

GREENBANK PRIMARY SCHOOL

Pupil Premium Statement



Author:	Pupil Premium Lead
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Pupil Premium Strategy Statement – Greenbank Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	32% 133 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Mrs L Walsh</i> Headteacher
Pupil premium lead	<i>Mrs L Walsh</i> Headteacher
Governor / Trustee lead	<i>Mrs J Ashley</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,500
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£196,500

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 academic, social and pastoral 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 support disadvantaged pupils to achieve their goals of making good progress and achieving high attainment in all subject areas.

Pupil Premium funding forms a vital part of this process, allowing school to remove barriers 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
- Ensuring disadvantaged pupils are challenged in the work that they're set
- Acting early to intervene at the point need is identified
- Adopting 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with Phonics and Reading than their peers.
3	Observations and discussions with pupils and families have identified limited cultural capital links and lack of enrichment opportunities with the local and wider community. This in turn often means as a school we need

	to provide opportunities to pupils to embed vocabulary and increase confidence and resilience.
4	<p>Our assessments, observations and discussions with pupils and families have identified increased social, emotional need in pupils. These challenges particularly affect disadvantaged pupils.</p> <p>Teacher referrals for support remain relatively high. Pupils require additional support with social and emotional needs receiving small group interventions.</p>
5	Attendance of disadvantaged pupils compared to non-disadvantaged pupils is low.

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>Challenge 1</p> <p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Challenge 2</p> <p>Improved Phonics and Reading attainment among disadvantaged pupils.</p>	Termly Progress Meetings and monitoring by the Leadership Team shows a diminishing difference between disadvantaged pupils and non-disadvantaged pupils.
<p>Challenge 3</p> <p>Provide pupils with a broad breadth of Outdoor Learning experiences to improve vocabulary, confidence and resilience.</p>	Provide a timetable of Outdoor Learning across the academic year. On entry and exit data shows that children have become more confident and resilient in situations both in learning taking place in the classroom and beyond. Monitoring of pupils shows improved vocabulary amongst disadvantaged pupils.
<p>Challenge 4</p> <p>Support for pupils' social, emotional and behaviour needs improves and enables pupils to engage well in their learning.</p>	<p>A reduction in incidents on CPOMs linked to social, emotional and behavioural needs. Behaviour for learning is excellent.</p> <p>The Pastoral Team support both pupils and their families effectively to improve outcomes for pupils. Surveys by pupils and parents show a positive outcomes.</p> <p>Social and Emotional small group Interventions to be put in place for identified pupils.</p>

<p>Challenge 5 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers has been reduced. The percentage of all pupils who are persistently absent is close to the national figures or improved on previous years.</p>
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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: **£120,389**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics Training for staff including Tutoring Sessions. Staff Training and resources available across the school.</p>	<p>Phonics approaches have a strong evidence base that indicated a positive impact on the accuracy of word reading particularly for disadvantaged pupils</p> <p>Phonics; Teaching and Learning Toolkit Strand: EEF</p>	<p>2</p>
<p>Outdoor Learning Programme led by the school's Outdoor Team. The programme shows opportunities for progression across a variety of outdoor skills alongside developing non-cognitive skills.</p>	<p>Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>Outdoor Adventure Learning Strand: EEF</p>	<p>3</p>

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

Budgeted cost: £46,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellcomm Language Screening, staff training and staff resources</p> <p>0.6FTE TAs delivering Wellcomm Interventions across school</p>	<p>There is strong evidence that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on Reading.</p> <p>Oral Language Interventions, Toolkit Strand: EEF</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>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:</p> <p>Phonics Teaching and Learning Toolkit Strand: EEF</p>	2
<p>Delivery of TalkAbout Intervention by 2 TAs across KS1 and KS2. A Social, Emotional Intervention to small groups of pupils to enable self-esteem, confidence to be improved so that attainment outcomes can be improved.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving, Social and Emotional Learning in Primary Schools Strand: EEF</p>	4

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

Budgeted cost: **£82,423**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of a Children’s Welfare Officer (1 FTE) and a Pastoral Officer (6 FTE) to support pupils and families with social, emotional and behavioural needs.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving, Social and Emotional Learning in Primary Schools Strand: EEF</p>	<p>4</p>
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p> <p>Raise attendance through a variety of different strategies led by the School Attendance Team;</p> <p>-Inclusive Attendance Programme – all staff aware of good practice in terms of attendance</p> <p>-Social, Emotional Support on offer; ENBA and ELSA support if needed</p>	<p>Attendance of disadvantaged pupils is often below non-disadvantaged pupils. A member of the Pastoral Team is also part of the Attendance Team and this cross team support helps families with routines, concerns around anxiety or school refusal.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Supporting School Attendance</p>	<p>5</p>

Total budgeted cost: £249,040

Part B: Review of the previous academic year

This details the impact that our Pupil Premium activity had on pupils in the 2024 to 2025 academic year.

EYFS GLD

PP 7 pupils	School Disadvantaged	School All	National Disadvantaged	National All
EYFS GLD	33.3%	42.9%	51.4%	68.3%

PP 13 pupils	School Disadvantaged	School All	National Disadvantaged	National All
Y1 Phonics	54%	62%	67%	80%

PP 19 pupils	School Disadvantaged Mean Average Score	School All Mean Average Score	National Disadvantaged Mean Average Score	National All Mean Average Score
Year 4 MTC	22.4	21.9	19.3	21.0

PP 19 pupils	School Disadvantaged	School All	National Disadvantaged	National All
KS2 Reading	68%	77%	80%	74%
KS2 Writing	63%	70%	78%	72%
KS2 Maths	68%	81%	79%	73%
KS2 SPAG	74%	77%	78%	72%
KS2 combined RWM	58%	66%	47%	62%

PP 141 pupils	School Disadvantaged	School All	National Disadvantaged	National All
Attendance	23.7%	17.6%	24.5%	13.3%
Persistent Absentees				

Externally provided programmes

Programme	Provider
NA	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
NA
The impact of that spending on service pupil premium eligible pupils
NA

