



Pupil Premium Strategy 2024-27

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 | 436 |
| Proportion (%) of pupil premium eligible pupils | 35.2% |
| 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) | 2024-27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Debra Wrigley |
| Pupil premium lead | Gemma Gerrard |
| Governor / Trustee lead | Alix Cunningham |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £215,130 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £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> | £215,130 |

Part A: Pupil premium strategy plan

Statement of intent

Greenbank Primary School is a vibrant, diverse, and multicultural school that celebrates the richness of its community. With families from a wide range of socio-economic backgrounds, including asylum seekers, we embrace inclusivity and strive to create a welcoming and supportive environment for all. We have higher-than-average levels of pupil mobility and our school provides a welcoming, inclusive and stimulating environment for all.

Quality first teaching is at the heart of our Pupil Premium strategy. We are dedicated to providing a high-quality, inclusive education for every child, ensuring that all pupils, regardless of background, make significant progress from their starting points. Our broad and ambitious curriculum is continually evolving to challenge all learners, raise aspirations, and nurture a belief in our shared vision: *"If you can believe it, you can achieve it."*

We are aware of the achievement gaps between disadvantaged and non-disadvantaged pupils. Through robust assessments and targeted academic support, we focus on identifying and addressing the specific needs of disadvantaged pupils, driving meaningful progress and narrowing the attainment gap.

In addition to academic achievement, we prioritise fostering a safe, positive environment that promotes pupils' mental health and well-being. Our aim is to develop not only a love for learning but also a genuine sense of belonging and joy in coming to school every day.

Aims of our PP strategy

- Identify the individual needs and barriers to learning our disadvantaged children have.
- Ensure that quality first teaching provides adaptations of support and challenge for all pupils.
- Improve the progress made by disadvantaged children and narrow the attainment gap between disadvantaged children and their peers by implementing timely, research based interventions.
- Continue to improve the punctuality and attendance of disadvantaged children and further reduce the percentage of persistent absenteeism.
- Inspire children to 'believe it, you can achieve it', by providing a comprehensive, enriched curriculum.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p><i>Low starting points</i></p> <p>Assessment of pupils on entry to school demonstrate that our pupils begin school with lower than expected starting points in the prime areas (PSED, Communication and Language and Physical Development). Despite previous innovations, there continues to be an attainment gap between disadvantaged and non-disadvantaged children at the end of EYFS (30% gap) and KS1 (41% gap).</p> |
| 2 | <p><i>Communication and Language difficulties</i></p> <p>Assessment information (Wellcomm, Language Screen) indicates that pupils have delayed communication and language skills. Pupils entering EYFS have language and listening skills well below their developmental age and stage. This impacts on pupils' ability to hear sounds when practising blending and segmenting, thus impacting on early reading and fluency. Narrow vocabulary and lack of exposure to high quality texts hinders children's comprehension and impacts their cross curricular learning.</p> |
| 3 | <p><i>Social, Emotional and Mental Health challenges</i></p> <p>An increasing number of our pupils have anxiety and other Social, Emotional and Mental Health (SEMH) challenges. A larger number of families have asked for pastoral support and have sought advice regarding referrals to services such as the ADHD team.</p> |
| 4 | <p><i>Limited experiences</i></p> <p>Many of our pupils have not left their immediate local area. Pupil voice interviews show that many children are not aware of, or have not experienced the wide range of opportunities available within our city centre and surrounding area such as visits to Formby beach. Some pupils are new to the country and have a limited knowledge about the area in which they live.</p> |
| 5 | <p><i>Attendance and Punctuality</i></p> <p>Since the previous strategy was implemented, the attendance and punctuality of all pupils has continued to improve. We are continuing to ensure that attendance and punctuality figures are in line with national. (PP attendance in 2023-24 was 93.2%, PP persistent absence was 24.1%).</p> |

