

## Pupil premium strategy statement – Greenleas School

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.

Detail	Data
Number of pupils in school	672
Proportion (%) of pupil premium eligible pupils	7% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Clarke
Pupil premium lead	Sarah Horne
Governor / Trustee lead	Tom Pearce / Catherine Toman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,135
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0

<b>Total budget for this academic year</b>	£74,135
<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>	

## Part A: Pupil premium strategy plan

### Statement of intent

All maintained schools receive extra funding from the government to help improve the attainment of disadvantaged pupils. It is designed to allow schools to help disadvantaged pupils by improving their progress, however schools are expected to focus equally on academically able children from disadvantaged backgrounds.

At Greenleas our strategy is to use a tiered approach across 3 areas of provision, based on research from the Education Endowment Foundation. These 3 tiers are:

- **Quality first teaching** – ensuring consistency of approach and quality of education for both disadvantaged and non-disadvantaged children, particularly in the core subjects giving all children solid foundations on which to build their future learning.
- **Targeted support** – using our detailed pupil tracking systems individual needs of disadvantaged children are identified and addressed through specific intervention.
- Wider approaches for education recovery such as the National Tutoring Programme and RADY (Raising Attainment for Disadvantaged Youngsters).

The overall aims of our pupil premium strategy are:

- To provide all children including the most disadvantaged with excellent teaching all the time, reducing the opportunity for gaps to appear
- To address specific gaps in learning through targeted and timely intervention with proven outcomes

- Empower staff to take responsibility for disadvantaged children’s outcomes, by sharing effective practice so that expectations are raised, and their profile remains high
- To improve the environment and broader experiences for all children based on strong relationships with them and their families, and the knowledge of their needs that this builds.

## Challenges

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

Challenge number	Detail of challenge
1	Delayed or under-developed language skills identified in Early Years, leading to gaps in vocabulary and understanding of language across the rest of the child’s schooling. This leads to an impact on phonic acquisition and development of pupils Communication and Language.
2	Poor progress, attainment and retention in phonics and reading skills.
3	Slow development of numerical and procedural fluency impacting on their progress through Maths learning to more complex problem solving. Poor memory contributing to cognitive overload.
4	Attendance of disadvantaged pupils is significantly lower than that those who are not in receipt of pupil premium.
5	Poor behaviour at unstructured times due to reduced social experience or input during these exchanges. Lack of engagement with physical activity impacting on mental wellbeing, gross and fine motor skills and for some weight gain or low self-esteem. Low experience of collaborative and physical play for EYFS age children.
6	Some disadvantaged pupils receive limited range of experiences beyond the curriculum.

7	Complex family needs, including behaviour and Special Educational Needs and Disabilities presenting challenges for our disadvantaged pupils.
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## 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
<i>To improve children's Oracy and language skills.</i>	<p>A greater number of children are working at their chronological age on Wellcomm assessments.</p> <p>The gap between disadvantaged pupils and non-disadvantaged begins to close in Communication and Language in Early Years.</p> <p>Planning identifies the key vocabulary children should know at each year for each subject and teachers plan for it so that children are able to apply it in their work.</p> <p>A higher proportion of disadvantaged pupils are able to articulate their thoughts and feelings through the application of Oracy skills.</p>
<i>To increase attainment in core subjects (Reading, Writing, Maths).</i>	<p>The gap between disadvantaged pupils and non-disadvantaged begins to close in all 3 core subjects.</p> <p>An increasing number of disadvantaged pupils pass the Year 1 phonics screening test.</p> <p>An increasing number of disadvantaged pupils pass the Year 4 MTC.</p> <p>Disadvantaged pupils make more rapid progress than their peers closing the gap.</p>

	An increasing number of disadvantaged pupils achieve a GLD at the end of Reception
<i>To increase attendance of disadvantaged pupils so that it is more in line with non disadvantaged.</i>	An increasing number of disadvantaged pupils' attendance is at least 96% including a decrease in the number of lates. Children are ready to learn when they are in school. Families are engaging with Early Help where appropriate.
<i>To improve playtimes/ unstructured time and wider school experiences.</i>	Reduction of playtime/lunchtime behavioural incidences by disadvantaged pupils. Disadvantaged pupils have the skills they need to resolve conflict themselves. Enriching opportunities for disadvantaged pupils across the school. Access to uniform, trips and experiences so that no disadvantage pupil misses out. Disadvantaged pupils have active roles in school councils, sports teams and wider roles within the school.
<i>To raise the profile of disadvantaged across the school.</i>	Disadvantaged pupils are prioritised in all school monitoring systems. There is evidence of uplifting disadvantaged pupils being identified and addressed throughout all SDP targets and focus. Pupil premium focused meetings happening to discuss the support of disadvantaged pupils' and interventions/support are regularly reviewed and adapted to best meet the needs of the disadvantaged.

