MARNER
PRIMARY SCHOOL

Pupil Premium Strategy Statement

Policy Owner	Clare Hendrie (SBL)
Approval Body	Governing Body
Approval Date	October 2026
Review date	September 2027

Marner Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery 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	651
Proportion (%) of pupil premium eligible pupils	48.3% 53% - only includes pupils in Reception and above
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) Reviewed and updated for: 2025-26	2023-24 2024-25 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Bowmer Headteacher
Pupil premium lead	Jane Scott-Gall Deputy Headteacher
Governor / Trustee lead	Libertad Aguilera Nizam Miah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£416,625
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£416,625

Part A: Pupil premium strategy plan

Statement of intent

At Marner, we are proud to be an ambitious and inclusive school, committed to the success and wellbeing of every child. As we move into the next academic year, our focus remains on continuous improvement across all areas of school life.

Marner Primary School is a vibrant, inclusive school in Tower Hamlets. We are committed to creating a learning community where every child is safe, valued, and inspired to thrive. Our vision is captured in our strapline: Inspire, Empower, Achieve.

We work in partnership with families and our wider community to develop confident, curious and compassionate learners who are equipped to contribute positively to society.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, including those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We know that there is a growing demand for special educational needs and disabilities (SEND) support and that disadvantaged children are over-represented in every category of SEND. We recognise the double disadvantage for those pupils who are eligible for Free School Meals (FSM) and have SEND (Sutton Trust, October 2025) and are reviewing our approach (including early identification, practice, and available support) to ensure it meets the needs of our disadvantaged pupils with SEND.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably in our historic use of targeted support through the National Tutoring

Programme, and school-led tutoring route at Marner, for pupils whose education was worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what pupils can achieve.
- act early to intervene at the point need is identified.
- ensure disadvantaged pupils are challenged in the work that they're set.

What are the key principles of your strategy plan?

In line with the updated Education Endowment Foundation (EEF) tiered approach to pupil premium spending (updated in 2023), our strategy is organised according to the three tiers:

1. High-quality teaching: high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. We also recognise that pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. This approach involves high quality professional development for all our staff, working collaboratively with experts and ensuring our children have the resources needed to achieve success.

2. Targeted academic support: interventions in place to offer targeted academic support planned to complement high quality teaching. Support should be finely tuned to meet the needs of individual pupils and target children across the spectrum of achievement with a focus on those children who are not making good progress or who have been disproportionately impacted by the effects of the pandemic - it includes initiatives with target year groups.

3. Wider strategies: wider strategies address non-academic barriers to success at school that have a significant influence on attainment including improving attendance, improving behaviour, re-establishing routines and relationships across our school community, with school-wide focus on mental health and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Under-developed language, communication and interaction development including significant vocabulary gaps - evident from Nursery through to Key Stage 2 (KS2). With a focus on the importance of early language learning: it forms the foundation for a child's cognitive, social, and emotional growth, significantly impacting their future academic success, relationships, and overall well-being.
2	Greater difficulties with phonics and early reading programmes.
3	The impact challenge 2 (above) has on writing outcomes and more generally, on progress made in reading and mathematics outcomes across the school. Outcomes for disadvantaged pupils should be in line with outcomes for all pupils at both the expected and higher standards.
4	The mental health and wellbeing of our children and their families who face significant challenges across multiple aspects of life. According to the English Indices of Deprivation Report 2025, 71% of children in Tower Hamlets live in income-deprived households. We have seen a greater need for support from families, including learning mentor support and Tower Hamlets Education and Wellbeing Team (THEWS) referrals, and an increase in safeguarding concerns and referrals.
5	As above, parental engagement and family needs - complex family situations which include caring for other dependents, parental physical and mental health and well-being, financial vulnerability, a rise in poor housing conditions and homelessness, food poverty, family trauma and the impact these challenges have on pupil's achievement in school.
6	Attendance and punctuality data for some of our disadvantaged pupils shows they are missing more learning than necessary. Particularly those children who are classed as Persistently Absent (PA).
7	As highlighted, Socio-economic inequalities in the SEND system. Disadvantaged children are over-represented in every category of SEND.

