Greenfields Primary School and Nursery
Pupil Premium Strategy Statement

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	Greenfields Primary School and Nursery
Number of pupils in school	416 (470 inc. Nursery)
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Claire Tyrrell-Smith
Pupil premium lead	Claire Tyrrell-Smith
Governor / Trustee lead	Roz Giles

Funding overview

Detail	Amount
Pupil premium funding (not including recovery premium funding) allocation this academic year	£140,011
LAC/PLAC and Service Children funding	£8,115
Pupil 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	£148,127

Part A: Pupil premium strategy plan

Statement of intent

At Greenfields Primary School and Nursery, our intention is that all pupils 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. When making decisions about using Pupil Premium funding we have considered the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF.

Nationally, it is statistically recognised there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". At Greenfields, we have ensured all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils, including through staff training, continuous development and learning.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

The contextual demographic at Greenfields (above average SEND Support pupils, 32% EAL pupils and 75% stability) indicates that the disadvantaged pupil group at Greenfields has a number of significant barriers and is therefore complex in need. 27% of the children eligible for Pupil Premium are also identified as SEND, 6% with EHCP.

Our approach will be responsive to common challenges and individual needs, embedded with robust diagnostic assessment. To ensure they are effective, we will:

- intervene early when need has been identified
- ensure disadvantaged pupils are challenged in the work that they are set
- adopt a whole school approach in which all staff take responsibility for disadvantaged target pupils' outcomes and raise expectations of what they can achieve through identifying barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Children joining the school in KS1 and KS2 with gaps in their learning.
4	Attendance issues – Persistent and severe absence of PP children
5	Pupils ill-equipped to deal with day-to-day school and home life (executive function and social competency), and their future role in society and success in school (foundational knowledge).

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
Progress in Reading	Achieve better than national average progress scores in KS2 Reading (0.5)
Progress in Writing	Achieve above national average progress scores in KS2 Writing (0.5)
Progress in Mathematics	Achieve above national average progress scores in KS2 Maths (0.5)
Multiplication Tables Check	Achieve above national average expected standard in MTC (29% achieving full marks and 20.2 average attainment score)
Phonics	Achieve above national average expected standard in PSC (80%)
Attendance	Ensure attendance of disadvantaged pupils is at least in line with national (95%)

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.

At Greenfields, the pupil premium (and recovery premium funding) activities listed below and led by the pupil premium team which includes the following staff which comprises 78% of the total budget allocation. Therefore, I have identified the budget line of each activity due to the fluidity of the below staff members roles in each section.

Budget Line Number	Staff Member	Total cost
1	Teacher	£26,125
2	Family Support Worker time	£28,743
3	Teaching Assistant time	£59,859
	Total	**£114,727**

Budget Line Number	Additional Agencies	Total cost
4	Play Therapy	£8,000
5	Speech and Language (enhanced service)	£9,000
6	Attendance administration	£3,000
	Total	**£20,000**

Budget Line Number	Additional Resources	Total cost
7	High quality texts and CPD	£5400
8	Free breakfast and after school club, uniform, rewards, residentials, etc	£8,000
	Total	**£ 13,400**

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge addressed
Prior PP spend on commissioning services, facilitated training for 2 x TAs who are now able to screen all children on entry and bespoke programmes are put in place. Additional sum allocated to commission enhanced on-site Speech and Language Therapist (NHS) to provide an enhanced service: assess children, provide intervention (inc. workshops/training, coaching, 1:1/group therapy, modelling targets – for both school staff and parents as appropriate) and resources (approx. 2 per session-	Weak Language and Communication skills. 48% of children are working well below the expected standard on entry to Reception 2024 and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently Higher than average numbers of children access SALT in Reception 20% of disadvantaged children access and will either require small group support or 1:1 support from the trained TAs, or referrals to the speech and language therapy service. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,2,4

depending on assessment needs), liaison with school staff, write notes, reports and other documentation relating to the children seen		
High quality CPD for all teachers and teaching assistants – Talk4Reading, transcription and Walkthrus/Coaching	-improving reading teaching across the school, particularly for the bottom 20% who require reading and writing catch-up Teaching and Learning leads to evaluate and review to ensure bespoke responsive and targeted CPD	1, 2, 4 and 5
In house CPD cycle promoting reflective practice and teacher development - Walkthroughs and Deputy/Assistant Head's roles (improving the learning culture - no excuses) Maintaining level of Team Teach training to ensure continued reduction of disruptive incidents through a common approach to de-escalation. The Greenfields Way - implementation	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET. Though a few teachers are new to Greenfields most are longer standing members. However, following staff movement, 70% of our teachers have moved teaching year group. Therefore, CPD is crucial in providing them with the necessary knowledge and strategies to meet the needs of the disadvantaged group. The T&L Lead facilities this CPD by modelling through team teaching and is therefore not allocated a class full time. This ensures capacity to fulfil this role. *EEF says 'great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new year is essential to achieving the best outcomes for pupils. Providing opportunities for professional development is likely to be valuable.'*	1, 2, 3, 4 and 5

