



Greenfields Community Primary School

Pupil Premium Strategy Statement October 2024

3 year plan: 2023-2024, 2024-2025, 2025-2026

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 and how we intend to spend the funding in this academic year.

Pupil premium strategy statement

Pupil Premium (PP) funding is allocated to schools from the Government on the basis of children on roll who are known to be eligible for Free School Meals (FSM), or who have been entitled to free school meals within the past 6 years. It is also allocated to children who have been Looked After (LAC) and to children whose parents are members of the Armed Forces. The funding is intended to narrow the achievement gap between PP children and their peers and all schools are required to report on the amount of funding received and how it has been used.

At Greenfields Primary School, our mission is to foster a nurturing, inclusive and ambitious environment where all pupils, including those from disadvantaged backgrounds, can thrive. Through targeted support, high-quality teaching, and a holistic approach to child development, we aim to close the achievement gap, ensuring that every child can access opportunities and reach their full potential.

We are committed to delivering a broad and balanced curriculum that embraces outdoor learning, values emotional well-being and promotes resilience, preparing students for lifelong success in a rapidly changing world.

We recognise that not every child receiving PP is socially disadvantaged and also that not every child who is disadvantaged receives PP funding. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can.

Greenfields' pupil premium strategy sets out to support pupils who may be at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. The school aims to remove barriers to pupil premium students' academic achievement and ensure they can participate in the curriculum and enrichment activities at an equal level.

School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	44%
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)	2023/24 2024/25 2025/26
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Gemma Robertson
Pupil premium lead	Amy Banks
Governor / Trustee lead	Anthony McMullen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,520
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
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>	£137,520

Part A: Pupil premium strategy plan

Statement of intent

At Greenfields Primary School, our ultimate objective is to ensure that every pupil entitled to PP funding, regardless of their background or personal circumstances, has access to the highest quality education and the opportunity to achieve their full potential. We are committed to closing the attainment gap between disadvantaged pupils and their peers, fostering resilience, confidence and a love of learning that prepares them for future success both academically and socially.

We aim to create a supportive, inclusive environment where barriers to learning are identified early, and targeted interventions are put in place to provide the necessary support. This strategy will not only focus on academic achievement but also promote the wellbeing, engagement and holistic development of all disadvantaged pupils.

The key principles for our Pupil Premium Strategy Plan are as follows:

- 1) **High expectations & aspirations** – all pupils, regardless of their background, should be encouraged to achieve high standards. Our strategy focuses on raising aspirations and ensuring that disadvantaged pupils receive the same opportunities for success as their peers
- 2) **Targeted interventions based on evidence** – our approach will be evidence-based, using assessments, observations, discussions and data to identify specific barriers to learning for disadvantaged pupils. Resources will be allocated strategically to address these needs with targeted interventions that are proven to work.
- 3) **Whole-school approach** – the Pupil Premium strategy is integral to the whole-school ethos. Teachers, support staff and leaders are united in their responsibility to provide high-quality teaching and support that benefits all pupils, particularly those who are disadvantaged.
- 4) **Focus on high-quality teaching** – the most significant factor in improving pupil outcomes is high-quality teaching. Our strategy prioritises teacher development and professional learning to ensure teaching is consistently strong across the school and tailored to meet the needs of disadvantaged pupils
- 5) **Supporting wellbeing and engagement** – alongside academic progress, we recognise the importance of supporting pupils' emotional wellbeing. The strategy includes a focus on mental health, social skills and parental engagement to create a stable, secure and positive environment for learning.
- 6) **Regular monitoring and adaptation** – we will regularly monitor the progress of the plan and review the effectiveness of our strategy. The plan will be flexible to allow us to respond promptly to changing needs and emerging challenges.

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 spelling, handwriting, 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 indicate underdeveloped speech, language & communication skills 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.
3	Assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils.
4	Home life impacts morning routine and school life. We understand that family pressures; cost of living crisis, hunger, tiredness etc. can have a negative impact on children and their learning in school.
5	Accessing opportunities - some of our children are at a disadvantage in accessing opportunities in relation to their peers because of financial or family circumstances. This includes opportunities to go on trips, visits, residential and outdoor experiences.

