

Pupil premium strategy statement – Greenfields Community 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	44.2% (144)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	January 2025 – December 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Dan Andrews Head Teacher
Pupil premium lead	Dan Andrews Head Teacher
Governor / Trustee lead	Julie Scott Chair of Governors

Funding overview

Detail	Amount
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>	£212,436

Part A: Pupil premium strategy plan

Statement of intent

Our core aim is to ensure all children, regardless of background and attainment, receive the best possible teaching and learning where all children are challenged to achieve academic excellence. We aim for all children, regardless and background and attainment, to make rapid gains across the curriculum and we plan to take swift action where required with high quality support/intervention.

Targeted support will be given to children who are in danger of falling behind, regardless of their disadvantaged status. In most cases, children will be supported by their own class teacher resulting in knowledge, skills and experiences from the classroom maximising progress. Where this is not possible, and a child works with their class/phase TA or a member of the SEN team. Robust information will be continually shared with the class teacher

We are highly responsive to the needs of the school community and our children. Investment is made in ensuring our school has the correct mechanisms to support children (and families where appropriate) during times of vulnerability. Children must feel safe, secure and loved or they will not be able to achieve the academic excellence we strive for.

We also plan to give children the best possible experiences in and out of school to broaden all children's knowledge and support their wellbeing. These activities will sometimes enrich the national curriculum, enabling children to have real life experiences in a topic area. In other cases, the activities will be designed to develop children's emotional wellbeing and resilience.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language – historically children have started Early Years at Greenfields with underdeveloped oral language skills and vocabulary. This has become a greater issue, particularly with disadvantaged children. This is evident in all year groups in school.
2	Phonics and early reading – Disadvantaged children have greater difficulty with phonics which significantly impacts early reading.

3	Academic attainment – Assessments and observations has identified the attainment of some pupils, particularly disadvantaged children, were significantly impacted by school closures. This has resulted in some gaps in areas of the core curriculum, especially English.
4	Enrichment activities – Some children have limited experiences. We work hard to provide these opportunities to support and develop all children’s mental health and wellbeing.

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
Continually improved oral language skills and vocabulary for all pupils, particular disadvantaged children.	<ul style="list-style-type: none"> - Reading outcomes for disadvantaged children at end of KS2 will be above national averages for disadvantaged pupils (2026/27) - Writing outcomes for disadvantaged children at end of KS2 will be above national averages for disadvantaged pupils (2026/27)
There will be a robust plan in place for the bottom 20% of readers in all year groups across school	<ul style="list-style-type: none"> - Reading outcomes for disadvantaged children at end of KS2 will be above national averages for disadvantaged pupils (2026/27) - KS1 phonics outcomes for disadvantaged children will be above national averages for disadvantaged pupils (2026/27) - There will be a robust plan for any child who enters KS2 who has not passed the phonics screening. - There will be additional support in place for children across the school who are in the bottom 20% of each year group
As a result of outstanding teaching and pastoral support, all pupils (including disadvantage children) will make rapid gains in their learning within the core curriculum.	<ul style="list-style-type: none"> - Reading outcomes for disadvantaged children at end of KS2 will be above national averages for disadvantaged pupils (2026/27) - Writing outcomes for disadvantaged children at end of KS2 will be above national averages for disadvantaged pupils (2026/27) - Maths outcomes for disadvantaged children at end of KS2 will be above national averages for disadvantaged pupils (2026/27)
All pupils will have high quality enrichment activities provided by the school, which	<ul style="list-style-type: none"> - The school will have a robust ongoing 2 year rolling plan for enrichment activities

significantly improve wellbeing and broaden experiences.	<p>which results in all children, regardless of disadvantaged status, being able to fully engage.</p> <ul style="list-style-type: none"> - There will be at least 6 high quality enrichment activities in or out of school every academic year.
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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: £113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high quality support from additional non-class based senior leaders for all education staff to maximise children's progress	<p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p> <p>Teacher-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1, 2, 3, 4
<p>Enhancement of English teaching and curriculum planning resulting in better oral language for all children.</p> <p>Funding will be allocated to release staff to attend high quality coaching (Step Lab) with senior colleagues</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>EEF-Effective-Professional-Development-Guidance-Report.pdf</p>	1, 2, 3

