Release time for teachers to assess children.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,4
<p>Embedding best practice in oracy in the classroom and vocabulary development through:</p> <ul style="list-style-type: none"> • Introduction of consistent discussion symbols across the school • progressive language stems • talk partner development <p>Funding of ongoing teacher training and curriculum design release time for curriculum leads and subject leads to plot oracy and vocabulary across our curriculum.</p> <p>Connected curriculum linked texts to support children's reading comprehension across our</p>	<p>There is a strong evidence base that suggests oracy interventions, including high-quality classroom discussion are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>curriculum – release time for subject leader to work with THEP English consultant. Purchasing of new texts.</p>		
<p>Teacher release time for professional development and to embed key elements of guidance in school, maths Hub training, subject leader development and resources.</p> <p>Subject leader release time for NPQ maths specialism attendance and maths hub leadership activities</p> <p>Maths manipulatives purchase to support concrete-pictorial-abstract approach.</p> <p>Development and promotion of Malmesbury Maths Mission with staff, children and families. Staff time to test children, prizes for achieving each stage.</p> <p>Times Tables Rockstar (TTR) subscription to support multiplication fluency both in school and at home. Numbots for KS1 and those who need to work on number bonds in KS2.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics in the Teaching of Mathematics (NCETM) drawing on evidence-based approaches</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	4
<p>High quality texts purchased to support daily story time/class read aloud sessions across the school and for KS2 daily whole class reading sessions</p> <p>Training and monitoring to ensure teachers are effectively assessing children's reading skills (inc vocabulary understanding) and then providing adapted teaching and learning of reading as feedback highlights.</p> <p>Purchase of BugClub subscriptions to support pupils reading comprehension both in school and at home.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional staff release time for writing CPD, internal moderation and external moderation in partnership with Olga and Chisenhale schools.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2/</p> <p>Plus focus on similar EEF recommendations for EYFS/KS1. Reducing cognitive load by focussing on developing pupils' secretarial skills.</p>	5

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SALT interventions for small groups of children planned for by speech and language therapist and training for staff and assessment of pupils to see progress/next steps.</p> <p>Inc, additional TA's x 3 across EYFS/KS1 supporting language and communication.</p> <p>£12,000 on additional Speech and language therapist. Working with most complex needs children (freeing up other SALT capacity across the school).</p> <p>Non-contact time for teachers to 1:1 assess pupils' speech and language needs and plan for their individual/class needs as a result.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>HLTA's working with teachers to identify key children for additional 1:1 reading and creating plan for each phase to ensure key children have several opportunities each week to be heard read 1:1. Ensuring books are accurately pitched to children's current reading abilities.</p> <p>Purchase of further high-quality texts across the school for children to read: in class and around school (linked to both our planned and responsive curriculum), matched to their current reading ability and in our library.</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>The Power of a Rich Reading Classroom Centre for Literacy in Primary Education (clpe.org.uk)</p> <p>See also EEF improving literacy in KS1 and KS2/3 documents.</p>	1
<p>Deputy Headteacher daily targeted Y6 maths group. Planning and teaching to close gaps and build mathematical concepts and confidence for our least confident pupils.</p> <p>Non-class based AHT's supporting target groups for key interventions and supporting in class to strengthen adaptive teaching and learning priorities.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and office staff/family support workers time to talk to/meet with families to follow through on identified actions.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>2</p>
<p>AHT with responsibility for attendance weekly release time - attendance focus.</p> <p>Office receptionist with attendance focus working on absence calls and term-time leave referrals.</p> <p>Indicative cost: £35,000</p> <p>Family support worker tracking and liaising with vulnerable families who are absent.</p> <p>Attendance welfare adviser SLA to meet with families and attendance team ½ day per week</p>	<p>See above.</p>	<p>2</p>
<p>AHT Behaviour non-class based to support our children's mental health and wellbeing. Working with teachers, outside agencies, liaising with families to ensure classes, groups and individuals get the targeted curriculum offer they deserve.</p>	<p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>3</p>
<p>Improving the quality of our Personal, Social and Health (PSHE) and HRE (Health and Relationships) learning and curriculum. Reviewing our approach and use of curriculum tools such as Jigsaw. Training for staff.</p> <p>Buying in workshop facilitators for key elements such as 'one kind word' anti-bullying workshop and NSPCC workshops.</p> <p>Non-contact time for PSHE leads to make adaptations to planning, support teachers. Plan and deliver training and whole school elements.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>3</p>