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 (including vocabulary development), communication and interaction development skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in learning, ongoing formative assessment, learning walks and pupil voice.
Continued focus on phonics attainment among disadvantaged pupils at the end of Year 1 and Year 2.	Phonics outcomes for disadvantaged pupils are in line with outcomes for all pupils and exceed the national average in Year 1 (and Year 2).
Improved reading and mathematics attainment among disadvantaged pupils at the end of KS1 across the spectrum of achievement.	Reading and mathematics outcomes for disadvantaged pupils are in line with outcomes for all pupils and exceed the national average at both the expected and higher standard.
Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2 across the spectrum of achievement.	Writing outcomes for disadvantaged pupils are in line with outcomes for all pupils and exceed the national average at both the expected and higher standard.
Improved writing attainment for all pupils with a focus on year group outcomes across the spectrum of achievement.	Writing outcomes for each year group are in line with KS2 writing outcomes at both the expected and higher standard.
Continued focus on reading and mathematics attainment for disadvantaged pupils by the end of KS2 - across the spectrum of achievement.	Reading and mathematics outcomes for disadvantaged pupils are in line with outcomes for all pupils and exceed both the national average and local authority average at both the expected and higher standard.
A focus in on reading attainment among disadvantaged pupils who do not achieve the expected standard in the Phonics Screening Check at the end of Year 1 and Year 2.	Reading outcomes for disadvantaged pupils are in line with outcomes for all pupils and exceed the national average at both the expected and higher standard.

A focus in on progress and attainment of disadvantaged pupils with SEND.	Outcomes for disadvantaged pupils with SEND are in line with outcomes for all pupils and exceed the national average.
To achieve and sustain improved mental health and well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: Behaviour remains good Children talk positively about values and what they mean to them Children talk positively about academic progress Qualitative data from all stakeholders (to include pupils, parents and school professionals) Reduction in waiting lists for Learning Mentor and other support and services offered by the school.
Parental engagement programmes and support we offer is responsive to the needs of our families, whole school community and the challenges faced. A renewed focus on 'parental engagement' within the learning of the child.	Parental engagement programmes mapped to challenges our families face - focus challenges identified and agreed. Parental engagement programmes tracked: Number of parents attending / families reached as a percentage of our school community. Parental voice to feedback into the development of future programmes.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance from 2025/26 remains at or above the national average. The percentage of all pupils who are persistently absent is in line with local authority and national targets.

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: £46,028

Activity	Evidence that supports this approach includes:	Challenge number(s) addressed
Data-led approach (decision making based on data and not assumptions): Insight Tracker - online assessment tool. Supports analysis of data by pupil groups e.g. gender, ethnicity. Introduction of new data cycles in 2025-26.	Sustaining your Pupil Premium strategy | Evidence into Action Teacher Feedback to Improve Pupil Learning | EEF	1,2,3,6,7
Investment in diagnostic assessment tools which include: Wellcomm Speech and Language Toolkit, and other diagnostic assessment tools which work across the curriculum e.g. White Rose Maths End of Block assessments.	Teacher Feedback to Improve Pupil Learning | EEF	1,2,3,7
Systems that support gathering of evidence for ongoing, formative assessment including: Evidence for Learning - which supports assessment of small-step progress for pupils with SEND.	Teacher Feedback to Improve Pupil Learning | EEF	1,2,3,7
Continued development of our broad, balanced and connected curriculum which includes: TLRs and TLR redistribution, investment in subject leadership and subject knowledge, curriculum resources and technology to support whole school subject curriculums with targeted investment in core subjects to continue in 2025-26.	Curriculum, Teaching and Learning Policy Informed by: The EEF Guide to the Pupil Premium Chartered College of Teaching Myatt & Co	1,2,3,7

