Pupil premium strategy statement

School overview

Detail	Data
Greenwood Primary and Nursery School	431 on roll
	Inc 44 children in F1
Proportion (%) of pupil premium eligible pupils	113/431 (Y1-6) = 26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025/2026 – 2028/2029
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Kim Tucker
Pupil premium lead	Shelley Dickson
Governor / Trustee lead	Laura Van Staaden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1515 per child £175,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School led tutoring funding	N/A
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	**£175,255**

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Greenwood Primary and Nursery School is to provide all students with opportunities and experiences which will empower them to achieve across all areas of the curriculum. We believe that every child, regardless of their social and financial background, early adverse childhood experiences or current challenging circumstances can reach their full potential. As a school we strive to mitigate the barriers and challenges our pupils in receipt of pupil premium may face to ensure that any gaps identified are addressed promptly, enabling the children's needs to be fully met and giving children the opportunity to achieve their aspirations. This includes meeting the children's basic physical, emotional and social needs as well as the academic from the point of entering the school each day where they are welcomed with a smile.

We honour the belief that all pupils in receipt of pupil premium funding deserve a culture of high expectations as a fundamental principle. We are all champions for children in receipt of pupil premium funding at Greenwood Primary School. We have high expectations of pupil premium pupils and want them all to experience a successful and fulfilling education. We know that pupils in receipt of pupil premium funding were adversely affected by the pandemic and in some schools, this has severely affected outcomes. Whilst there was a data gap for Pupils in receipt of Pupil Premium funding in Reading this year, historically data for Pupil Premium children has been in line with other.

We are aware that some of the pupils in receipt of pupil premium funding at Greenwood Primary School face challenges that are unique to them, including; low early language levels upon entry, lower attendance, less well-developed writing skills and some SEMH needs. As well as the mentioned challenges, we also acknowledge that some of our children have not had the same life experiences afforded to their peers and do not have access to the same opportunities outside of school as many of their peers. Our children and staff are aware of building personal development and aspiration for all pupils through school, we ensure there are no barriers for our children in receipt of pupil premium, widening their life experiences through experiences offered by school. Our highest priority for our children in receipt of pupil premium funding is that they receive quality first teaching which meets their academic needs and supports their social and emotional needs. This benefits not only our children in receipt of pupil premium, but also those non-pupil premium children who face similar barriers.

We recognise the importance of early interventions. We have and will continue to invest in the Early Years by ensuring that early speech and language support is available from SALT and EYLL specialists for children and their families. We will continue to ensure that early literacy and vocabulary development is a focus for communication and language learning in school.

At Greenwood Primary and Nursery School we support our children to become confident, resilient, aspirational learners who are global citizens and who make a positive impact on our community.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment** – RWM combined attainment at the end of KS2 is below that of other pupils. This has been highlighted through internal tracking and monitoring, alongside information contained in the IDSR. While this is not typical of PP attainment at Greenwood, we know that there is more work to do to improve Reading for PP.
2	**Communication, Language and Vocabulary** – Most children enter Early Years with skills well below that expected in communication, language and literacy. Many children are identified as needing SALT support as they enter and we know some parents historically have not attended this externally. Some children do not access high-quality texts at home and are not taken to the library. Some children live in homes that are language poor. As children move through school some disadvantaged pupils reading and writing skills are affected by linguistic and transcriptional fluency due to their initial starting points which are significantly lower than their peers.
3	**Attendance –** Attendance of pupils in receipt of PP funding is typically as high as others. However, there are a small number of pupils who are persistently absent and despite our best efforts and engagement with their parents, attendance for some has not improved and has been a barrier, particularly post-COVID.
4	**Complex SEND and SEMH -** We understand that some children have complex needs (usually ASC and SEMH) and require significant support to help them to access learning. There has been a significant increase in complex SEND and SEMH needs since COVID-19 for all pupils including those pupils in receipt of PP funding. Some of these pupils struggle to manage their feelings and behaviours throughout the day.
5	**Aspiration and Personal Development -** Some pupils eligible for PP have limited out-of-school experiences, which limits their vocabulary, knowledge and understanding of the world. This also includes in some cases limited access to technology, reading materials and libraries, life experiences beyond the immediate community. This was further exacerbated by Covid.