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 ensure that every child is given the opportunity to improve their spelling, handwriting, language and vocabulary skills, allowing them to make at least good progress with a focus on closing the attainment gap between disadvantaged children & their peers.	<ul style="list-style-type: none"> - Disadvantaged pupils demonstrate improved spelling, handwriting, and language skills through regular assessment and teacher feedback. - Pupils consistently close the gap with their peers in writing and vocabulary by the end of KS2. - Lesson observations show that targeted language interventions are having a measurable impact on pupil outcomes. - Targeted pupils show measurable improvement in speech, language, and communication as evidenced by specialist assessments and teacher reports.
To ensure the school and classroom environment fosters, and actively promotes, the development of speech, language and communication skills	<ul style="list-style-type: none"> - Teachers observe increased participation in class discussions and group activities, reflecting greater confidence in communication. - By the end of KS2, identified pupils are reaching age-related expectations in communication skills. - Challenges with communication for identified pupils are reduced, as evidenced by fewer behavioural incidents and improved attendance.
Improve social and emotional well-being for disadvantaged pupils.	<ul style="list-style-type: none"> - Social and emotional challenges for identified pupils are reduced, as evidenced by fewer behavioural incidents and improved attendance. - Pupil voice surveys and teacher assessments reflect higher levels of well-being and engagement in learning. - Support systems (e.g., counselling, pastoral care) are used effectively, with regular reviews showing positive outcomes. - Pupils demonstrate improved focus, attendance, and punctuality despite home challenges.
To ensure school staff and leaders are actively promoting parent and community engagement, reducing any potential negative impact of family/home life challenges on school experience	<ul style="list-style-type: none"> - Daily morning routines are better supported through breakfast clubs or other in-school provisions, with higher attendance from disadvantaged pupils. - Parent feedback and teacher observations show that interventions (e.g., Team Around the Family meetings) are helping to alleviate some external pressures.
Increase access to enrichment opportunities (trips, residential, extracurricular activities).	<ul style="list-style-type: none"> - 100% of disadvantaged pupils are able to participate in school trips, residential, and other enrichment activities, regardless of financial circumstances. - Disadvantaged pupils demonstrate increased confidence, resilience, and social skills as a result of participation in extracurricular experiences. - Parent engagement and satisfaction with access to opportunities increases, as evidenced by surveys and feedback.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality CPD for staff, linked to curriculum development as well as specific training linked to supporting children with Language & Communication needs and Social, Emotional & Mental Health needs.	The EEF emphasises that high-quality Continuing Professional Development (CPD) is crucial for improving teaching quality, which is the most significant factor affecting student outcomes, particularly for disadvantaged pupils. CPD focused on language, communication, and social, emotional, and mental health (SEMH) needs ensures that teachers are equipped to meet the diverse needs of PP children, which can close the attainment gap.	1,2
Access to information technology resources to enable the full scope of the primary curriculum.	The EEF's Digital Technology report highlights that the effective use of technology in education can have a positive impact on learning, with an average of four additional months' progress. For PP children, access to IT resources can be particularly beneficial in supporting personalised learning and ensuring that they can fully engage with the curriculum.	1,2
Access to high quality schemes of work that support quality-first teaching in the classroom	The DfE has emphasized that well-structured schemes of work aligned with the curriculum ensure consistency and high expectations in teaching. High-quality schemes of work help teachers deliver lessons that are coherent and systematic, supporting PP children by providing a strong foundation in core subjects, which is essential for closing attainment gaps	1,2,5
Ensure children have a language rich environment which promote a love of learning and reading and have texts available for them to	According to the EEF's Literacy Report , creating a language-rich environment is crucial for developing early literacy skills. Exposure to high-quality texts both at school and at home fosters a love of reading, which is linked	1,5

read in school and at home	to better academic outcomes, particularly for disadvantaged children.	
Purchase of quality resources to enhance the Early Years provision & curriculum	The EEF's Early Years Toolkit states that investment in high-quality resources, especially those that encourage play-based learning and language development, is key to improving outcomes for young children, particularly those from disadvantaged backgrounds. Quality resources in the Early Years Foundation Stage (EYFS) provide opportunities for PP children to develop foundational skills in a supportive environment.	1,5

Breakdown:

- Staff CPD: £4,000
- Investment in I.T. devices: £3,300
- Purchase of subscriptions & schemes to support provision of a high-quality curriculum for pupils: £3,900
- Investment in Library SLS service to provide books and materials that support high-quality teaching across the curriculum: £1,000
- Purchase of resources to support quality-first teaching in EYFS: £3,000

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

Budgeted cost: £89,802

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly trained teaching assistants in EY & KS1 and in KS2 providing interventions	The EEF's Teaching Assistants in Primary Schools guidance report highlights that TAs can have a positive impact when they are well-trained and deployed effectively. Interventions led by trained TAs can provide targeted support to PP children, addressing specific learning needs and helping to close the attainment gap.	1,2,3,4
Purchase of assessment materials to ensure that progress is monitored, learning is taking place and to inform teacher planning to close gaps in learning	According to the EEF , the use of diagnostic assessment tools is critical for identifying learning gaps and tailoring instruction to meet the needs of PP children. Effective assessment materials help teachers monitor progress and adjust their teaching strategies to support disadvantaged pupils in making progress.	1,2,4