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 |
|--|--|
| Narrow the attainment gap between disadvantaged and non-disadvantaged children at the end of each key stage. | <p>The number of Pupil Premium children achieving the 'Good Level of Development' in 2026/27 will be inline in the number of non Pupil Premium children.</p> <p>The number of Pupil Premium children in 2026/27 meeting the Expected Standard in the Phonics Screening Check will be inline the number of non Pupil Premium children.</p> <p>By 2026/27 the gap between the attainment of Pupil Premium and non Pupil Premium children at the end of KS2 will be narrowed.</p> <p>Internal assessments indicate that disadvantaged pupils are making continued and sustained progress.</p> <p>Provision maps demonstrate additional interventions disadvantaged children are receiving and their impact.</p> |
| Improve the development of language, communication and vocabulary of disadvantaged pupils. | <p>Wellcomm and Language Screen assessments at the end of EYFS, indicate significantly improved language and communication skills amongst the disadvantaged pupils.</p> <p>The number of disadvantaged children leaving EYFS meeting the Expected Standard in Communication and Language and Literacy increases.</p> <p>Internal assessments, observations, book looks and discussions indicate that disadvantaged pupils in KS1 and KS2 can use and remember key vocabulary taught within curriculum units.</p> |
| Ensure that the social, emotional and mental health needs of disadvantaged pupils are met. | <p>All staff to be trained and become more knowledgeable about supporting SEMH needs.</p> <p>Observations show that pupils are more articulate in the way that they express their thoughts and feelings.</p> <p>Observations, pupil voice, parental feedback to show improved levels of wellbeing.</p> <p>Fewer instances of dysregulated behaviour impacting learning.</p> |

| | |
|---|--|
| Enrichment opportunities across the curriculum. | <p>By 2026/27, there will be a significant increase in participation in enrichment activities (particularly among disadvantaged pupils) such as after school clubs, school trips and residential.</p> <p>By 2026/27, school will have a diverse programme of educational visits and enrichments that enhance the curriculum.</p> |
| Ensure attendance and punctuality of disadvantaged pupils is in line with nondisadvantaged. | <p>By 2026/27 there will be a sustained high attendance of disadvantaged pupils, with attendance in line with peers.</p> <p>By 2026/27 there will be improved punctuality of disadvantaged pupils, with</p> |

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: £107,565

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality First teaching - all pupils to receive strong, quality practice. Lesson activities are effectively adapted to provide support or challenge. | <p>Staff to have high ambitions for all children and to provide scaffolds and challenges to enable all children to make progress. Mixed ability groupings shown to benefit all children, with collaborative learning approaches showing +5 months impact.</p> <p>Collaborative Learning Approaches EEF</p> | 1 |
| More experienced staff to be released to coach and mentor other staff. This will ensure that staff are kept up to date with educational research and developments and that any concerns regarding teaching and learning will be swiftly addressed. Team Teaching will up-level staff and will further develop their pedagogical and subject knowledge. | <p>Professional Development has been shown to improve classroom practice and pupil outcomes.</p> <p>EEF Effective Professional Development report has been referenced to inform CPD planning.</p> <p>Effective Professional Development Guidance Report EEF</p> <p>Early Career Teachers to take part in Induction Programme based in research.</p> <p>UCL Early Career Teacher Induction Programme</p> | 1 |