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
To close attainment gaps in Reading for children in receipt of PP funding by the end of KS2 so that more of these pupils are exceptionally well-prepared for secondary school.	The vast majority of pupils in receipt of PP funding will achieve ARE or above in Reading by the end of KS2. This will ensure that more children achieve the combined measure and are well-prepared for secondary school. Achievement at combined will be above that seen nationally for disadvantaged pupils in 2025. The gap between PP and others at ARE or above will be within 5%. Children who do not achieve the combined measure will achieve personal and aspirational targets that have been set and will have made strong progress from their starting points.
To improve the communication and language, and vocabulary, of pupils in receipt of PP funding so that more of these pupils are linguistically and transcriptionally fluent by the end of each key stage, thus improving outcomes in English.	PP pupils will achieve as well as others in English, and above figures seen nationally. PP pupils are effective communicators and enjoy discussion and debate. These pupils choose to read for pleasure, accessing high-quality texts. Parents are more engaged in the reading process, and they support their children at home. Children who access SALT from the therapist and early language lead make strong progress from their starting points. Parents attendance at SALT meetings/parent coaching is high.
To support self-regulatory skills of pupils in receipt of pupil premium funding who also have SEMH or ASC as their primary SEN need. To ensure children are supported emotionally throughout school.	Children will be identified to work with our ELSAs, giving them strategies to support their SEMH needs, allowing them to regulate better in school. Time in class will increase for children with complex SEND who have bespoke timetables and they will access more wider opportunities with their peers. Environments, tailored to meet their needs and specialist staff in school are available for these children when needed. Outcomes for these children increase so they achieve at least in line with their national peers in all subjects. For those with the most complex SEND, excellent progress will be measured from their starting points.
To improve the attendance of children in receipt of PP funding who are PA or PL by developing stronger working relationships with parents/carers (ATTEND framework), so that these	The % or pupils in receipt of pupil premium funding with PA will continue to reduce. The attendance of pupil premium children will remain above national PP attendance and in line with that of non-PP attendance %. Staff are aware of challenges that may impact PP learners and have plans in place to support these. Our Family support champion acts quickly using the attend framework to support children and families to improve attendance as soon as potential issues are identified.

children attend school as well as others.	
To expose children in receipt of PP funding to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.	Home learning, additional reading and access to TT rockstars will be offered to children who need support, using the internet, and devices in school. Reading for pleasure is promoted and library visits are available for all PP families who are supported with library membership for library visits. We ensure all children represent Greenwood at a sporting event. Our Monday 'Fun Clubs' offer a choice of many activities including: sports, art, science and many more. We aim to increase the cultural capital of our pupils throughout their time in school. For example, this year, we aim to take our upper KS2 PP children to Pizza Express for a workshop on jobs available at all levels and to make and enjoy a pizza. We will continue to develop links promoting further education to both children and their families and we also take children to visit a local college and our nearest University. Reduced cost places and payment plans are available for trips for PP learners to ensure fair access. Monitoring of extra-curricular activity attendance to show that all PP are offered a range of activities and interventions to access opportunities and achieve their targets set. Financial barriers are reduced. PP children have tuned instrumental tuition in school time to ensure this is accessed, partially funded by the PP Grant. Take-up of this wide offer will be high for all children in receipt of PP. When this is not the case, families will be targeted individually to increase participation.

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *90,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT and teachers closely monitor and intervene where the progress of disadvantaged learners is below that of non-disadvantaged learners or below that of their expected FFT 20 ASPIRE Targets. Pupil progress meetings and school data has a separate focus on disadvantaged groups, in particular SEND PP, lowest 20% and tracks cohorts with PP gaps in data.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF guide to the Pupil Premium. 'Heads of faculties promote positive engagement and teaching strategies with Pupil Premium Students. Heads of faculties track PP students' progress and liaise with PP leads to help signpost needs for targeted intervention. Evidence consistently shows the positive impact that targeted academic support can have."	1,2
Vocabulary to continue to be a focus for whole school, Reading texts ensured to provide challenging vocabulary. Reading orbital (Ks2) and launchpad (Ks1) skills lessons introduced with vocabulary focus questions. Reading for Pleasure developed in school environment, staff CPD, wider community and children.	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary daily. New reading books purchased to support higher level vocabulary within class. Reading books that children also share with home. Magazine subscriptions purchased to support reading for pleasure for a PP lunch club. EEF Reading skills +6 months	1,2
Emotional well-being support as a non-negotiable, high quality taught session with our PSHE (Jigsaw) scheme. EMUS, DaART and the Great Project enhance this work. Nurture and ELSA work is used to target individuals and small groups. Pre and Post	RSHE curriculum has been implemented and adapted over the past few years. Lessons are taught on a weekly basis with monitoring consisting of pupil voice, learning walks and book looks. PP children have a progressive PSE curriculum from Reception-Year 6 which provides them with content such as consent, modern issues relevant to our contextual barriers, and	4

