

Pupil premium strategy statement – Greenfield Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	309 (excluding 34 nursery children)
Proportion (%) of pupil premium eligible pupils	14.24% (44 children)
9	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Ben Storey, Headteacher
Pupil premium lead	Rebecca Porter
Governor / Trustee lead	Sophie Bardsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,938

Part A: Pupil premium strategy plan

Statement of intent

At Greenfield, our aim is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subjects. Our Pupil Premium strategy is rooted in evidence-informed practice and aligns with the DfE and Education Endowment Foundation (EEF) guidance, with a clear focus on improving outcomes for disadvantaged pupils, including those who are already high attainers. Supporting pupils' well-being and removing wider barriers to learning are also central to our approach.

We recognise that disadvantaged pupils may face a range of challenges which can impact on learning, including those pupils who have a social worker and those with identified special educational needs. Our strategy is designed to respond to the needs of vulnerable pupils through carefully planned support, regardless of whether they are eligible for Pupil Premium funding, ensuring equity and inclusion across the school.

High-quality teaching is the foundation of our Pupil Premium approach and has the greatest impact on closing the disadvantage attainment gap. All pupils benefit from well-trained staff, effective assessment, high expectations, and carefully sequenced learning. Teaching is adapted to address identified gaps and barriers faced by disadvantaged pupils, while maintaining challenge to ensure strong outcomes for all learners, including non-Pupil Premium pupils.

Where assessment identifies pupils who require additional support, we provide targeted academic interventions that are timely, structured, and evidence based. These interventions are closely monitored for impact and are delivered by skilled staff, including our dedicated Pupil Premium team. Support is flexible and responsive, recognising that pupils' needs may change throughout the year.

Alongside academic support, we implement wider strategies to address non-academic barriers to learning. This includes targeted support for pupils' social, emotional, and mental well-being, as well as ensuring engagement, attendance, and readiness to learn. These strategies are vital in enabling disadvantaged pupils to access learning and thrive in school.

Our approach is underpinned by a whole-school responsibility for disadvantaged pupils. All staff are accountable for the progress, attainment, and well-being of Pupil Premium pupils and consistently promote high expectations of what they can achieve. The impact of our strategy is reviewed regularly to ensure that funding is used effectively and continues to improve outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Analysis of assessment information and classroom observations highlights lower attainment and reduced confidence in reading among some Pupil Premium pupils. These challenges are evident from Reception through to Key Stage 2 and occur more frequently than among non-Pupil Premium pupils.
2	Internal and external assessment data (where available) indicate that mathematics attainment for pupils eligible for Pupil Premium is lower than that of their non-Pupil Premium peers.
3	Ongoing assessment and classroom observation highlight that Pupil Premium pupils are more likely to experience difficulties in phonics, which can impede their reading accuracy, fluency, and comprehension.
4	Many pupils eligible for Pupil Premium face additional barriers that can negatively impact both their attendance and emotional well-being. These may include family circumstances, financial pressures, housing instability, adverse childhood experiences, and reduced access to enrichment or pastoral support outside of school. Such challenges can lead to increased anxiety, reduced resilience, and lower engagement with learning, which in turn can contribute to poorer attendance and punctuality.

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 maths attainment for pupil premium children at the end of KS2.	<ul style="list-style-type: none"> By the end of Key Stage 2, the attainment gap in mathematics between Pupil Premium and non-Pupil Premium pupils will be reduced or closed. Pupil Premium pupils will demonstrate progress that is at least in line with their peers, as evidenced through termly teacher assessments and moderated judgements in Years 1–5.
By the end of Key Stage 2, pupils eligible for Pupil Premium will make progress in reading that is at least in line with their non-Pupil Premium peers and will meet the expected	<ul style="list-style-type: none"> By the end of Key Stage 2, the attainment gap in reading between Pupil Premium and non-Pupil Premium pu-