Prioritisation of and investment in evidence-informed high-quality teaching and learning for all staff - WalkThrus resource, links with Chartered College and a performance management system linked to a whole school instructional coaching programme as we embed our Marner Core Teaching and Learning Techniques. 2025-26: all staff (teachers, support staff including learning support assistants) attending staff meetings.	Curriculum, Teaching and Learning Policy: Introduction of Marner Core Teaching and Learning Techniques Informed by: 1. High-quality teaching | EEF The EEF Guide to the Pupil Premium Effective Professional Development | EEF Chartered College of Teaching https://walkthrus.co.uk/about	1,2,3,4,7
Investment in all our staff - professional development programmes for all staff including NPQs (NPQEYL, NPQSL, NPQH) and Ethnically Diverse Leadership programme.	Effective Professional Development | EEF	1,2,3,4,5,6,7
Targeted CDP in line with the 2025-28 School Development Plan which includes: - Building strong foundations in our Early Years Foundation Stage - Phonics and Early Reading. - Reading: moving from guided reading to reading fluency lessons - Writing: planning for shorter, more frequent writing outcomes - THEP English Curriculum support to develop these approaches to reading and writing as they support all pupils, with our focus on our most disadvantaged. CPD includes, reading fluency training; writing planning support; support for targeted year groups (Reception, Year 2 and Year 6) attending THEP English and Maths Days; all staff attending THEP Year	Effective Professional Development | EEF Subject specific includes: Phonics - THEP London South East Plus Maths Hub	1,2,3,4,5,6,7

Group Writing Moderation Groups; DHT continues in role as KS2 Lead Moderator		
- THEP and MathsHub CPD (free - cost of cover only) for new Maths Leads and staff in new programmes including Mastering Number in Reception, Year 1 and Year 2 Teaching Teams. Additional CPD for all ECTs and targeted year groups (Year 1, Year 3 and Year 4).		

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

Budgeted cost: £366,580

Activity	Evidence that supports this approach includes:	Challenge number(s) addressed
Targeted interventions to support language development, literacy and numeracy - language, communication and interaction interventions including: - Speech and Language Therapist (2 days / week) - check - Speech and Language interventions.	2. Targeted academic support | EEF Including: Review of early language screening suitable for children in Wales from birth to 5 years (summary)	1,2,3,7
Targeted interventions to support language development, literacy and numeracy including catch-up phonics sessions and phonics interventions with a focus on: segmenting and blending.	2. Targeted academic support | EEF Including: https://primarycolour.home.blog/	1,2,3,7
Targeted interventions to support language development, literacy and numeracy - whole class and interventions targeting children not making progress and / or not working at	2. Targeted academic support | EEF Including:	1,2,3,7

age related expectations including reading benchmarking, phonics and whole word reading intervention.	https://primarycolour.home.blog/	
Small group or peer academic tuition - maths catch-up and programmes and interventions: - cost of HLTAs and LSAs.	2. Targeted academic support | EEF	1,3,7
Interventions and resources to meet the specific needs of disadvantaged pupils with SEND including: - Targeted programmes as part of KS2 English intervention programmes - Phoenix Outreach support.	Special Educational Needs in Mainstream Schools | EEF	1,2,3,4,7
HLTA and LSA deployment and interventions to support activities listed above (including CPD for HLTAs and LSAs).	Deployment of Teaching Assistants | EEF	1,2,3,4,7

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

Budgeted cost: £62,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional, and behavioural needs - behaviour across school community: - Positive Behaviour Policy - Parent Code of Conduct - Staff Code of Conduct. Staff training to support understanding of and implementation of above policies and procedures including THEWS training; continuing to work with Global Learning London Towards An Anti-Racist Curriculum project in Tower Hamlets.	Improving Behaviour in Schools | EEF	1,2,3,4,7

Supporting pupils' social, emotional, and behavioural needs - Mental Health and Wellbeing: - Senior Mental Health Lead - Learning Mentor - THEWS incl. whole class, group, family and 1:1 support - Mentoring - Support - for Y6/7 Transition - Mental Health First Aiders - focus on Y3/4.	Improving Social and Emotional Learning in Primary Schools | EEF	4
Breakfast clubs and meal provision and extended school time - Breakfast Club.	Breakfast clubs found to boost primary pupils' reading writing... | EEF	1,2,3,4,5,6,7
Extracurricular activities and extended school time - After School Club Programme. November 2025 - successful application to provide wraparound care.	3. Wider strategies | EEF	1,2,3,4,5,6,7
Introduction of Lunch Time Clubs including: Lunch Time Provision and clubs including Choir, Makers' and Wondermaths Clubs.		1,2,3,4,5,6,7
Extracurricular activities including: - Trips which enrich our curriculum - Year 6 Residential - Shine School on Saturday for pupils in Years 4-6.		1,2,3,4,5,6,7
Parental engagement programmes and school support - responsive to the needs of our families, whole school community and the challenges our families face e.g. Felix Project on Fridays; re-hosting Citizens Advice Bureau at Marner (to be confirmed).	Working with Parents to Support Children's Learning | EEF	4,5 4,5
Supporting attendance including: - Attendance Welfare Advisor (2 days / week)	Evidence brief on improving attendance and support for... | EEF	6