Purchase of reading records to facilitate communication with parents linked to progress in reading and closing any gaps in reading attainment	Research from the National Literacy Trust highlights the importance of parental engagement in children's literacy development. Reading records are a valuable tool for maintaining communication between school and home, helping parents to support their children's reading progress and contributing to closing reading attainment gaps for PP children.	3,4,5
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Breakdown:

- Intervention teaching assistants: £48,396
- Portion of HLTA salary for delivering interventions: £37,606
- Assessment materials: £3500
- Reading records: £300

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

Budgeted cost: £33,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve social emotional, mental health and wellbeing in order for children to be ready and able to learn	The EEF's report on Social and Emotional Learning indicates that interventions aimed at improving social, emotional, and mental health can add four months of progress on average. These programs help PP children develop the emotional resilience and social skills necessary for academic success.	3,4
To enhance the educational trips that children are offered	The EEF recognises the value of enrichment activities such as educational trips in broadening the experiences of disadvantaged pupils. These experiences can enhance learning by providing real-world context to classroom lessons, improving engagement and motivation for PP children.	4,5
Ensure inclusive practice across the school by seeking guidance from the Inclusion Quality Mark team to guide our inclusion journey, ensuring as a school we evaluate and measure how we are	The DfE promotes the use of frameworks like the Inclusion Quality Mark to support schools in evaluating and improving their inclusive practices. Ensuring inclusive practices are in place helps to create an environment where PP children can thrive alongside their peers, reducing barriers to learning.	1,2,3

performing in terms of inclusive practice		
Breakfast Club provision which is free for pupils and also supports attendance and punctuality, as well as readiness to learn	The EEF's evaluation of breakfast clubs shows that providing a nutritious breakfast can improve attendance, punctuality, and readiness to learn. For PP children, access to a free breakfast can help address issues related to food insecurity, ensuring they start the school day ready to engage in learning.	4
Invest in pupil development and behaviour through the Unicef Rights Respecting journey	The Unicef Rights Respecting Schools Award (RRSA) has been shown to have a positive impact on children's well-being and attitudes towards learning. The focus on children's rights and responsibilities helps foster a positive school culture, which is particularly beneficial for PP children in supporting their social and emotional development.	3
Investment in improving child wellbeing, celebrating achievement, good attendance & behaviour through the purchase of rewards and prizes	The EEF's Behaviour Interventions research suggests that positive reinforcement through rewards can improve student behaviour and attendance, which are key factors in academic success. Celebrating achievements helps to motivate PP children and encourages consistent attendance and good behaviour.	4
Reasonable adjustments in the classroom and provision of resources that improve child wellbeing e.g. ear defenders to support emotional regulation	The DfE's guidance recommends reasonable adjustments to the classroom environment to support children's individual needs. For PP children, such adjustments can help reduce anxiety and improve their ability to concentrate and engage with learning, leading to better educational outcomes.	2

Breakdown:

- Subsidising school badges for uniforms: £360
- Family Action Breakfast club: £684
- Daily milk for Pupil Premium children: £4000
- Investment in the UNICEF Rights Respecting award: £420
- Work towards Inclusion Quality Mark Flagship status: £1344
- Subsidising trips, visits & residential: £20,000
- Private counselling for children who have experienced trauma or bereavement: £720
- Purchase of National Trust membership for educational visits: £97
- Sensory & wellbeing resources: £1000
- Rewards and incentives for improved behaviour & attendance: £300

- Additional hours of educational psychologist time: £3120
- Music tuition/peripatetic music lessons: £1000

Total budgeted cost: £147,937

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The activities implemented under the previous Pupil Premium strategy have proven to be highly effective in supporting disadvantaged pupils, particularly in closing the attainment gap and improving engagement in learning.

