

**Pupil premium strategy statement –**

# GREENSLADE PRIMARY SCHOOL

## What is the Pupil Premium?

The Pupil Premium is additional government funding provided to publicly funded primary and secondary schools in England to improve educational outcomes for disadvantaged pupils. This year, the total value of Pupil Premium is over £3billion.

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 21/10/2025
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	16%
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 – With annual review built in each Autumn Term
Date this statement was published	21/10/2025
Date on which it will be reviewed	November 2026
Statement authorised by	Simon Steptoe (CoG)
Pupil premium lead	David Ashley (HT)
Governor / Trustee lead	Ukaria Lewis-MacDermot

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,715
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£1,861,937

## Part A: Pupil premium strategy plan

### Statement of intent

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 and to close any gaps that are evident between themselves and other children at Greenslade.

We will consider the challenges faced by our vulnerable pupils, including their learning and emotional needs as well as their access to all activities that Greenslade has to offer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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:

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

## Challenges

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

Challenge number	Detail of challenge
1	<p>Ensuring that additional support and interventions are expertly Coordinated.</p> <p>46% of our children who attract funding from the Pupil Premium Grant also have SEND. The support for these children, including meeting with staff, parents, external agencies, preparing reports and completing assessments, observing in classrooms, managing support staff and coordinating interventions needs to be expertly led by an experienced and trained senior leader.</p>
2	<p>Ensuring that additional support and interventions are expertly implemented by trained and experienced staff.</p> <p>National research reflects the fact that there is a significant gap between those children who attract funding from the Pupil Premium Grant and “other” children. Nationally, the attainment gap at end of the Reception year is 4.6 months, and that gap doubles by end of primary school. Leading catch up programmes and closing the gap interventions is vital to ensure the gap at Greenslade is closed as early as possible through target literacy, phonic and maths interventions.</p>
3	<p>Ensuring that our children who attract funding from the Pupil Premium Grant have access to high quality support to develop strategies to develop their emotional well being and mental health is crucial to enabling them to learn and flourish socially and academically.</p>
4	<p>Ensuring that our children who attract funding from the Pupil Premium Grant are in school regularly and are on time in order to benefit from our high quality teaching and learning strategies is crucial to closing the academic gaps that can develop. Coordinating our Attendance Strategy and challenging Persistent Absence is vital to encourage and support families to get children in school.</p>
5	<p>Ensuring that our children who attract funding from the Pupil Premium Grant benefit from extra curricula activities, including supporting families facing difficult circumstances enjoying the structured, calm and regulating start or end of the day at our Breakfast and After School Club means that our vulnerable families are supported to be fully included in all of our activities. This can include payment for trips, clubs and school uniform.</p>
6	<p>Ensuring that our children who attract funding from the Pupil Premium Grant have access to high quality ICT learning resources and internet based programmes and interventions is a proven way of closing any gaps that may be apparent.</p>

## 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
Children who attract funding from the Pupil Premium Grant who also have SEND receive high quality support as a result of skilled <b>coordination by our SENCO</b> .	Gaps are closed as a result of regular, targeted interventions taking place, which are planned, monitored and have outcomes analysed as part of the programme of support for our vulnerable children.
Children who attract funding from the Pupil Premium Grant receive regular learning interventions from fully trained and highly skilled <b>Learning Support Assistants</b> .	Gaps are closed as a result of regular, targeted interventions taking place, which are planned, monitored and have outcomes analysed as part of the programme of support for our vulnerable children.
Children who attract funding from the Pupil Premium Grant receive support from a <b>professional counsellor</b> and our <b>Learning Mentor</b> to develop strategies to enhance their emotional literacy and mental well being.	Gaps are closed as a result of our vulnerable children developing an understanding of their emotional responses to the challenges they face and learning practical strategies to overcome their anxieties as part of the programme of support for our vulnerable children.
Families of children who attract funding from the Pupil Premium Grant are in school regularly and are on time as a result of the support they receive as part of our improving attendance strategy coordinated by <b>our School Administrative Officer with responsibility for attendance</b> .	Gaps are closed as a result of the families of our vulnerable children receiving a programme of support to improve their attendance and punctuality.
Children who attract funding from the Pupil Premium Grant are able to access all activities and benefit from everything we have to offer at Greenslade.	Gaps are closed as a result of our vulnerable children participating fully in every aspect of school life and feeling totally integrated and included in our community.
Children who attract funding from the Pupil Premium Grant have access to high quality ICT resources and “on-line” interventions and programmes of support.	Gaps are closed as a result of our vulnerable children accessing learning resources from the highest quality, up to date equipment and apps.

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership and Coordination of SEND support across the school including planning and monitoring interventions and programmes of support.	45% of our children who benefit from funding received through the Pupil Premium Grant also have SEND at various levels. These children receive regular and often daily interventions which need to be planned and monitored and outcomes analysed by a member of our SLT who understands the needs of our children and who has the experience and expertise to adapt and enhance the pattern of provision as required.	1,2, 3.

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing regular, targeted catch up and small group intervention programmes in phonics, literacy and maths.	Closing any learning gap requires regular early intervention programmes to enhance and the run alongside “quality first” teaching delivered to the whole class. Fully trained and highly skilled Learning Support Staff “deliver” interventions on a daily basis with a focus on our youngest children to close gaps at the earliest stage possible. 45% of our children who attract Pupil Premium funding also have SEND.	2

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

Budgeted cost: £10,000 & £2,000 & £5,389 & £4,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting the development of effective strategies and greater understanding of emotional literacy and issues related to mental health and wellbeing through the work of our Learning Mentor and professional counsellor.	A large number of our “vulnerable children” who attract Pupil Premium funding face a range of challenges including anxiety, depression, adoption, housing issues, issues related to domestic safeguarding incidents, family health issues and adult substance abuse.	3
Improving attendance and challenging Persistent Absence through the work of our SAO responsible for our Attendance Strategy.	A number of our families of children who attract Pupil Premium Funding have poor attendance and receive regular support and intervention from our SAO.	4
Ensuring that all our children have access and benefit from the full range of activities, trips and clubs offered at Greenslade. This includes the purchase of school uniform and the occasional attendance at our Breakfast and After School Club.	All of our children deserve to be able to play a full part in life at our school and to feel part of our community and family including educational and social activities. Not all, but some, of our families would not otherwise be able to participate a full range of our provision.	5
Ensuring that all of our children have access to the highest quality ICT learning resources and intervention programmes through the purchase of 15 new apple iPads.	A number of the learning interventions that our children benefit from require the use of high quality dependable ICT resources.	6

**Total budgeted cost: £ 61,715**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*

Greenslade Primary School End of Key Stage 2 Outcomes				
Subject	Number of children in the cohort achieving expected level	% of cohort achieving expected level	LA	National
R,W,M Combined				
Not Disadvantaged	14	74%	77%	69%
Disadvantaged	7	78%	63%	47%
Reading				
Not Disadvantaged	15	79%	84%	81%
Disadvantaged	7	78%	73%	63%
Writing	Moderated by LA			
Not Disadvantaged	15	79%	83%	78%
Disadvantaged	8	89%	72%	59%
Maths				

	14	74%	84%	80%
	7	78%	72%	61%

## 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
N/A	

## Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*