Total budgeted cost: £474,797

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The opening statement of the November 2022 Ofsted report reflects work of the school post-Covid which we continue to build on:

"Pupils are articulate, mature and reflective. They treat each other with respect and value each other's opinions. Leaders have extremely high expectations for all pupils. They ensure that pupils understand about stereotypes and celebrate differences. Pupils behave sensibly and are excited about future opportunities here. They are extremely happy and safe. When bullying occurs, pupils are confident to report it to staff, who deal with any incidents seriously."

Our aim is that outcomes for disadvantaged pupils are:

- in line with outcomes for all pupils at both expected and higher standard
- exceed national average
- in line or above outcomes for the local authority.

Pre Covid and lockdown Marner's attendance has always been in the 95% - 96% region.

Attendance:

2020-2021 was at 94.6%
2021-2022 was at 93.3%.
2022-2023 was at 91.4%.
2023-2024 was at 92.8%.
2024-2025 was at 93% (IDSR, 2025)

The focus for the next three years is to continue to improve attendance with a focus on Persistent Absence:

2023 academic year to date: 26.4% (December 2023).
2024 academic year to date: 20.3% (December 2024).
2025 academic year to date: 20% (Insight, December 2025).

According to the English Indices of Deprivation Report 2025, 71% of children in Tower Hamlets live in income-deprived households. In the last three years, we have seen a greater need for support from our families, especially more recently with housing. We use pupil premium funding to focus not only on high quality teaching and targeted academic support, across the spectrum of achievement but also on the wider strategies that help to remove non-academic barriers to success in school. Through our enrichment programmes, our assemblies and our contextual

curriculum we work hard to provide our pupils with the same opportunities as pupils in less disadvantaged areas.

2025-26 pupil outcomes across the school:

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	90	68%	At or above	62%	65th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	90	9%	At or above	8%	64th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	90	54%	Above (significant)	37%	83rd
Phonics Screening Check	% of pupils passing in Year 1	79	76%	Below	80%	31st
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	91	62%	Below	68%	24th

Key Stage 2

		2021-2022		2022-2023		2023-2024		2024-2025		
Subject	Statistic	School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	68%	59%	71%	60%	77%	61%	90	68%	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	6%	7%	9%	8%	9%	8%	90	9%	8%
Reading	% of pupils achieving the expected standard	79%	74%	84%	73%	86%	74%	90	76%	75%
Reading	% of pupils achieving the higher standard	23%	28%	26%	29%	26%	29%	90	32%	33%
Reading	Average scaled score	104.7	105.0	105.9	105.0	106.2	105.0	86	105.7	106.0
Writing	% of pupils achieving the expected standard	76%	69%	79%	71%	78%	72%	90	76%	72%
Writing	% of pupils working at greater depth	11%	13%	15%	13%	11%	13%	90	14%	13%
Maths	% of pupils achieving the expected standard	80%	71%	88%	73%	93%	73%	90	83%	74%
Maths	% of pupils achieving the higher standard	36%	22%	36%	24%	32%	24%	90	27%	26%
Maths	Average scaled score	105.9	104.0	107.1	104.0	107.2	104.0	86	106.3	105.0
GPS	% of pupils achieving the expected standard	83%	72%	84%	72%	92%	72%	90	80%	73%
GPS	% of pupils achieving the higher standard	43%	28%	44%	30%	54%	32%	90	40%	30%
GPS	Average scaled score	108.6	105.0	107.8	105.0	110.5	105.0	86	107.3	105.0
Science	% of pupils achieving the expected standard	81%	79%	83%	80%	83%	81%	90	81%	82%

School Inspection Data Summary Report - December 2025 update:

The last three years data and the 3 year average for disadvantaged pupils in our school shows that disadvantaged pupils reaching the expected standard in reading, writing and maths is above the national average for disadvantaged pupils' performance.