- 1. Morning Tutoring and Intervention Sessions:** The early morning intervention sessions, delivered by staff, have been instrumental in identifying and addressing specific learning gaps. The targeted nature of these sessions has allowed teachers to build on pupils' existing strengths while revisiting areas needing improvement. This approach aligns with the Education Endowment Foundation (EEF) research, which suggests that one-to-one tuition can provide an additional six months of progress for disadvantaged pupils, particularly those eligible for free school meals.
- 2. Highly Trained Teaching Assistants and Academic Mentors:** Interventions provided by well-trained teaching assistants in EY, KS1, and KS2 have supported high-quality teaching and ensured that low-attaining pupils receive the additional help they need. The evidence from the EEF indicates that both one-to-one and small group tuition are highly effective in addressing specific knowledge gaps, with pupils making measurable progress as a result.
- 3. Earlier Start Time and Breakfast Club:** The earlier start time and breakfast club have had a dual benefit of improving attendance and punctuality while also enhancing pupils' readiness to learn. Research supports the idea that children who have a complete breakfast demonstrate better concentration, memory, and learning outcomes. Additionally, the extension of the school day can provide up to three months' additional progress for pupils, according to EEF findings.
- 4. Daily Timetable Adjustments:** Adjustments to the school timetable to include time for catch-up and pre-teaching have helped pupils consolidate their understanding and address misconceptions. By focusing on prior knowledge and using diagnostic assessments, teachers have been able to offer more targeted support, resulting in improved pupil outcomes.
- 5. Improvements in Teaching and Learning:** Continued investment in staff professional development has led to improvements in teaching quality across the school. The EEF highlights that great teaching is the most effective way to improve attainment, particularly for disadvantaged pupils. By focusing on high-quality teaching and supporting teachers, the school has seen a significant positive impact on pupil progress.
- 6. Opportunities to Develop Basic Skills:** Targeted activities aimed at improving spelling, handwriting, and vocabulary have been highly effective. The explicit teaching of these skills, combined with diagnostic assessments to address individual difficulties, has resulted in noticeable improvements in pupils' written work.
- 7. Inclusive Practice:** The school's commitment to fostering inclusive practices, supported by guidance from the Inclusion Quality Mark team, has ensured that all pupils, including the most disadvantaged, have equal opportunities to succeed. This focus on inclusion has led to better outcomes for vulnerable groups and helped to create a more supportive, inclusive learning environment.
- 8. Improving Social, Emotional, Mental Health, and Well-being:** The emphasis on supporting pupils' social and emotional well-being has enabled them to become more resilient and ready to learn. By integrating social and emotional learning into our curriculum, we have created a more supportive environment where pupils

feel secure and valued. According to the Education Endowment Foundation (EEF), a focus on social and emotional learning can contribute up to four months of additional progress, and we have observed improvements in pupils' attitudes, behaviour, and academic performance. This holistic approach has led to better relationships with peers, reduced behavioural issues, and enhanced pupil engagement.

9. Enhancing Educational Trips:

Educational trips have had a profound impact on pupils' critical thinking and engagement with learning. These experiences have provided opportunities for experiential learning, allowing pupils to connect classroom material to real-world contexts. By expanding their worldview and reinforcing their learning through hands-on experiences, we have seen improvements in both their curiosity and academic understanding. The enhanced offer of trips has also helped to build confidence and a sense of achievement among disadvantaged pupils.

10. Extra-Curricular Activities for Pupil Premium Children:

Offering a wider range of extra-curricular activities has played a key role in supporting the mental health and overall development of disadvantaged pupils. These activities have provided a platform for pupils to build resilience, develop new skills, and foster positive relationships outside the classroom. By focusing on well-being through extra-curricular involvement, we are helping pupils to develop into well-rounded individuals, better equipped to succeed both inside and outside of school.

11. Language-Rich Environment and Access to Books:

The creation of a language-rich environment has had a significant impact on fostering a love of reading and learning among disadvantaged pupils. By ensuring that pupils have access to high-quality texts both in school and at home, we have addressed a key barrier to learning—limited access to books. Research from the Literacy Trust shows that disadvantaged children are less likely to own books, and this gap can contribute to learning loss. Through our focused efforts, we have seen improvements in pupils' reading levels and language development. Pupils eligible for free school meals, who are most at risk of falling behind in reading, have demonstrated a marked reduction in learning loss. This focus on reading and storytelling has not only promoted academic success but also strengthened the emotional and cognitive development of pupils.

Conclusion:

Overall, the Pupil Premium strategy has proven successful in addressing the specific challenges faced by disadvantaged pupils. By focusing on mental health, enriching educational experiences, and fostering a love of reading, we have seen measurable improvements in academic performance, behaviour, and overall well-being. This strategy will continue to guide our efforts in supporting all pupils to reach their full potential.

Community Engagement: Academic Year 2024-2025

Stakeholder	Activity
Gymnastics Coach & Dance Teacher	<p>-Weekly P.E. sessions to all children from Reception – year 6.</p> <p>-Specialist teaching</p> <p>-CPD for staff</p>
Drama Club - Act2Cam	<p>-Small group drama sessions</p> <p>-After school club</p>
Kid's Kitchen	<p>-Cooking lessons & sessions at school</p> <p>-Families able to take the meals they prepare home to share</p>
Wideopen Scout Group	The group have access to our Forest School & school field for their sessions.
Specialist music tutors	Throughout the academic year, children in every year group will be given the opportunity to learn to play an instrument.
Community Police	Our community police officers visit school regularly and meet with the children in the school, which supports community engagement and gives the children a sense of responsibility.
<p>Local places of worship</p> <ul style="list-style-type: none"> - Central Mosque - Newcastle Synagogue - Compassion Buddhist Centre - Gurdwara Sri Guru 	Every year group will have the opportunity to visit a place of worship, linked to their R.E. curriculum, but also as an enrichment opportunity to increase exposure to diversity and different cultures.