

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2025 academic year) 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	Greystoke Primary School
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	17.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025 (review of 2024/25)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ronnie Richardson Head Teacher
Pupil premium lead	Lizzie Whitmore Deputy Head teacher
Governor / Trustee lead	Lindsay Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,713.21
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	£0.00
APLF Recoupment (Dual Registration for LB)	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	£96,713.21

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate intentions are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To support our families so they are best positioned to support their children's education and wellbeing.

We aim to implement this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The impact of achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To provide teacher time to facilitate small group work focussed on overcoming gaps in learning.
- 1-1 support in classes where required.
Additional support for subject leaders to improve the standards of writing, reading and maths throughout the school.

- A new phonics scheme to help bridge the language gap based upon improving children's oracy skills will need ongoing CPD provision.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support through our Elsa.
- Strong links between home and school through our family support worker.
- To provide Teacher Development Time to all teachers in order to put staff development at the heart of our approach to raising standards for disadvantaged children. This has been proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.
- To improve the attendance of our disadvantaged children and narrow the gap between non PP and PP children's attendance

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children perform lower than their peers in phonics and speaking and listening. This has been identified through summative and formative assessment.
2	Narrowing the attainment gap across reading for our disadvantaged children. Assessments, observations and discussions with pupils suggest that our disadvantaged children generally have greater difficulty with reading than our non-disadvantaged children.
3	Narrowing the attainment gap between boys and girls, especially in writing. Assessments, observations and discussions with pupils suggest that our disadvantaged children generally have greater difficulty with reading than our non-disadvantaged children.
4	Attendance and Punctuality issues. Our attendance data indicates that attendance amongst disadvantaged pupils has improved by 2%. The gap between non-disadvantaged and disadvantaged children was 4% and is now 2% as a result of the input from our family support worker.
5	Pupil wellbeing is affecting the children's capacity to learn. Teacher referrals for support have markedly increased during the pandemic. 50% of our disadvantaged pupils currently require additional support with social and emotional needs and or family support.

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
Disadvantaged children will perform as well as their peers in phonics and speaking and listening.	Internal assessments and statutory assessments will indicate significantly improved phonics progress in phonics.
Improve reading attainment amongst disadvantaged pupils.	Reading assessment outcomes in 2024 will show that the gap between advantaged and disadvantaged will have narrowed and is less than 10%
Improve writing attainment amongst disadvantaged pupils.	Writing assessment outcomes in 2024 will show that the gap between advantaged and disadvantaged will have narrowed along with the gap between boys and girls and is less than 10%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behavioural incidents. • A reduced number of pupils referred to internal pastoral care and external agencies.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 90%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed through a range of experiences for our disadvantaged children.

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: £18,043

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers released to provide small group tuition across the school.</p> <p>FA - £2368 AM - £2456 CL - £2551 SS – £1570 JH - £1987 HC - £2341</p> <p>£13,273</p>	<p>EEF(+4) Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>
<p>Membership of maths and english hub to provide CPD and support the subject Leaders in writing, reading & maths – 4 days £1000.00 Supply cover- £2400.00</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. We have looked at the capacity of staff within the school and recognise that we need to support staff in the teaching of writing. There is also a new subject leader in this role.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>2,3</p>
<p>Membership of Ruth Miskin phonics online CPD training and small group/ 1:1 phonics sessions for children not at ARE £1370</p>	<p>EEF: Research into strategies shows the following high impacts for low costs.</p> <p>Phonics + 5 months Teaching Assistant interventions + 4 months Small group tuition + 4 months Small group tuition EEF(educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Phonics EEF (educationendowmentfoundation.org.uk)</p>	

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

Budgeted cost: £22711

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants to deliver prescribed catch up interventions to pupils</p> <p>JW - £8956 ND - £9262 CA- £10,653</p>	<p>EEF (5 months)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2

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

Budgeted cost: £38639

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Elsa support worker to support children who are having difficulty accessing learning through behavioural issues or wellbeing issues.</p> <p>Family support worker to work with families to help improve wellbeing and attendance.</p>	<p>EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers,</p>	4,5

<p>£21,567.00 + £3032.00 = £24,599</p>	<p>teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Employment of an educational Welfare Officer</p> <p>£5.6K</p>	<p>Research from DfE 2010, states that children with poor attendance are less likely to succeed academically and they are more likely not to be in education, employment, or training (NEET) when they leave school</p>	<p>4,5</p>
<p>Enrichment opportunities</p> <ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Subsidised cost of trips and residential visit for disadvantaged families. • Sports events and after-school club are promoted free of charge to disadvantaged children. • School uniform supplied. • Subsidised cost of music tuition for children in years 5 & 6 £1000 • Children in year 2,4,6 – swim free of charge £1248 <p>School uniform - £550 Residential/trip support - £6642</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Oftsed research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>SHUE data EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	<p>4,5</p>

Total budgeted cost: £86,553

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 2024 to 2025 academic year.

This academic year the focus was on attainment and attendance. Whole school assessments were used to identify gaps and target strategies. The school introduced a new assessment system using Arbor; to track pupils regularly throughout the academic year and Pupil Premium data was collected alongside non-Pupil Premium data to identify gaps moving forward. Teachers met regularly (at least termly) with SLT to engage in pupil progress meetings with a focus on disadvantaged pupils.