School disadvantaged pupils' performance in 2024-25 shows a disadvantage gap when compared to the national non-disadvantaged score.

School disadvantaged pupils' performance in 2024-25 shows a widening gap in reading, writing and maths.

The impact of this pupil premium strategy statement will be reviewed in December 2026.

The new 3 year pupil premium strategy cycle will begin in Spring 2026.

School Name: Marner Primary
Date policy was approved: May 2025 Review date: May 2027
Person responsible for overseeing Pupil Premium Strategy: **SLT**
Person writing this policy: **SLT**

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To achieve and sustain improved mental health and well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: Behaviour remains good Children talk positively about values and what they mean to them Children talk positively about academic progress Qualitative data from all stakeholders (to include pupils, parents and school professionals) Reduction in waiting lists for Learning Mentor and other support and services offered by the school.
Parental engagement programmes and support we offer is responsive to the needs of our families, whole school community and the challenges faced. A renewed focus on 'parental engagement' within the learning of the child.	Parental engagement programmes mapped to challenges our families face - focus challenges identified and agreed. Parental engagement programmes tracked: Number of parents attending / families reached as a percentage of our school community. Parental voice to feedback into the development of future programmes.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance from 2025/26 remains at or above the national average. The percentage of all pupils who are persistently absent is in line with local authority and national targets.

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: £46,028

Activity	Evidence that supports this approach includes:	Challenge number(s) addressed
Data-led approach (decision making based on data and not assumptions): Insight Tracker - online assessment tool. Supports analysis of data by pupil groups e.g. gender, ethnicity. Introduction of new data cycles in 2025-26.	Sustaining your Pupil Premium strategy | Evidence into Action Teacher Feedback to Improve Pupil Learning | EEF	1,2,3,6,7
Investment in diagnostic assessment tools which include: Wellcomm Speech and Language Toolkit, and other diagnostic assessment tools which work across the curriculum e.g. White Rose Maths End of Block assessments.	Teacher Feedback to Improve Pupil Learning | EEF	1,2,3,7
Systems that support gathering of evidence for ongoing, formative assessment including: Evidence for Learning - which supports assessment of small-step progress for pupils with SEND.	Teacher Feedback to Improve Pupil Learning | EEF	1,2,3,7
Continued development of our broad, balanced and connected curriculum which includes: TLRs and TLR redistribution, investment in subject leadership and subject knowledge, curriculum resources and technology to support whole school subject curriculums with targeted investment in core subjects to continue in 2025-26.	Curriculum, Teaching and Learning Policy Informed by: The EEF Guide to the Pupil Premium Chartered College of Teaching Myatt & Co	1,2,3,7

Prioritisation of and investment in evidence-informed high-quality teaching and learning for all staff - WalkThrus resource, links with Chartered College and a performance management system linked to a whole school instructional coaching programme as we embed our Marner Core Teaching and Learning Techniques. 2025-26: all staff (teachers, support staff including learning support assistants) attending staff meetings.	Curriculum, Teaching and Learning Policy: Introduction of Marner Core Teaching and Learning Techniques Informed by: 1. High-quality teaching | EEF The EEF Guide to the Pupil Premium Effective Professional Development | EEF Chartered College of Teaching https://walkthrus.co.uk/about	1,2,3,4,7
Investment in all our staff - professional development programmes for all staff including NPQs (NPQEYL, NPQSL, NPQH) and Ethnically Diverse Leadership programme.	Effective Professional Development | EEF	1,2,3,4,5,6,7
Targeted CDP in line with the 2025-28 School Development Plan which includes: - Building strong foundations in our Early Years Foundation Stage - Phonics and Early Reading. - Reading: moving from guided reading to reading fluency lessons - Writing: planning for shorter, more frequent writing outcomes - THEP English Curriculum support to develop these approaches to reading and writing as they support all pupils, with our focus on our most disadvantaged. CPD includes, reading fluency training; writing planning support; support for targeted year groups (Reception, Year 2 and Year 6) attending THEP English and Maths Days; all staff attending THEP Year	Effective Professional Development | EEF Subject specific includes: Phonics - THEP London South East Plus Maths Hub	1,2,3,4,5,6,7

