

Pupil premium strategy statement – [*insert school name*]

Before completing this template, read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	231
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lou Maltby
Pupil premium lead	Lou Maltby
Governor / Trustee lead	Christine Atkinson/Gillian Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 123 574
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£2 530
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>	£126 104

Part A: Pupil premium strategy plan

Statement of intent

At Greenfields Community School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

At Greenfields, our guiding principle is that the Pupil Premium funding should enable all children to take part in activities which, without the funding, would not happen within school. They are not seen as being 'luxury' activities, but are essential activities which enrich the school, it's curriculum and the lives and emotional wellbeing of the children and staff. The funding ensures that all children, regardless of family circumstances, can take place in all the activities on offer within school.

We aim to support all children in developing high aspirations for the future; to close the attainment gap between disadvantaged and non-disadvantaged pupils; and to ensure that all pupils reach age-related expectations or higher by the end of Year 6.

Consequently, we use the Pupil Premium funding to support activities which will make a direct impact on narrowing these gaps and to provide opportunities which we would, without the funding, be able to provide.

This includes Quality First teaching, the provision of additional staff and TAs, small group interventions, 1:1 tuition and support and a variety of nurture activities offering emotional support (Counsellor, Learning Mentor, EAL support, music provision, gardening opportunities, Forest Schools teaching, etc.)

We know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful programme wider opportunities which is now embedded in school including Forest Schools sessions for our youngest children and gardening for some K.S 2 pupils as well as those with SEND. This early intervention helps to remove these barriers sooner in the child's education. Lockdown has seen an increase in pupils' emotional and social needs that impact on learning with increases in both pupil and adult mental health and wellbeing needs. Our strategy includes a highly experienced school counsellor who works in close partnership with other members of the pastoral team in school.

Challenges

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

Challenge number	Detail of challenge
1 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.
2	Children have limited life experiences and limited access to enrichment opportunities

3	To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum in K.S 1.
4	Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn

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
The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees.	Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees (Oct 2024: 30 children)
Children have limited life experiences and limited access to enrichment opportunities	Enrichment opportunities are in place to support all children having broader educational opportunities.
Improved oral language skills and vocabulary among disadvantaged pupils.	Increased pupil engagement in lessons, particularly talk partner and group activities. Evidence of this improvement will also be seen through pupil voice activities.
Improved reading, writing and maths attainment for disadvantaged pupils at the end of KS1.	Increase the progress for pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.
Pupils emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn	Support in place to support children who may be suffering from emotional difficulties – barriers to learning removed Therapeutic and emotional support is in place for children across the school.

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: £21,383

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will fund Maths lead release time to embed key elements of guidance in school	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches Maths guidance KS 1 and 2.pdf (publish-ing.service.gov.uk)	3

Maths lead release time to work with Maths Hub		
Cover to release teachers to access support through the Literacy hub and day release for Phonics and early reading lead when required to drive forward improvements .	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: Phonics Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £ 24,041

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted quality first teaching	Aspirational targets set in pupil progress meetings <ul style="list-style-type: none"> In lesson teacher targeted planning and support Targeted TA support and adaptive teaching in English and Maths using bespoke SEND resources 	3
Continue to use targeted phonics interventions for disadvantaged pupils in Reception and K.S 1 who require further support Phonic intervention training for new staff. Particular focus on small group children in receipt of pupil premium funding not making progress in reading	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF Teacher for support & intervention (KS1) (0.4) (£13,184) TA Support & Intervention (0.5) (£10,857)	3

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

Budgeted cost: £80,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing the role of Attendance Lead. Implementing new NCC guidelines for attendance including	<i>Working together to improve school attendance</i> States: Some pupils find it harder than others to attend school and therefore at all stages of improving at-	1