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

Budgeted cost: approx. £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading and phonic interventions to be delivered by class TAs and a reading focused TA	Phonics EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Intervention delivered by SEN team Focused Speech and Language delivered by a dedicated TA	Oral language interventions EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Reading and phonics intervention within classes, particularly in KS1	Phonics EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: approx. £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Ensure children have day to day emotional support via in school staffing, including funding an expanded SEN team</p>	<p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Plan and deliver high quality enrichment activities for all children.</p>	<p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4</p>

Total budgeted cost: approx. £215,000

Part B: Review of the previous academic year/3 year period (2023/24 – December 2024)

Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Improved oral language skills and vocabulary for all pupils, particular disadvantaged children.	<ul style="list-style-type: none"> - Reading outcomes (including disadvantaged children as a group) by the end of KS2 will be above national averages - Writing outcomes (including disadvantaged children as a group) by the end of KS2 will be above national averages
<p>Review</p> <p>Achievement for disadvantaged children at the end of Year 6 at the expected standard is above Kent figures (FSM) in Reading (+13%), writing (+20%) and maths (+16%).</p> <p>Results for disadvantaged children are also high compared to national figures for all pupils:</p> <p>Reading – 74% v 74%</p> <p>Writing – 78% v 72%</p> <p>Maths – 70% v 73%</p> <p>Combined – 67% v 61%</p>	
All pupils will have improved phonic knowledge by the end of KS1 resulting in higher levels of reading attainment.	<ul style="list-style-type: none"> - Phonics screening results (including disadvantaged children as a group) will be above national averages - There will be a robust plan for any child who enters KS2 who has not passed the phonics screening. - There will be additional support in place for children across the school who are in danger of falling behind in reading.
<p>Review</p> <p>Phonics results for disadvantaged children at the end of year 1 were strong (91%) compared to all pupils nationally (80%).</p> <p>There is a robust plan in place as children enter KS2 and for support in other year groups from class based TAs, our reading TA or the SEN team</p>	
All pupils, including disadvantage children will make rapid gains in their learning within the core curriculum.	<ul style="list-style-type: none"> - Reading attainment and progress outcomes (including disadvantaged children as a group) by the end of KS2 will be above national averages - Writing attainment and progress outcomes (including disadvantaged children as a group) by the end of KS2 will be above national averages - Maths attainment and progress outcomes (including disadvantaged children as a group) by the end of KS2 will be above national averages

<p>Review</p> <p>Achievement for disadvantaged children at the end of Year 6 at the expected standard is above Kent figures (FSM) in Reading (+12%), writing (+15%) and maths (+18%).</p> <p>Results for disadvantaged children are also high compared to national figures for all pupils:</p> <p>Reading – 74% v 74%</p> <p>Writing – 78% v 72%</p> <p>Maths – 70% v 73%</p> <p>Combined – 67% v 61%</p>	
<p>All pupils will have high quality enrichment activities provided by the school, which significantly improve wellbeing and broaden experiences.</p>	<ul style="list-style-type: none"> - The school will have a robust ongoing plan for enrichment activities which results in all children, regardless of disadvantaged status, being able to fully engage. - There will be at least 3 high quality enrichment activities in or out of school every academic year.
<p>Review</p> <p>The school has developed a robust enrichment program which is effectively communicated with parents at the start of the academic year. Further work will be undertaken to ensure there is a clear 2 year plan (to match the school's 2 year curriculum) and that all activities are well planned and prepared between phases</p>	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Literacy Gold	Literacy Gold
Phonic Shed	Ed Shed
Spelling Shed	Ed Shed