Phonics data showed all pupil premium pupils made excellent progress from their starting points. This clearly demonstrated the positive impact of a successfully implemented phonics scheme (Read Write Inc) over the past two years. In 2024/25 the number of pupil premium pupils was only 5 pupils of which 60% (3 out of 5) passed the phonics screen. Special consideration for this academic year is to be considered, as the number of pupils with SEND is 30% which is considerably above the school and national average.

Additional measures are already in place within EYFS, using pupil premium funding to ensure all pupils have early intervention in phonics where needed. This has ensured a strong start for all pupils in phonics which has already been reflected in end of year EYFS phonics data. 75% of pupil premium children are on track.

Reading and Writing data was tracked carefully throughout the year with rigorous daily reading interventions in place for all pupil premium children needing additional support. In year 1 the gap between PP and non-PP children for reading was 17%, in writing it was 27%. Special consideration for this academic year is to be considered, as the number of pupils in Year 1 with SEND is 30% which is considerably above the school and national average and the number pupil premium pupils was only 5 pupils. In year 2, the gap between PP and non-PP pupils in reading was 14%, in writing it was 29%. In year 3, the gap between PP and non-PP pupils in reading was 18% and in writing it was 22%. In year 4, the gap between Pupil Premium and Non-Pupil Premium pupils in reading was 2% and in writing it was 6%. In year 5, the gap between Pupil Premium and Non-Pupil Premium pupils in reading was 9% and in writing it was 35%. In year 6, the gap between PP and Non-PP pupils in reading was 24% and in writing it was 10%.

Internal tracking of reading intervention data showed a highly positive impact on pupil reading levels and fluency. After analysis and discussion, specific elements of comprehension have now been identified as a target area for support for many pupil premium pupils. This will now inform the intervention planning for next academic year to ensure pupils are closing the gap and meeting national expectation.

The attendance of our disadvantaged children was 92.2% which is above national attendance data for pupil premium pupils. This is a considerable improvement compared with previous years. However, there remains a gap with non-Pupil Premium who finished the year with an attendance of 95.9%. This is an area to continue to focus

on. The educational welfare officer will continue to work closely with the school to monitor attendance and intervene to support families where pupil attendance is poor.

The ongoing use of Read Write Inc supported our disadvantaged children by providing high quality texts to be used in phonics and guided reading sessions. CPD has been provided to all new staff alongside the scheme to support the teaching and learning of phonics and guided reading. Additional training from RWI was given to support staff delivering 1:1 tutoring sessions to ensure these were of high-quality and impactful for our disadvantaged pupils. This has bridged the gap between the reading levels of our disadvantaged children, ensuring that children are accessing books that are suited to their age and ability. The replenishment throughout the year of new PM benchmarking reading scheme books, has ensured that pupils have access to books matched closely to their reading ability, allowing them to make continued or accelerated progress. As a school, we place high priority on all pupils, especially disadvantaged, having the opportunity to take-home high-quality reading books which we as a school replenish regularly.

The continued use of the Times Tables Rockstars, has increased fluency in PP pupils in multiplication facts across Yr2-6, along with the effective planning, teaching and assessing of multiplication facts through regular lessons and timely interventions. This has been further helped by the purchasing of 60 pupil laptops so that all children have more opportunity to practise in school. Overall, 96% of all children passed the MTC assessment in 2024-25 with a score of 20+. Our Pupil premium pupils outperformed our non-pupil premium pupils with 100% scoring 20+; compared to 95%. The gap between pupil premium and non-pupil premium scoring full marks of 25 has also considerably narrowed over the last two years. In 2022-23, 28% of pupil premium pupils scored 25/25 compared with 65% of non-pupil premium pupils. In 2024-25, this has risen to 57% pupil premium compared to 69% non-pupil premium: closing the gap by 25%. All data for all groups is considerably above the national average.

Century was used at the beginning of the year to support assessment for learning with maths and science and the use of artificial intelligence to create learning pathways for pupils based on their needs. Although this was originally a useful tool in supporting learning, it no longer aligns effectively with the curriculum. We now use other assessment systems in maths and science at a much lesser cost to ensure gaps are still regularly identified and addressed.

A new family Support Worker/ELSA was appointed after the vacancy became available and funding ensured she received intensive ELSA training to enable her to deliver ELSA within school. She has supported parents and carers throughout the year with weekly phone calls, support with accessing food banks and food hampers, seeking benefits and offering well-being support through external agencies. Her support to families has improved wellbeing in many cases through regular phone calls and home visits and by encouraging struggling families to complete Early Help referrals with her to get the support the children need. She has supported pupil premium families who, during the course of the year, have suffered parent suicide, homelessness, mental health crises and domestic violence, attending courses on bereavement, mental health support, social and emotional support and physical intervention, in order to be able to offer the most up to date advice and support to our families.

Both our ELSAs have worked extensively with our children and families to offer emotional support and ensure our children are settled back in school. In support of our

year 6 children, multiple social and communication groups were in place to help the children manage the prospect of transition to secondary school and to ensure they were able to cope with any feelings surrounding this transition.

Externally provided programmes

Programme	Provider
Phonics	Read Write Inc
Maths, Spelling and Reading lessons	Century
Multiplication skills	TTRS

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around formative assessment. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate and given first refusal on over subscribed clubs.
- Ensuring we have robust case studies of pupil premium children to allow us to monitor their progress, support, attendance and successes throughout the year.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated which activities had worked in previous years and which had demonstrated the least impact.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.