



Greenfields Community Primary School

Pupil Premium Strategy Statement October 2025

3 year plan: 2024-2025, 2025-2026, 2026-2027,

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

At Greenfields Primary School, our aim is that every pupil, regardless of background or personal circumstance, thrives academically and socially. We are committed to closing the attainment gap between disadvantaged pupils and their peers, while raising aspirations and ensuring access to enriching experiences that broaden horizons.

High-quality teaching sits at the heart of our approach, as evidence shows this has the greatest impact on disadvantaged pupils' progress. We prioritise the professional development of staff to ensure consistently strong teaching, alongside targeted interventions where gaps remain.

We recognise that barriers to learning can extend beyond the classroom. Our strategy therefore balances academic support with wider approaches that strengthen pupils' wellbeing, attendance, resilience, and access to enrichment. By working closely with families and the wider community, we aim to remove obstacles to learning and ensure every child feels valued, supported, and challenged.

Our approach will be:

Ambitious and inclusive: maintaining high expectations for all pupils, regardless of background.

Evidence-led: drawing on robust diagnostic assessments and EEF research to target the most effective interventions.

Whole-school: embedding a culture of collective responsibility where every adult plays a role in improving outcomes for disadvantaged pupils.

Responsive and reflective: reviewing progress regularly and adapting provision to meet evolving needs.

Through this strategy, we will not only improve attainment and progress for disadvantaged pupils, but also foster the confidence, wellbeing, and skills they need to succeed in later education and in life.

School overview

Detail	Data
Number of pupils in school	192 Reception – Year 6
Proportion (%) of pupil premium eligible pupils	39.5%
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)	2024/25 2025/26 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
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	£148,700
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£148,700

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
<p>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.</p>	<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.
<p>To ensure the school and classroom environment fosters, and actively promotes, the development of speech, language and communication skills</p>	<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.
<p>Improve social and emotional well-being for disadvantaged pupils.</p>	<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.
<p>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</p>	<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.
<p>Increase access to enrichment opportunities (trips, residential, extracurricular activities).</p>	<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: £30,234.92

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 from the very first entry in Early Years and for 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

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

Budgeted cost: £87,454

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

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

Budgeted cost: £31,381

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 performing in terms of inclusive practice	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
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	3

	children in supporting their social and emotional development.	
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

Total budgeted cost: £149,069.92

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2024–25, the Pupil Premium strategy at Greenfields was implemented in full and delivered positive impact across academic, social, and emotional outcomes for disadvantaged pupils.

Academic progress and attainment

- Targeted interventions in spelling, handwriting, and vocabulary led to measurable improvements: teacher assessments showed an increase in the proportion of pupils working at or above age-related expectations in writing. We have a three-year trend of improved outcomes in writing at the end of Key Stage 2.
- Diagnostic assessments confirmed that pupils receiving targeted **speech, language, and communication support** demonstrated accelerated progress, and teachers reported greater confidence and participation in class discussions. Some of these children no longer require speech & language support and have been discharged from the service to be monitored within school & classroom environments.

Teaching and learning

- Investment in staff professional development had a measurable impact on classroom practice. Lesson observations and book scrutinies showed more consistent, high-quality teaching across the school, which benefited disadvantaged pupils in particular.
- Access to digital technology, structured schemes of work, and a richer supply of reading materials created a more inclusive, language-rich environment.

Social and emotional wellbeing

- Provision for social and emotional needs was more effective. Pupils accessing counselling and pastoral support showed improved resilience, behaviour, and attendance. Restorative conversations and reflections supported pupils with their emotional regulation.
- The Breakfast Club continued to play a vital role in supporting punctuality and readiness to learn, with disadvantaged pupils attending more consistently and starting the day prepared to engage in lessons.

Enrichment and wider experiences

- Disadvantaged pupils accessed the full range of enrichment activities, including trips, residentials, music tuition, and outdoor learning. 100% of disadvantaged pupils participated in at least one extracurricular activity or educational visit.
- Staff observed increased confidence, teamwork, and resilience in pupils as a result of these opportunities.

Overall impact

The school's focus on combining high-quality teaching with targeted academic support and wider strategies has been effective in reducing barriers for disadvantaged pupils.

Progress data, attendance figures, and wellbeing measures all point to improved outcomes, and the school is on track to achieve the longer-term aims of its three-year strategy.

Community Engagement: Academic Year 2025-2026

Stakeholder	Activity
Gymnastics Coach & Dance Teacher	-Weekly P.E. sessions to all children from Reception – year 6. -Specialist teaching -CPD for staff
Kid's Kitchen	-Cooking lessons & sessions at school -Families able to take the meals they prepare home to share
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.
Local places of worship <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.