Group Writing Moderation Groups; DHT continues in role as KS2 Lead Moderator		
- THEP and MathsHub CPD (free - cost of cover only) for new Maths Leads and staff in new programmes including Mastering Number in Reception, Year 1 and Year 2 Teaching Teams. Additional CPD for all ECTs and targeted year groups (Year 1, Year 3 and Year 4).		

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

Budgeted cost: £366,580

Activity	Evidence that supports this approach includes:	Challenge number(s) addressed
Targeted interventions to support language development, literacy and numeracy - language, communication and interaction interventions including: - Speech and Language Therapist (2 days / week) - check - Speech and Language interventions.	2. Targeted academic support | EEF Including: Review of early language screening suitable for children in Wales from birth to 5 years (summary)	1,2,3,7
Targeted interventions to support language development, literacy and numeracy including catch-up phonics sessions and phonics interventions with a focus on: segmenting and blending.	2. Targeted academic support | EEF Including: https://primarycolour.home.blog/	1,2,3,7
Targeted interventions to support language development, literacy and numeracy - whole class and interventions targeting children not making progress and / or not working at	2. Targeted academic support | EEF Including:	1,2,3,7

age related expectations including reading benchmarking, phonics and whole word reading intervention.	https://primarycolour.home.blog/	
Small group or peer academic tuition - maths catch-up and programmes and interventions: - cost of HLTAs and LSAs.	2. Targeted academic support | EEF	1,3,7
Interventions and resources to meet the specific needs of disadvantaged pupils with SEND including: - Targeted programmes as part of KS2 English intervention programmes - Phoenix Outreach support.	Special Educational Needs in Mainstream Schools | EEF	1,2,3,4,7
HLTA and LSA deployment and interventions to support activities listed above (including CPD for HLTAs and LSAs).	Deployment of Teaching Assistants | EEF	1,2,3,4,7

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

Budgeted cost: £62,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional, and behavioural needs - behaviour across school community: - Positive Behaviour Policy - Parent Code of Conduct - Staff Code of Conduct. Staff training to support understanding of and implementation of above policies and procedures including THEWS training; continuing to work with Global Learning London Towards An Anti-Racist Curriculum project in Tower Hamlets.	Improving Behaviour in Schools | EEF	1,2,3,4,7

Supporting pupils' social, emotional, and behavioural needs - Mental Health and Wellbeing: - Senior Mental Health Lead - Learning Mentor - THEWS incl. whole class, group, family and 1:1 support - Mentoring - Support - for Y6/7 Transition - Mental Health First Aiders - focus on Y3/4.	Improving Social and Emotional Learning in Primary Schools | EEF	4
Breakfast clubs and meal provision and extended school time - Breakfast Club.	Breakfast clubs found to boost primary pupils' reading writing... | EEF	1,2,3,4,5,6,7
Extracurricular activities and extended school time - After School Club Programme. November 2025 - successful application to provide wraparound care.	3. Wider strategies | EEF	1,2,3,4,5,6,7
Introduction of Lunch Time Clubs including: Lunch Time Provision and clubs including Choir, Makers' and Wondermaths Clubs.		1,2,3,4,5,6,7
Extracurricular activities including: - Trips which enrich our curriculum - Year 6 Residential - Shine School on Saturday for pupils in Years 4-6.		1,2,3,4,5,6,7
Parental engagement programmes and school support - responsive to the needs of our families, whole school community and the challenges our families face e.g. Felix Project on Fridays; re-hosting Citizens Advice Bureau at Marner (to be confirmed).	Working with Parents to Support Children's Learning | EEF	4,5 4,5
Supporting attendance including: - Attendance Welfare Advisor (2 days / week)	Evidence brief on improving attendance and support for... | EEF	6

Total budgeted cost: £474,797

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The opening statement of the November 2022 Ofsted report reflects work of the school post-Covid which we continue to build on:

"Pupils are articulate, mature and reflective. They treat each other with respect and value each other's opinions. Leaders have extremely high expectations for all pupils. They ensure that pupils understand about stereotypes and celebrate differences. Pupils behave sensibly and are excited about future opportunities here. They are extremely happy and safe. When bullying occurs, pupils are confident to report it to staff, who deal with any incidents seriously."