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|---|--|--------|
| | | |
| Assessment (standardised assessment resources such as NFER, Language Screen) used to track progress of pupils and identify gaps which can be addressed through targeted strategies. | <p>Diagnostic assessments can indicate gaps in knowledge which can then inform teaching and intervention planning.</p> <p>A range of feedback strategies including tests, written and verbal has been shown to have +6 months impact.</p> <p>Feedback EEF</p> | 1 |
| Release time for subject leaders to review their curriculum areas. The curriculum to be reviewed to identify key knowledge we want the children to learn at each age and stage. Tier 2 vocabulary to be identified and intentionally taught within units. Enrichment and collaborative learning opportunities outside of the classroom to be identified and mapped across the curriculum. | <p>The use of metacognitive strategies to anchor curriculum knowledge has been shown to positively impact pupil's learning (+7 months). Curriculum design including schema building, organised content and spaced retrieval supports pupil's understanding and remembering.</p> <p>Metacognition and self-regulation EEF</p> <p>Participation in creative activities such as drama, music and art has shown a positive impact on academic outcomes (+2 months impact).</p> <p>Arts Participation EEF</p> | 1,2, 4 |
| Continued roll-out of the NELI Pre-School Programme within EYFS to target gaps in communication. | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities have a high impact on reading (+6 months).</p> <p>Oral language interventions EEF</p> | 1, 2 |
| Subscription to the National College – continued CPD for staff | <p>Professional Development has been shown to improve classroom practise and pupil outcomes.</p> <p>EEF Effective Professional Development report has been referenced to inform CPD planning.</p> <p>Effective Professional Development Guidance Report EEF</p> <p>National College CPD is evidence based.</p> <p>National College</p> | 1, 3 |

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

Budgeted cost: £ 53,782

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| 'Plan do review' process in place to ensure interventions e.g. CL are carefully targeted, SENDco to support staff in linking interventions to classroom teaching. | High quality interventions delivered by trained teaching assistants can close attainment gaps. Teaching Assistant Interventions EEF | 1, 2 |
| NELI Pre-School intervention groups. Introduction of NELI Reception Intervention Jan '26. | There is a strong evidence base that suggests oral language interventions, including dialogic activities have a high impact on reading (+6 months). Oral language interventions EEF NELI programme demonstrated to have +4 months impact. Nuffield Early Language intervention EEF | 1, 2 |
| Communication and Language support groups e.g. WellComm, Language Box | There is a strong evidence base that suggests oral language interventions, including dialogic activities have a high impact on reading (+6 months). Oral language interventions EEF | 1, 2 |
| Half termly phonics and reading assessments to identify target groups of children. Children to then receive small group and one to one sessions to rapidly close gaps. | Evidence extensively shows phonics has a positive impact on early reading development (+5 months). Phonics EEF Small group and one to one tuition have a beneficial impact on pupil's learning. One to one tuition EEF Small group tuition EEF | 1 |
| Small group teaching – Additional teaching staff deployed in Years 3 and 6 to support delivery of English and maths curriculum. | Tuition targeted at specific needs is effective method to support disadvantaged or low attaining pupils (+4 months). Small group tuition EEF | 1 |

| | | |
|--|--|------|
| WellComm and Language Screen screening in EYFS and targeted children in KS1 and KS2. | There is a strong evidence base that suggests oral language interventions, including dialogic activities have a high impact on reading (+6 months). Oral language interventions EEF | 1, 2 |
| Language Box intervention delivered by speech and language therapist weekly, with follow on activities to be implemented by staff. | There is a strong evidence base that suggests oral language interventions, including dialogic activities have a high impact on reading (+6 months). Oral language interventions EEF | 1, 2 |

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

Budgeted cost: £53,782

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| New appointment of Inclusion and behaviour manager and learning mentor to support pastoral team to lead SEMH interventions. | Evidence associates childhood social and emotional skills with improved outcomes at school and in later life. Improving Social and Emotional Learning in Primary Schools EEF Social and emotional approaches that are embedded into routines and supported by professional development are more effective. Social and Emotional Learning EEF | 3 |
| Pastoral team to work closely with families and EWO to support improved attendance and punctuality. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working Together to Improve School Attendance DfE Toolkit for Schools: Communicating with Families to support attendance | 5 |
| Programme of residential and curriculum enhancements visits. Funded and discounted places available for disadvantaged children. | Funding used to subsidise and fund trips and visits has been shown to increase pupil's cultural capital. Using Pupil Premium Guidance for School Leaders DfE | 4 |

| | | |
|--|---|---|
| Targeted SEMH interventions such as play therapy, Seedlings and Lego Therapy led by trained practitioners for targeted children. | <p>Evidence associates childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Social and Emotional Learning EEF</p> <p>Emotional wellbeing impacts school attendance</p> <p>Working Together to Improve School Attendance DfE</p> | 3 |
| Implementation of friendship groups to support peer interactions. | <p>Evidence associates childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Social and Emotional Learning EEF</p> | 3 |