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to further develop Quality First Teaching. Developing our own school pedagogy to make it more equitable. Focus on adaptation, questioning, Oracy skills, WCR	<a href="#">High-quality teaching   EEF</a> <a href="#">EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</a> <a href="#">Voice21 Impact-Report-2024</a>	1
Staff CPD on improving writing in line with the Writing Framework	<a href="#">Fixing Full Stops across KS2   HFL Education</a> <a href="https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf">https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf</a>	2
Continue to embed whole school approach to Bug Club Phonics, and Rapid phonics.	<a href="#">Phonics   EEF</a>	2
TeachHub Whole Class Reading Scheme. Staff CPD on Reading for pleasure	<a href="#">Reading comprehension strategies   EEF</a> <a href="#">The Reading framework</a>	2
Numbots and TT Rockstars to support mental calculation strategies and recall of core number facts.	<a href="#">Mastery learning   EEF</a>	2

Maths No Problem approach to Maths teaching.		
Purchase of standardised assessments across Years 3 and 4. Training for staff to deliver and interpret data correctly and know how to use this information to close gaps.	<a href="#">Diagnostic Assessment Tool.pdf</a>	2
Increased monitoring and assessment of disadvantaged pupils across the school.		1,2,3
Introduction of Wellcomm to all of early years and for disadvantaged pupils across the whole school.	<a href="#">Oral language interventions   EEF</a>	1,2

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech therapy	<a href="#">Communication and language approaches   EEF</a>	1,2
Behaviour interventions – Zones of Regulation, Drawing and Talking, Lego Therapy, ELSA well-being programme.	<a href="#">Metacognition and self-regulation   EEF</a> <a href="#">Social and emotional learning   EEF</a>	5
Peer reading buddies	<a href="#">Peer tutoring   EEF</a>	2
Oral language interventions including Wellcomm	<a href="#">Oral Language Interventions- EEF</a>	1,2
Small group or 1-1 interventions to support pupils individual needs identified through monitoring, assessment and pupil progress meetings. Interventions are regularly monitored, assessed and adapted as appropriate for the child.	<a href="#">Teaching Assistant Interventions   EEF</a> <a href="#">Small group tuition   EEF</a>	1,2,3,5

Introduction of nurture provision and adapted curriculums for those children with SEND and disadvantaged.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support for individuals and families to support with barriers to school and learning including working with families to improve attendance.	<a href="#">Parental engagement   EEF</a> <a href="#">Metacognition and self-regulation   EEF</a> <a href="#">Social and emotional learning   EEF</a> <a href="#">Working together to improve school attendance (applies from 19 August 2024)</a>	4,5,6,7
Play therapy sessions for disadvantaged pupils.		5,7
Purchasing school uniform.		6
Support with school trips, after school clubs, or access to extended opportunities.	<a href="#">Physical activity   EEF</a> <a href="#">Arts participation   EEF</a>	6
OPAL approaches to break and lunchtimes, alongside targeted lunchtime clubs.	<a href="#">Physical activity   EEF</a>	1,5,6
Zone of regulation.	<a href="#">Social and emotional learning   EEF</a>	5
Support with breakfast club to improve attendance in school.		4
Support with parents in helping their children with their child's home learning.	<a href="#">Parental engagement   EEF</a>	1,2,3,4,6
Contingency fund for acute issues.	Based on our experience and those similar schools to ours, we have identified a need to set a small amount of	

	funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £74,135**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **To improve children's Oracy and language skills**

All disadvantaged pupils have been assessed using Wellcomm, enabling gaps in oracy and language to be addressed through whole-class teaching and targeted interventions. Key vocabulary has been identified across the school, streamlined within subject planning to ensure progressive development. In Early Years, PPG children outperformed their non-PPG peers in communication and interaction, demonstrating the positive impact of these strategies on improving children's language skills.

#### **To increase attainment in core subjects (Reading, Writing, Maths).**

*Reception:* The attainment gap between PPG and non-PPG children achieving a Good Level of Development reduced significantly, closing by 37% (from 48% to 11%). This demonstrates strong progress in early literacy and numeracy foundations.

*Year 1 Phonics Screening:* The gap between PPG and non-PPG children achieving the expected standard reduced by 15% (from 40% to 25%). This shows improved outcomes in early reading skills and phonics application.

*Year 4 MTC:* The outcomes from the MTC showed an average point score of 21.4 which is slightly lower than last years results but higher than national outcomes. In 2025 there were also 12 PPG children compared to 7 the previous year. The average point score for our PPG children was only 1 point less that the Non-PPG children.

#### **To increase attendance of disadvantaged pupils so that it is more in line with non-disadvantaged.**

Attendance of disadvantaged pupils has shown improvement, with overall PPG attendance increasing and specific barriers such as lateness now being addressed through targeted next steps. The rise in Early Help Assessments (EHAs) for PPG families has enabled tailored support both at home and in school, while initiatives such as soft starts and nurture breakfasts have ensured pupils are settled and ready to learn. These measures have reduced morning dysregulation and improved concentration, contributing to greater alignment of attendance between disadvantaged and non-disadvantaged pupils.

Although suspensions for PPG children remain above national averages, they are no longer significantly above. This reduction highlights the positive impact of targeted pastoral work, particularly in supporting behaviour and SEND needs, which in turn enables better access to learning in core subjects.

**To improve playtimes/ unstructured time and wider school experiences.**

Disadvantaged pupils have been actively included in wider school experiences, with representation on school councils and opportunities to attend sporting events. All children, including those in receipt of PPG funding, have access to school trips and enhanced experiences such as visits from the police and fire brigade, while provision of school uniform has supported their sense of belonging. Break and lunchtime conflicts have reduced due to targeted pastoral interventions, lunchtime clubs, and emotional support, and play therapy has been introduced to address the needs of the most disadvantaged children, helping them manage emotions and past trauma.

**To raise the profile of disadvantaged across the school.**

The profile of disadvantaged pupils has been raised across the school through a consistent focus on PPG learners in every lesson observation and monitoring activity, including book looks where all PPG books are scrutinised. Staff have engaged in a feedback project with local schools, receiving specific training on PPG and the barriers these children face, ensuring strategies are well-informed. In addition, dedicated PPG meetings have been held to identify individual gaps and agree targeted approaches, embedding a culture where disadvantaged pupils are prioritised and their needs addressed systematically.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Wellcommm	GL Assessment

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**