

Greenbank Pupil premium strategy statement 2024/2025

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	Greenbank Primary
Number of pupils in school	394 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	35% 141 pupils
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sandra Hartley
Pupil premium lead	Lisa Walsh
Governor / Trustee lead	Jane Ashley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,700
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	£195,700

Part A: Pupil premium strategy plan

Statement of intent

At Greenbank Primary School we have high aspirations and ambitions for our pupils and we believe that all learners should be able to reach their full potential. All members of staff and governors accept responsibility for Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed. We are therefore committed to 'diminishing the gap' between Pupil Premium pupils and their peers.

Pupil Premium funding forms a vital part of this process, allowing us to remove barriers to learning and enable pupils to fully engage in our curriculum and school life. We aim to support our pupils by:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Providing opportunities to develop resilience, confidence and teamwork

Challenges

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

Challenge number	Detail of challenge
1	Pupil's social, emotional and mental health needs impact on their resilience, self-esteem and self-confidence which in turn does not support learning.
2	Pupils have poor starting points particularly language and communication skills, including limited range of vocabulary, linked with limited life experiences.
3	Poor home language meaning learning and developing a second language is challenging.
4	Pupils have limited experiences beyond their home life and immediate community.
5	Reaching age related expectation in Reading, Writing and Maths within each year group.
6	Lack of parental engagement in particular attendance which is not in line with the national average and persistent absence is high and term time holidays are high.

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
<p>Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.</p>	<p>Support in place for parents/families to ensure that the basic needs of children are being met in order that children are increasingly ready to learn.</p> <p>Fewer welfare issues are recorded for disadvantaged pupils.</p> <p>Pupils to be confident, resilient and have higher self-esteem</p> <p>A programme of Adventurous Pursuit activities; kayaking, climbing, archery, geo-caching and Forest School will be in place to support pupils with resilience and confidence building.</p> <p>Early Help in place that support families to enable children attend school regularly.</p>
<p>Pupils have improved vocabulary when communicating in everyday general conversations and learning opportunities.</p>	<p>Pupils have an increased level of vocabulary beyond basic communication.</p> <p>Pupils use a wider range of vocabulary when discussing knowledge gained through learning opportunities, in general conversations and through LOtC.</p> <p>Improved scores on Wellcomm Language assessments.</p>
<p>Teaching is to focus on what children need to learn.</p>	<p>Pupil Progress Meetings show progress and identify gaps.</p> <p>The curriculum is well planned and shows progression.</p> <p>For those children with additional needs, their learning is also measured against clear targets. SEN Meetings show targets are being worked and progress being made.</p>
<p>To reach the age-related expectation for reading, writing and maths within each year</p>	<p>The % of pupil premium meeting National standards is in line with the National averages.</p>

group. Narrow the attainment gap between disadvantaged and advantage.	Formative and summative assessment data including end of KS data Pupil Premium pupils to attain and progress in line with Non Pupil Premium pupils.
Attendance for Pupil Premium pupils improves and persistent absence reduces.	Attendance data indicates that the gap to national closes. Pupil Premium pupils attend school regularly and become less likely to be persistent absentees including reducing term time holidays.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,355

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEND Lead out of class 0.4 to support staff in the newly formed SEND Hubs x3 and in class provision for pupils with additional needs.	EEF Mentoring and coaching for teachers SEND Lead supports the leads of the 3 Hubs for pupils with EHCPs in order to provide the appropriate provision and monitors that this takes place. SEND Meetings termly to address next steps and targeted supported. Teachers understand the provision needed in class to support the children.	1 2 3

<p>Employment of an Outdoor Team to support pupils with LOTC and Adventurous Pursuits opportunities.</p> <p>The Outdoor Team comprises of 2 TA4s and 1 TA3 (PT). The Outdoor Team are trained and hold qualifications to deliver the following activities; kayaking, climbing, archery, sailing orienteering, geocaching and Forest School.</p>	<p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>In previous years pupils have been identified as having issues around resilience, self-esteem and confidence. Outdoor Learning opportunities make our pupils more resilient and confident. Pupils who require additional support beyond the Outdoor Learning offer are able to take part in other experiences eg: horse riding to support with empathy.</p> <p>Pupils have limited life experiences and as a result a limited amount of vocabulary. The Outdoor Learning that takes place supports the development of rich and varied vocabulary that can also link back to vocabulary used in the subjects being taught in the classroom. Everyday vocabulary and conversational vocabulary can be also extended as part of the pupil's participation in the Outdoor Learning opportunities.</p> <p>Providing a wide range of Outdoor Learning opportunities also enables the pupils to improve their understanding of the meaning of vocabulary and have experiences/ideas to write about in their lessons. This helps to support with diminishing the gap in reading and writing.</p>	<p>1 2 3 4 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
TT Rockstars and Numbots - Maths online resource to support pupils with practising multiplication and division facts in school and at home.	<p>EEF Toolkit – targeted intervention to support Numeracy</p> <p>EEF Toolkit – targeted resources to meet the needs of disadvantaged pupils with SEND</p>	4 5

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

Budgeted cost: £ 74,827

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a Children's Welfare Officer and a Pastoral Officer to support families.	<p>EEF Toolkit – supporting pupils' social and emotional and behavioural needs - improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>EEF Toolkit – communicating with and supporting parents.</p> <p>EEF Toolkit– Supporting attendance - Families that are directly Improved attendance for identified families.</p> <p>As a school that has a high level of vulnerability and an increased involvement with Social Services and other agencies it is essential that we know our pupils and can spot triggers that will affect education eg: attendance and learning.</p> <p>The Children's Welfare Officer and Pastoral Officer work alongside many pupils and families throughout school</p>	1 6

	<p>who are experiencing difficulties ranging from short term providing strategies and signposting to longer term support for families leading on early helps; submitting referrals and working alongside a great number of external agencies.</p> <p>Attendance of our vulnerable families is poor with many persistent absentees having involvement with our EWO. The Pastoral Team are part of the Attendance Team that monitors families and supports pupils being in school through strategies with routines, supporting pupils with anxiety that impacts on attendance and doing home visits.</p> <p>Both the Children's Welfare Office and Pastoral Officer support teachers – sourcing CPD with external agencies in order to meet the needs of the pupils throughout school and providing ideas/strategies.</p> <p>They are a real presence around school and alongside the teachers, provide pupils with the reassurance they need in order to access their learning successfully.</p>	
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Total budgeted cost: £ 201,436

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 2023 to 2024 academic year.

End of KS2 results for pupil premium pupils nationally indicated that 45.3% of pupils achieved the expected standard in Reading, Writing and Maths compared with 43.8% of pupil premium pupils at Greenbank pupils.

Non pupil premium pupils nationally indicated 67% of pupils achieved the expected standard in Reading, Writing and Maths at the end of KS2. Non pupil premium pupils at Greenbank achieved 47.3%.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
TT Rockstars and Numbots	Maths Circle

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA no service pupils attend Greenbank Primary.
What was the impact of that spending on service pupil premium eligible pupils?	NA no service pupils attend Greenbank Primary.