attending training sessions and working with EWO service.	tendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.	
Support for emotional wellbeing of children and staff Bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions. Work with vulnerable families allowing them to access key services. Learning mentor time to support with emotional well-being.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies Emotional therapeutic support provided by school counsellor including individual and family therapy Removing potential barriers to learning School counsellor (0.6 FTE) - Emotional support through therapy – (£28,420) Data from the NHS shows that issues with mental health between 6 to 16year olds rose from 1 in 9 to 1 in 6 during lockdown. It also found that children with mental health issues are twice as likely to miss school than those without, making post covid catch up much more difficult https://digital.nhs.uk/data-and-information/publications/statistical/mental-health-of-children-and-young-people-in-england/2021-follow-up-to-the-2017-survey Partial funding for Learning Mentor (0.5 FTE) (£14,891)	4
Music provision to support emotional development Music provision to support emotional development	Children from the poorest backgrounds are three times less likely than pupils from wealthier families to learn a musical instrument, sing in a choir or play in a school orchestra. <i>Social Mobility Commission report July 2019</i> Partial funding for Music Teacher (0.4 FTE) (£23,679)- Whole school £3,000 - Y4 & 5 clarinets & 8 individual tuition Y5/6	2 & 4
Forest School Interventions & Teaching	Research shows that disadvantaged groups, particularly families living in inner cities, are less likely to visit green spaces than better off peers, yet evidence shows visiting a park or forest has benefits for children's physical and mental wellbeing <i>CYP Now's special report on outdoor learning summarises</i> Partial funding for Forest Schools teacher (0.4 FTE) (£8,190)	2 & 4
Gardening experiences for Pupil Premium children	<i>UK research and innovation states:</i> Research has shown that spending more time in nature has a beneficial impact on our mental health. In fact, research funded by the Natural Environment Research Council (NERC) and the Economic and Social Research Council (ESRC) has found that living with a regular view of a green space provides health benefits worth £300 per person per year. Partial funded Gardener (0.2 FTE) (£5500)	2 & 4
Trips and visits discounted for disadvantaged pupils including	The Sutton Trust commissioned report Subject to Background, based on data produced through the Effective Pre-School, Primary and Secondary Education	2

<p>whole school trips such as the pantomime. And contributions towards Y6 residential visit</p>	<p>(EPPSE) project found that bright disadvantaged children would be more likely to attain 3 A-Levels if, in addition to a high-quality education, they had enrichment and supportive home learning environments from a young age.</p>	
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Total budgeted cost: £ 126,104

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a result of this Pupil Premium funding, the attainment of children entitled to Pupil Premium funding is good and their progress from Nursery to Year 6 is at least comparable to those children who are not entitled to Pupil Premium funding and, at times, better.

Available data shows, the performance of children entitled to PP is often above that of PP children nationally and often above that of non-PP children.

- In 2024, 38% (3 out of 8) of our disadvantaged pupils passed the Year 1 Phonics Test - this is up 5% from 2023.
- In 2024, 69% (9 out of 13) of our disadvantaged pupils obtained at least the Expected Standard in Reading - this is up 13% from 2023.
- In 2024, 62% (8 out of 13) of our disadvantaged pupils obtained at least the Expected Standard in Maths - this is up 12% from 2023.
- In 2024, 38% (5 out of 13) of our disadvantaged pupils obtained at least the Expected Standard in RWM - this is down 1% from 2023.

The Pupil Premium allocation for Greenfields also enables :

Improvement in persistent absences from 24.5% in 2022/23 to 19% in 2023/24.

A minimum of twelve children to receive emotional support from a therapist per year and at least 20 children to take part in drop-in sessions (at least half of these are entitled to the PP.)

24 children receive emotional and social skills support to remove possible barriers to their learning

32 children to have Support & Intervention support with literacy and numeracy skills

26 children to receive additional support from TAs, either for literacy, phonics and numeracy or for emotional and social support.

250 children to go through the Forest Schools programme each year.

250 children to take part in music and singing sessions on a weekly basis, including musical trips, choirs and other musical performances

30 children to learn the clarinet and another 15 children to continue with 1:1 tuition in Years 5 and 6

30 children to receive gardening sessions, developing their skills and participation in outside learning

250 children to enjoy and learn from at least one educational visit per year.

40 children to take part in Breakfast Club, supporting the transition from home to school and eat a healthy breakfast every day

240 children to have a hot breakfast every morning

250 children to develop their cooking skills in cooking sessions each term.

20 Nursery children to take part in lunchtime sessions in the EYFS