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

Activity	Evidence that supports this approach	Challenge addressed
EYFS Speech and Language - therapy and intervention	66 studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. EEF (February 2023)	1 and 2
Improve pupils' engagement with and understanding of texts, leading to improved learning across the	Due to 80% of the Reception children not on track and 25% working significantly below for Literacy (comprehension, word reading and writing) on the September 24/25 baseline, it is imperative we support the disadvantaged pupils in	

curriculum and raised attainment in reading.	making accelerated progress in this key area of the curriculum. From Nursery, Greenfields uses Read,Write,Inc. synthetic phonics programme. The high impact/low cost of synthetic phonics is detailed by the EEF here. Whole school approach to reading (Talk4Reading) which holistically builds upon good RWInc results, promoting fluency, vocabulary and passion for reading as a method to improve comprehension skills. This, as a whole school strategy, targets a key area of weakness identified among disadvantaged pupils at Greenfields. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Improving the quality of teaching in reading through a DfE validated Systematic Synthetic Phonics (RWI) programme to secure stronger phonics teaching for all pupils by continuing the support of the RWInc consultant. Improving the quality of teaching in reading through the use of PIXL intervention strategies Targeted 1:1 or small group intervention for key marginal pupils from Y1-Y6 with the potential to be EXS or GDS in reading, writing and maths using PiXL, RWI and RWInc Fresh Start. Weekly small group sessions in reading and maths for high-attaining pupils with experienced teachers, in addition to standard lessons.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ Comprehension strategies have (on average) an additional 6-month progress over the course of a year. Alongside phonics, it is a crucial component of early reading instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2 and 3
Tutoring (any) across the school	RWI tutoring from EYFS - Y4 (lowest 20% of children, many PP children access this) Fresh Start - 5 Y5/6	2, 3 and 5

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

Activity	Evidence that supports this approach	Challenge addressed
Attendance monitoring and tracking following the Going for Green guidance, administration and Family Support response according to need via Parent Contact Meetings.	Attendance overall figures are in line with and better than national, this needs to be maintained. This has only been achieved through the implementation of robust and rigorous systems which have been expertly supported by the Attendance Lead, Pastoral and Safeguarding team.	4 and 5

	Weaker PA figure for PP pupils means a continued focus on PA and SA absence.	
Increase enrichment participation and continue programme for progressive enrichment opportunities (including residentials). Maintain the lowest cost to all for trips, visits and residentials, i.e. minibuses costs, partial funding residentials and targeted partially funded places for PP entitled pupils.	A very limited research base in this field. However, in school anecdotal evidence suggests that pupils character development is strong and ensure pupils develop good attitudes, skills and behaviour, i.e essential life skills. EEF support the argument that an enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). They think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.	3, 4 and 5
Community Programme Development in partnership with external providers.	Targeted socially disadvantaged families are invited to become proactive members of Greenfields community programme so they can access a wide range of parental courses. These courses include the following: • Young Carers • Youthworks • Parents of SEN support groups • Parents Neurodiversity Programme https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3 and 4
Provides a free breakfast for children to start their day and source food parcels for families in crisis	Food deprivation is high at Greenfields continues to source food parcels from Greggs and local food banks to help to ensure nobody goes hungry. Greenfields provides a heavily subsidised breakfast and after school club to a large proportion of our socially disadvantaged pupils. A small minority of pupils will receive this service free when required.	1, 2, 3, 4 and 5

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 2024/25 academic year.

Intended outcome	Proposed Success criteria	Actual success criteria
Attainment in Reading	Achieve better than national average attainment KS2 reading (82% 2024).	87% achieved expected standard in reading. National 2025 – 75%
Attainment in Writing	Achieve better than national average attainment KS2 writing (83% 2024)	87% achieved expected standard in writing. National 2025 - 72%
Attainment in Mathematics	Achieve better than national average attainment KS2 maths (85% 2024)	85% achieved expected standard in mathematics. National 2025 - 74%
Attainment in RWM combined	Achieve better than national average attainment KS2 combined (78% 2023)	85% achieved expected standard in reading, writing and maths combined. National 2025 –62%
Multiplication Tables Check	Achieve above national average expected standard in MTC (29% achieving full marks and 24.2 average attainment score 2024)	82% achieving full marks 23.2 average attainment score National Av. Score 2025 – 21.0
Phonics	Achieve above national average expected standard in PSC (83% 2023).	88% of all children passed the Phonics Screening Check in Yr1 National PSC 2025 – 80%
Attendance	Ensure attendance of disadvantaged pupils is above 95.8%	PP 92.5% against overall 95.4%. Growth of 1.1% on 2023/2024

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Please refer to Statement of Intent
What was the impact of that spending on service pupil premium eligible pupils?	2 pupils achieving at least in line with national and attending well.