<p>standard. This will ensure that all Pupil Premium pupils achieve strong outcomes in reading and are confident, fluent readers.</p>	<p>pils will be reduced or closed, as evidenced by statutory assessments or formal end-of-key-stage tests.</p> <ul style="list-style-type: none"> • Pupil Premium pupils will make progress in reading that is at least in line with their peers, as demonstrated through termly teacher assessments and validated through internal moderation practices in Years 1–5.
<p>By the end of Key Stage 2, pupils eligible for Pupil Premium will make progress in writing that is at least in line with their non-Pupil Premium peers and will meet the expected standard. This will ensure that all Pupil Premium pupils are confident, competent writers and achieve strong outcomes in writing.</p>	<ul style="list-style-type: none"> • By the end of Key Stage 2, the attainment gap in writing between Pupil Premium and non-Pupil Premium pupils will be reduced or closed, as evidenced by statutory assessments or formal end-of-key-stage tests. • Pupil Premium pupils will make progress in writing that is at least in line with their peers, as demonstrated through termly teacher assessments and validated through internal moderation practices in Years 1–5.
<p>Pupils will have a strong understanding of the school rules, and overall standards of behaviour will improve, ensuring that all children feel safe, happy, and supported at school. Positive behaviour will be consistently reinforced across all areas of the school, including during unstructured times such as lunchtime.</p>	<ul style="list-style-type: none"> • Pupils will consistently demonstrate understanding and adherence to the school rules, as observed in classrooms, corridors, and during unstructured periods such as lunchtime. • There will be a measurable reduction in behavioural incidents involving Pupil Premium pupils, tracked through the school’s behaviour monitoring system. • Pupils will respond positively to the school’s updated behaviour policy and rewards system, with increased engagement and recognition of positive behaviour.
<p>To achieve and sustain high levels of well-being for all pupils, with a particular focus on pupils eligible for Pupil Premium, ensuring that they feel safe, supported, and engaged in school life.</p>	<ul style="list-style-type: none"> • High levels of pupil well-being will be sustained, as evidenced through qualitative data from pupil voice, teacher observations, and pastoral monitoring. • Pupils will demonstrate positive attitudes to learning, resilience, and confidence, as observed in classroom interactions and recorded in pastoral notes or well-being assessments. • Any emerging well-being needs will be promptly identified and addressed

	through targeted support, including interventions from pastoral staff or external agencies.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £58,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our pupil premium teacher and 2 pupil premium TA's will be funded to support children across the school.	<p>Our intervention-based approach, delivered by three dedicated staff members, allows targeted support across all areas of the curriculum through flexible intervention groups. Pupils are grouped according to their individual needs, ensuring that both academic and social-emotional support can be provided.</p> <p>This approach also supports the well-being of Pupil Premium pupils by including social, nurture, and emotional interventions. Groupings and support are reviewed and adapted throughout the year based on ongoing assessments and pupil progress.</p> <p>Additionally, these interventions reinforce the school rules and provide guidance for pupils in managing social situations during non-structured times of the school day, such as break and lunchtime.</p>	All

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

Budgeted cost: £1,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions will be provided for disadvantaged pupils who require extra support to develop their phonics skills.</p>	<p>Phonics approaches have a strong evidence base, demonstrating a positive impact on pupils' reading development, particularly for those from disadvantaged backgrounds. Research shows that targeted phonics interventions are most effective when delivered as regular, structured sessions over a period of up to 12 weeks.</p>	<p>3</p>
<p>We are continuing to use the Lexia reading scheme to provide all Pupil Premium pupils with access to a structured online reading resource and intervention. This program is available both in school and at home, supporting reading development for both lower- and higher-achieving Pupil Premium pupils.</p>	<p>Lexia provides data and evidence demonstrating that it improves reading fluency and ability in pupils who use it. The program adapts reading activities to each child's individual level and offers consistent support, ensuring targeted and effective development of reading skills.</p>	<p>1</p>
<p>Varied, targeted interventions are provided for the bottom 20% of readers, delivered by a Pupil Premium Teaching Assistant and tailored to meet the specific needs of pupils across Key Stage 2. These interventions aim to accelerate reading progress and close attainment gaps.</p>	<p>End-of-year assessments identified that reading attainment across the school was lower than expected, and this has been prioritised within the whole-school development plan. An action plan has been implemented to improve reading for all pupils.</p> <p>Interventions include targeted 1:1 reading, Lexia, fluency activities, comprehension support, phonics interventions, and Toe by Toe. These strategies are designed to address individual needs and accelerate progress, ensuring that all pupils, including those eligible for Pupil Premium, make strong progress in reading.</p>	<p>1</p>

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

Budgeted cost: £10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We are working to improve attendance across the school by implementing a range of strategies. Staff actively monitor and follow up on absences, including making phone calls, sending letters, and holding fast-track meetings with the attendance team and parents. Attendance data is tracked and analysed using Study Bugs to identify trends and target support where needed.</p> <p>These measures aim to ensure all pupils, particularly those eligible for Pupil Premium, attend school regularly and are fully engaged in their learning.</p>	<p>It is essential to consistently track and challenge attendance, particularly for pupils from low-income backgrounds and other vulnerable groups. Regular monitoring and timely interventions help to ensure that these pupils attend school</p>	<p>All</p>
<p>Breakfast Club provides pupils with a nutritious, well-balanced breakfast and a positive start to the school day. It also supports the development of confidence, social skills, and engagement, ensuring that all children, particularly those eligible for Pupil Premium, are ready to learn.</p>	<p>Pupil Premium pupils will have access to Breakfast Club to ensure a nutritious start to the day and promote confidence and engagement. Selected pupils will also attend weekly social groups and team-building activities to develop social skills and positive relationships.</p> <p>Additionally, a lunchtime social group will be available for some Pupil Premium pupils, alongside the introduction of a relaxation room, providing a calm space during breaktimes to support emotional wellbeing and self-regulation.</p>	<p>All</p>
<p>The school will fund educational trips for pupils eligible for Pupil Premium to ensure equal access to learning experiences outside the</p>	<p>To ensure all pupils can participate fully in school life, the cost of educational trips will be covered or supported by the school for pupils identified as needing financial support. Selected Pupil Premium pupils will also have the opportunity to</p>	<p>All</p>