Our aim is that outcomes for disadvantaged pupils are:

- in line with outcomes for all pupils at both expected and higher standard
- exceed national average
- in line or above outcomes for the local authority.

Pre Covid and lockdown Marner's attendance has always been in the 95% - 96% region.

Attendance:

2020-2021 was at 94.6%
2021-2022 was at 93.3%.
2022-2023 was at 91.4%.
2023-2024 was at 92.8%.
2024-2025 was at 93% (IDSR, 2025)

The focus for the next three years is to continue to improve attendance with a focus on Persistent Absence:

2023 academic year to date: 26.4% (December 2023).
2024 academic year to date: 20.3% (December 2024).
2025 academic year to date: 20% (Insight, December 2025).

According to the English Indices of Deprivation Report 2025, 71% of children in Tower Hamlets live in income-deprived households. In the last three years, we have seen a greater need for support from our families, especially more recently with housing. We use pupil premium funding to focus not only on high quality teaching and targeted academic support, across the spectrum of achievement but also on the wider strategies that help to remove non-academic barriers to success in school. Through our enrichment programmes, our assemblies and our contextual

curriculum we work hard to provide our pupils with the same opportunities as pupils in less disadvantaged areas.

2025-26 pupil outcomes across the school:

Key Results - 2024-2025

Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	90	68%	At or above	62%	65th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	90	9%	At or above	8%	64th
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	90	54%	Above (significant)	37%	83rd
Phonics Screening Check	% of pupils passing in Year 1	79	76%	Below	80%	31st
Early Years Foundation Stage	% of pupils achieving a Good Level of Development	91	62%	Below	68%	24th

Key Stage 2

		2021-2022		2022-2023		2023-2024		2024-2025		
Subject	Statistic	School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	68%	59%	71%	60%	77%	61%	90	68%	62%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	6%	7%	9%	8%	9%	8%	90	9%	8%
Reading	% of pupils achieving the expected standard	79%	74%	84%	73%	86%	74%	90	76%	75%
Reading	% of pupils achieving the higher standard	23%	28%	26%	29%	26%	29%	90	32%	33%
Reading	Average scaled score	104.7	105.0	105.9	105.0	106.2	105.0	86	105.7	106.0
Writing	% of pupils achieving the expected standard	76%	69%	79%	71%	78%	72%	90	76%	72%
Writing	% of pupils working at greater depth	11%	13%	15%	13%	11%	13%	90	14%	13%
Maths	% of pupils achieving the expected standard	80%	71%	88%	73%	93%	73%	90	83%	74%
Maths	% of pupils achieving the higher standard	36%	22%	36%	24%	32%	24%	90	27%	26%
Maths	Average scaled score	105.9	104.0	107.1	104.0	107.2	104.0	86	106.3	105.0
GPS	% of pupils achieving the expected standard	83%	72%	84%	72%	92%	72%	90	80%	73%
GPS	% of pupils achieving the higher standard	43%	28%	44%	30%	54%	32%	90	40%	30%
GPS	Average scaled score	108.6	105.0	107.8	105.0	110.5	105.0	86	107.3	105.0
Science	% of pupils achieving the expected standard	81%	79%	83%	80%	83%	81%	90	81%	82%

School Inspection Data Summary Report - December 2025 update:

The last three years data and the 3 year average for disadvantaged pupils in our school shows that disadvantaged pupils reaching the expected standard in reading, writing and maths is above the national average for disadvantaged pupils' performance.

School disadvantaged pupils' performance in 2024-25 shows a disadvantage gap when compared to the national non-disadvantaged score.

School disadvantaged pupils' performance in 2024-25 shows a widening gap in reading, writing and maths.

The impact of this pupil premium strategy statement will be reviewed in December 2026.

The new 3 year pupil premium strategy cycle will begin in Spring 2026.