<p>Introduction of THEWS (Tower Hamlets Educational Wellbeing Service). Time for senior leaders to liaise with THEWS staff and create a tailored plan to support key classes, groups of pupils and families.</p>		
<p>Supporting our families' well-being and mental health by: full time family support worker role to pick up our extensive safeguarding load, including early help referrals.</p> <p>Curriculum workshops and coffee mornings to support parents elements which support well-being and mental health (eg healthy eating, exercise, financial advice) and also with knowing how to help children at home. Teachers/family support workers to plan and deliver sessions to parents.</p>	<p>Schools, safeguarding and early intervention Iriss</p>	<p>3</p>

Total budgeted cost: £295,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Challenge 1: Under-developed communication and language skills

June 25's peer review feedback identified pupil talk as a positive across the school. The school began its work towards Tower Hamlets Silver Oracy Award for our work to improve our children's speech and communication skills. The school's speech and language therapist has identified sound pupil progress in her caseload of pupils, as supported by teachers and teaching assistants.

Challenge 2: Attendance and punctuality

The school's overall attendance this year was 94.51% which is the same as last year's attendance of 94.5% and above the Tower Hamlets average for primary schools of 93.7% and London average 94.3%. This acknowledges the school had a period of unusually high illness (norovirus) during spring 2.

Malmesbury Primary School was ranked 21st out of the 66 primary schools in the borough for attendance up from Joint 25th last year.

At the end of HT- 5 the PA pupils accounted for 14.29% of the school down from 15.61% the year before. Throughout each term work was done with all PA pupils from letters being sent out and regular panel meetings with AWA. By the end of the academic year the % PA has fallen to 13.11%. (below TH's and London's persistent absentee rates).

Disadvantaged pupils' attendance;

Ever Pupil Premium - No	188 Pupils	95.31%
Ever Pupil Premium - Yes	183 Pupils	93.73%

"The attendance of children entitled to free school meals/pupil premium is 93.73%, compared to 95.31% for those who are not. Therefore, there is a 1.58% difference in attendance of children receiving free school meals. This appears to be related to poverty, disadvantage and parental attitudes. There remains a small minority of parents at the school who fail to prioritise their children's school attendance. This needs to be addressed as a top priority if the barriers to attendance are to be reduced and these pupils are to be given an opportunity to achieve and enjoy and to prevent social exclusion. The school works very closely with outside agencies i.e. Children Services and Community Adult and Children's Mental Health Services to improve outcomes for children." Tower Hamlets AWA report.

Whilst disadvantaged pupils' attendance is in line with their disadvantaged peers nationally, the school is working to reduce the in-school gap and to ensure that children are in school to get the education they need to overcome disadvantage barriers

Challenge 3: The well-being and mental health of some children and families continues to be impacted post-Covid and due to the cost-of-living crisis

Parent feedback in end of year reports was overwhelmingly positive. Parents talked about staff's level of care for children. Children talk positively about our values and how our value of pride particularly supports them in feeling good about themselves. Behaviour remains good across the school as evidenced by visitors, peer review, teachers and continued low exclusion rates. Records of concern and safeguarding levels remain high as the cost of living crisis and complexities of some of our families' lives and needs continue to increase. There are many examples of families being stepped down from social care involvement due to the ongoing input of school support.

Targeted work with THEWS (sitting alongside CAMHS) to support key classes, groups and individual families. This work identified and addressed key mental health and wellbeing priorities eg children's relationships with peers, anxiety-led non-attendance for parents.

Our Assistant Headteacher with responsibility for pastoral care and behaviour completed NPQ behaviour and culture and began training as a THRIVE lead. All children Y1-6 assessed by teachers at the end of the year to baseline children's mental health and wellbeing scores in order to tailor PHSE and interventions next academic year.

challenge 4: Maths attainment dipped during the pandemic, and we are continuing to close key conceptual gaps

KS2 maths attainment will remain in line with National, once all dis-applications have been processed.

Y4 multiplication check data is above National all for average mark out of 25 and the number of pupils scoring full marks on the test. This reflects an improving 3 year trend.

Challenge 5: KS2 continued covid gaps and catch up

In-house data tracking plus external data tracking eg Times Tables Rock Starts heat maps identifying where children have made progress. Percentage increases of pupils on track to meet expected standards tracked termly.

Draft DfE IDSR indicates the school's work to support disadvantaged pupils is resulting in better results than their disadvantaged peers nationally. Final results are likely to push 2025 data into sig+ too.

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	89	62%	46%	Above (sig+)	68%	-6	Not applicable	Not applicable
2025	27	59%	47%	Close to average (non-sig)	69%	-10	Narrowing	High - FSM
2024	23	52%	46%	Close to average (non-sig)	67%	-15	Widening	-
2023	39	69%	44%	Above (sig+)	66%	3	Positive gap	High - FSM

Total spend: £300,000