assessments show increase in emotional data score for children who attend.	reproduction. The content and policy are shared with parents and on our website. Social Emotional Learning +4 months	
Flying High Trust/Greenwood lesson design model supports granular learning and promotes learning in long-term memory. Children are confident reactivating, reflecting and self-assessing.	Rosenshine's Principles of Instruction and Sweller's Cognitive Load Theory.	1,2,4
Reading interventions developed to further include reading for pleasure & decodable books for KS2 early readers. Phonics linked intervention for Ks2. SHINE interventions used to target children in appropriate prior attainment groups. High level Vocabulary is modelled in school and aspirational vocabulary is displayed in all classroom environments.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	1,2,5
Develop staff leaders in school for all subjects (Inc high ambition for PP in all elements of this, book looks, scaffolding up for those children who need it to meet the class learning objective, working walls and learning journeys, pupil voice, parent surveys etc) Subject leaders are provided with time out of class where a range of monitoring will be completed across the year. This includes activities with a focus on PP	QFT and Adaptive Teaching Strategies evidence All leaders have a wider understanding of PP barriers in school and how to lessen or overcome them	1
Classrooms display ambitious vocabulary on working walls. Vocabulary is explored across all lessons, supported by knowledge organisers and featured in sticky knowledge.	Language-rich environments and adults who model and reactivate this will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious vocabulary across the curriculum.	1,2

Work with the English Hub to continue to improve the teaching and interventions of phonics and reading, predominantly for EYFS, KS1 and Y3 delivery. - CPD - Coaching - Phonics training/coaching - Resources to support No-nonsense Phonics - Speech and language	QFT, EEF oral language interventions +6 months Phonics interventions (no-nonsense) +5 months Effective Professional Development plays a crucial role in improving classroom practice and pupil outcomes. School Early Reading lead is designated Specialist Early Reading Lead for FHP and a Literacy Specialist for English Hub	1,2,
CPD on developing the writing process and on writing interviews for all staff though staff meetings and coaching, staff moderation on whole school, cross year group, in year writing. Writing sequence of 'Reactivate - Generate – Elevate revamped with CPD 'Generate -Elevate'. Transcriptional fluency CPL for all staff and new exercise books aligned to our Handwriting scheme for those that need it across school, adapted pencils available. A new handwriting approach is in place following CPL for all teachers handwriting and dictation form part of the sticky knowledge in English.	Feedback +6 months Staff coached in year group specific writing training by author of the framework – Theresa Heathcote; author of Handwrtiting Scheme, Martin Harvey	1,2,

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

Budgeted cost: £ *45,255*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring via Protocol from qualified teachers	Small group impact +4 months	1,2

NA for 2024-2025	Focused assessment +6 months	
SHINE Interventions (Pinpoint individual areas for improvement following summative termly tests)	Focused assessment feedback +6 months EEF	1,2,5
NHS SALT employee (Employed by school) and school skilled EYLL screen pupils o entry and support pupils individually with similar needs and individually. Also support class-based staff and parents to offer consistent approach	Early language interventions	1,2
Attendance Lead supports and monitors PP children and supports parents to improve attendance & punctuality	Parental engagement +4 months	1,3
Language Links Assessments for Early Years	On entry to Reception some children will require further support to bring them up to Age Related Expectation. Early Years intervention in Language and Comprehension can prove to give on average 5 months progress based on the EEF	2
Children to receive additional support and reading in school, especially for those who are not read with at home. Spotlight reader groups to be implemented providing children who are low attaining in reading and phonics the opportunity to read more with an adult. 1:1 Readers with priority given to bottom 20% and PP, reading reward system including Remarkable Reader home rucksacks and recording developed.	EEF shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school. Reading comprehension +6 months School data- including a reading skills session each week improved confidence in tests and scores in the long term. Phonics +5 months	1,2,4
Mental Health lead role is SLT members to develop whole school and in class approaches to support children with self-regulation and understanding their emotions. Mental health support team provides workshops throughout the year tailored to biggest needs	As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained.	4

identified eg resilience and sleep hygiene. Other programmes enhance this support eg Well-Being Warriors		