<p>classroom. In addition, Pupil Premium pupils will be encouraged and supported to participate in extracurricular activities, promoting engagement, confidence, and the development of wider skills.</p>	<p>engage in extracurricular activities designed to build confidence, social skills, and resilience. These activities provide transferable skills, enabling pupils to develop self-belief and confidence in their ability to succeed through practice and experience.</p>	
<p>Resources will be purchased specifically to support Pupil Premium pupils, addressing both academic needs across the curriculum and well-being requirements. These resources will be used to provide targeted support, ensuring that pupils have the tools and materials they need to make progress and thrive in school.</p>	<p>Resources for maths, reading, spelling, and well-being will be purchased specifically for intervention groups. These resources ensure that pupils have the tools they need to make progress both academically and socially, supporting targeted learning and the development of essential skills.</p>	<p>All</p>
<p>Pupil Premium pupils will have the opportunity to apply to become Health Champions in school. This role allows them to actively support well-being initiatives while participating in extracurricular activities, developing leadership, confidence, and social skills.</p>	<p>Selected pupils will take on the role of Health Champions, supporting the physical and mental well-being of all children in the school. They will receive training to help manage and promote positive interactions during unstructured times of the school day, such as break and lunchtime, fostering a safe and supportive environment for their peers.</p>	<p>All</p>

Total budgeted cost: £69,938

Part B: Review of outcomes in the previous academic year

Overview

This section reviews the performance of disadvantaged pupils (Pupil Premium) in the previous academic year and evaluates how effectively the Pupil Premium strategy has supported their attainment, progress, and well-being.

Assessment of Performance

Data Sources:

The performance of disadvantaged pupils has been assessed using multiple measures:

- National assessments and qualifications: Outcomes from Key Stage 1 and Key Stage 2 SATs (where available).
- School-based summative and formative assessments: Regular teacher assessments, internal moderation, and targeted testing across reading, writing, maths, and phonics.
- Wider school data and observations: Attendance records, behaviour logs, engagement tracking, and well-being observations to assess barriers to learning.

Comparisons:

- Disadvantaged pupils' attainment and progress have been compared to:
 - Non-disadvantaged pupils in the school.
 - Local and national averages.
- *Note:* Pupils included in this performance data experienced disruptions to their education during the Covid-19 pandemic, which may have affected attainment unevenly across cohorts.

Attainment and Progress Analysis

Reading:

- Disadvantaged pupils generally performed below non-disadvantaged peers, particularly in reading fluency and comprehension.
- Targeted interventions (Lexia, 1:1 reading, phonics sessions, Toe by Toe) have improved outcomes for many pupils, although gaps remain in some year groups.

Writing:

- Writing confidence and attainment were lower for disadvantaged pupils across Key Stage 1 and Key Stage 2.
- Small-group interventions and phonics-linked activities have supported improvements, but further work is needed to close gaps fully.

Mathematics:

- Attainment in maths for disadvantaged pupils was below that of non-disadvantaged peers in several year groups.
- Targeted small-group and intervention work has accelerated progress, with some cohorts on track to meet expected standards by the end of Key Stage 2.

Well-being and Engagement:

- Attendance among disadvantaged pupils was generally lower than for their peers, with some persistent absences affecting progress.
- Pastoral interventions, including Breakfast Club, social groups, and mentoring, have improved engagement, confidence, and emotional well-being.

Evaluation of Strategy Effectiveness**What is working well:**

- Targeted academic interventions in phonics, reading, and maths are showing measurable progress.
- Pastoral support initiatives, such as social groups, one-to-one sessions and Breakfast Club, are improving confidence, well-being, and engagement.
- Regular monitoring and early identification of need allow timely support and adjustments to interventions.

Areas for further development:

- Reading, writing and mathematics attainment gaps remain in some year groups.
- Attendance and punctuality for disadvantaged pupils require continued monitoring and intervention.
- Some interventions need more consistent intensity or uptake to maximize impact.

Progress Towards Intended Outcomes

Overall, the school is on track to achieve the intended outcomes outlined in the current Pupil Premium strategy.

- Academic interventions are narrowing attainment gaps in reading and maths.
- Pastoral initiatives are supporting engagement, well-being, and social development.
- Further focus is required to fully close gaps in reading and to sustain improvements in attendance.