Total budgeted cost: £219, 040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2025 Outcomes for disadvantaged pupils

End of Reception

| | PP | Non PP | Gap |
|----------------------------------|-----|--------|------|
| Number of children achieving GLD | 52% | 80% | -28% |

- There has been an increase in the percentage of PP children achieving the Good Level of Development (40% 2024, 52% 2025). The gap between PP and Non PP has decreased -2%.

Phonics Screening Check

| | PP | Non PP | Gap |
|--|-----|--------|------|
| Number of children meeting expected standard | 65% | 83% | -18% |

- There has been an increase in the percentage of PP children achieving the Expected standard in Phonics (54% 2024, 65% 2025). The gap between PP and Non PP has decreased -23%.

End of Key Stage 2

| | PP | Non PP | Gap |
|------------------|-----|--------|------|
| Reading | 43% | 63% | -20% |
| Writing | 33% | 50% | -17% |
| Maths | 59% | 58% | -1% |
| R, W, M combined | 46% | 61% | -15% |

- Compared to previous years, the number of PP children achieving the Expected Standard at the End of Key Stage 2 is lower. The biggest gap between the attainment of PP and Non PP children is in reading (-20%).
N.B. 35% of PP children also had SEND.

Attendance

| | Overall Attendance | | Persistent Absence | |
|---------|--------------------|------------------|--------------------|------------------|
| | PP | All Pupils | PP | All Pupils |
| 2024-25 | 94.4% | 95.3% | 14.9% | 12.8% |
| | (National 92.6%) | (National 94.9%) | (National 24.4%) | (National 14.3%) |

Overall attendance of PP pupils has increased and is above national. The number of PP pupils considered persistently absent has significantly decreased (45.56% in 2024, 14.9% in 2025) and is significantly below the levels seen nationally. The gap between the attendance of Pupil Premium and all children has narrowed.

Wider Strategies

- School has subsidised school educational and residential visits to increase the attendance of disadvantaged children, including visits to CHET, PGL and Ormside.
- OPAL (Outdoor Play and Learning) programme was launched on the Key Stage 1 and 2 playground. Zones have been created to provide more resources to support play, social emotional development and co-operation. Since the implementation of the OPAL programme, pupils have shared their enthusiasm for the increased variety of resources. The number of negative behaviour incidents during playtimes and lunch times has decreased as children have become more engaged with activities and are promoted to work as a team and share resources.
- Introduction of calm spaces around classrooms and the school building to support SEMH needs.
- Support has continued to be provided for pupils new to the school (and vulnerable families) for uniform and essentials such as water bottles to promote inclusion and equity.
- Continued programme of meet the teacher events, workshops, class assemblies and stay and play sessions to help families understand what their children are learning in school. Phone calls made to disadvantaged families to encourage their attendance.
- Expansion of extra curricular activities e.g. Rocksteady music, including funded places for PP children.

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 |
|---|--------------------------------|
| Sounds Write Synthetic Phonics | Sounds Write |
| NFER assessments for reading, maths, spelling and grammar | NFER |
| WellComm Speech and Language Toolkit | GL Assessment |
| Nuffield Early Language Pre School Programme | Nuffield |
| Jigsaw PSHE | Jan Lever Group |
| White Rose Maths | White Rose Maths |
| Read to Write | Literacy Counts |
| Lexia | Rosetta Stone |
| Times Table Rock Stars | Maths Circle Ltd. |
| Opening Worlds History and Geography | Opening Worlds |
| Haringey Science | Haringey Education Partnership |
| The Thrive Approach | Thrive |
| Mathletics | 3P Learning |
| Rocksteady music lessons | Rocksteady Music School |