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced costs trips and residentials	"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission Research Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this	5
PP attendance monitoring and a graduated approach to improving attendance.	"Supporting the attainment of disadvantaged pupils" (Nov 2015) clearly states that children must be in school before they can access their learning. Those children eligible for PP ended the last academic year with an overall attendance percentage of 93% (an increase from 2022 90.3%) compared to the whole school percentage of 95%. This was higher than PP National	1,3
PP uniform support, logo jumpers/ cardigans provided (114)	Removing potential barriers to participation increases attendance. Children are proud of their school uniform.	3,4,5
PP milk KS1 KS2 PP Breakfast club for all	PP Learners access breakfast club, are punctual and have energy for their day.	5
Opportunities offered to children in school.	Y1-6 are offered a Monday fun club after school. Other clubs throughout the week /year focus on a wide range of sports for all	5

	eg Boccia, Wheelchair basketball, handball, rowing, football etc	
Ukulele music lessons for focused year groups	Some families are unable to contribute towards in-school enrichment activities such as music lessons. The school pays for these activities for pupils eligible for PP.	5
Parental engagement coffee and reading afternoons	Following the lifting of social distancing restrictions, the school has recommenced open mornings and face to face contact such as 'meet the teacher' meetings prior to starting new year groups, parent workshops eg Helping your child to read, with times tables, phonics etc. EEF +4 months	1,2,5

Part B: Review of outcomes in the previous academic year

Pupil premium strategy

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our GLD gap for children in receipt of pupil premium funding with no SEN to other closed for, reducing again for the third year, early interventions had a good impact on attainment at GLD. The close monitoring of the Early Reading lead and coaching from the Phonics Hub specialist ensured children received quality first teaching.

In the phonics screening check, pupils in receipt of pupil premium funding who had no SEND achieved 100% pass. The minority with more complex SEND who did not pass continue to receive tailored support to help them progress.

NEED ACCESS TO A SUMMER 2025 DATA DASHBOARD TO COMMENT ON THIS IN DETAIL KS2 SATS data demonstrated that there was no significant difference in outcomes between pupils in receipt of pupil premium funding with no SEND, and others for Maths. Pupil Premium children with no SEND were above others for Writing (93% PP NO SEN writing achieved ARE). This demonstrates success following our scaffolding and transcriptional fluency development through school. We recognise that Reading is a contributing factor to children in receipt of pupil premium funding not achieving combined measures at the end of KS2. This is a priority in both the PP strategy and the whole school improvement plan. We acknowledge Covid had an impact on early entry for children for last year's data. We understand Communication and Language continues to be also poor upon entry for many, these children had lower entry levels of reading for pleasure and aspirational visions. KS2 SATS PP (25 children) in 2025 had high numbers of SEN; 4 children with SEND, of which 4 had a confirmed EHCP, and a further 9 on the SENC register. The current Year 6 have 24/56 (44%) children in receipt of free school meals, and 2 are PP EHCP, 5 PP being SEND, and 2 on the MAC register, so 9/25 PP have some kind of SEN. Work has already begun for supporting PP children in Reading this year with daily interventions, Orbital Reading and spotlight Readers.

From the support of our FSC for our families most in need for attendance and lates our pupil premium attendance data is slightly above national pupil premium attendance figures.

Pupils in receipt of pupil premium funding have engaged in extra-curricular activities, (with them being tracked on our whole school tracker to ensure everyone access a

range of opportunities), have had reduced cost residential visits and trips, in addition to sporting opportunities to represent the school throughout the year.

KS2 Aspirations for attending university for children in receipt of pupil premium has been driven by our college links. Y6 visit a university during their final year at Greenwood. Our PP children have again shown confidence leading and attending events across the trust. They have represented school at the trust awards though pupil parliament, and for eco council, choir, and sports activities.

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
NA	

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
What was the impact of that spending on service pupil premium eligible pupils?	NA