

Pupil premium strategy statement – Greenvale Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	148 R-4 (2024-25) 171 R-5 (2025-26)
Proportion (%) of pupil premium eligible pupils	43% (2024-25) 56% (2025-26)
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)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Lisa Powlesland
Pupil premium lead	Amanda Allnutt
Governor / Trustee lead	Giovanna Zeuli

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,565 (2025-26)
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>	£107,565

Part A: Pupil premium strategy plan Statement of intent

At Greenvale Primary School, we are committed to ensuring that all pupils – regardless of background or barriers to learning – make strong progress and achieve highly across the curriculum. Our Pupil Premium strategy focuses on improving outcomes for disadvantaged pupils, including those who are already high attainers, so that every child can fulfil their potential.

Many of our pupils enter school with significant additional needs, including high levels of SEMH need, language delay, and experiences of social vulnerability. Some pupils join us mid-phase or from other countries. In response, we have developed a nurturing, inclusive ethos based on our **Six Core Values for Wellbeing**, recognising each child as a unique individual within a diverse community.

Our strategy aligns closely with our whole-school priorities and wider recovery planning. High-quality teaching is at the heart of our approach, supplemented by targeted interventions, diagnostic assessment, and high-quality pastoral support. We also consider the needs of vulnerable pupils who may not be eligible for Pupil Premium, including those with a social worker or young carers.

All approaches are rooted in research and evidence-informed practice. We expect all disadvantaged pupils to achieve well, and we ensure that our curriculum, teaching, and pastoral systems actively support this ambition. Ultimately, we aim for all pupils to leave Greenvale as confident, resilient individuals who are inspired to learn and able to become the best version of themselves.

Challenges

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

Challenge number	Detail of challenge
1	Well-being for all pupils: A significant number of our pupils enter the school with social and emotional needs. Referrals by teachers and parents for support have markedly increased in the last 3 years. The development of emotional and social maturity is important for all, especially the vulnerable and disadvantaged, including SEND.
2	Improved oral language skills, communication skills and vocabulary among disadvantaged pupils: Assessments, observations, and discussions with pupils indicate underdeveloped oral 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.
3	Improve phonics and reading: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class in the last 5 years, between 70 -75% of our disadvantaged pupils arrive below age-related expectations compared to 35-40% of other pupils. This gap narrows but remains significant moving into Key Stage 2.
4	Multiple barriers to learning: A large proportion of our disadvantaged pupils also have SEND. This includes cognition and learning, SEMH and communication and interaction difficulties, physical and sensory. Some pupils are also CIN/CP. Assessments demonstrate that in order to narrow gaps, interventions, external agencies and adapted planning are essential.
5	Attendance: Our attendance data over the last academic year (2024-25) indicates that attendance among disadvantaged pupils has been between 3-6% lower than for non-disadvantaged pupils. For the academic year 2024-25 the percentage of all pupils on roll with persistent absence was approximately 23%. Of those 23% of the school, 75% of pupils meeting the persistent absence threshold were disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved pupil social, emotional and mental well-being for all pupils but particularly for the vulnerable and disadvantaged pupils	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> *Qualitative data from pupil voice, pupil and parent surveys and teacher observations *A significant increase in participation in enrichment activities, particularly among disadvantaged pupils *Behaviour logs demonstrate a significant reduction in incidents as a result of better pupil self-regulation
To continue to ensure that the whole staff team recognise the necessary gaps, and have the required skills to address language poverty through the delivery of Early Language programmes/intervention and specific teaching of vocabulary across the curriculum in Early years and KS1/2 to support language acquisition and wider comprehension	Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment in phonics and reading
Provide high quality insight and advice to enable teachers to develop excellent practice in teaching reading through systematic synthetic phonics and early language, and encouraging a love of reading among pupils.	Assessment and observations indicate significantly improved phonic outcomes. This is evident through training and end of year assessment in year 1. Reading and Early language will have developed in line with National and the gap between disadvantaged and non-disadvantaged will have narrowed.
Adapted planning, environmental organisation and interventions will impact on disadvantaged pupils with SEND to accelerate progress.	Quality first teaching, adapted planning and evidenced interventions will ensure that skills are taught, revisited and applied for understanding and progress
Persistent absence will have improved and the percentage of disadvantaged pupils at 10% will have decreased	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> *The overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3% <p>Persistent absence will be reduced to be in line with or better than national averages</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: £ 65,614.65

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed high-quality Social, Emotional and Mental Health (SEMH) provision, including Zones of Regulation	<p>Developing a consistent SEL and regulation framework across the school to support pupils' emotional readiness to learn. SEL improves behaviour, attitudes, and learning outcomes (EEF SEL Guidance; EEF Metacognition). Zones of Regulation is grounded in evidence from psychology and behavioural science.</p> <ul style="list-style-type: none">• Whole-staff training across the year• Coaching, modelling and follow-up support• Integration of Zones language into class routines and behaviour systems• Parent workshop programme to ensure consistency between home and school• Monitoring through observations, behaviour logs and pupil voice	1
Strengthen early language development through NELI, Book Talk and a language-rich environment	<p>NELI and oral language interventions typically lead to +6 months progress (EEF Oral Language Interventions). Strong evidence base for improving vocabulary, communication and comprehension.</p> <ul style="list-style-type: none">• NELI delivered by trained EYFS staff• Book Talk sessions embedded weekly• Infant Language Link screening for early identification• Targeted SALT groups led by trained staff• Language-rich classroom environments and dialogic teaching embedded across EYFS–KS2	2,3,
Embed the Sounds-Write phonics programme and strengthen the	<p>Systematic synthetic phonics has strong evidence for improving early reading and narrowing disadvantage gaps (EEF Phonics). Ensuring fidelity to a high-quality programme improves outcomes.</p> <ul style="list-style-type: none">• All staff receive Sounds-Write training	2,3,4

whole-school reading culture	<ul style="list-style-type: none"> • Literacy Hub support and coaching • Daily phonics delivered with fidelity • Reading books fully matched to phonics stages • Daily whole-school reading; reading for pleasure events; updated class libraries 	
Strategic SEND and PP leadership by Inclusion Manager	<p>Early intervention and high-quality classroom adaptation improves progress for pupils with SEND and disadvantaged pupils (EEF SEND in Mainstream, 2020).</p> <ul style="list-style-type: none"> • Inclusion Manager works with teachers to co-plan targeted adaptations • Oversees individual learning plans and provision mapping • Diagnostic assessments used to inform provision • Regular parent engagement and review meetings • Staff CPD on supporting SEND and PP learning needs 	1,2,3,4
Attendance leadership: Implement DfE 'Working Together to Improve Attendance' strategy	<p>Attendance is a strong predictor of attainment; high-impact strategies include early identification, consistent messaging, and multi-agency collaboration (DfE Attendance Guidance 2024).</p> <ul style="list-style-type: none"> • CPD for Attendance Officer • Attendance clinics • Support from Medway Attendance Advisory Service • Data analysis training and weekly monitoring • Structured conversations with families of PA pupils 	1,5

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

Budgeted cost: £ 25,815.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics tutoring for disadvantaged pupils	<p>Targeted phonics interventions over 8–12 weeks have high impact, especially for disadvantaged pupils (EEF Phonics Toolkit).</p> <ul style="list-style-type: none"> • Delivered by trained phonics specialists • Regular assessment cycles; progress tracked half-termly • Additional support for Y2 and Y3 who did not pass Y1 screen 	3
Targeted oral language intervention groups	<p>Oral language interventions improve vocabulary, narrative skills, listening and comprehension (EEF +6 months).</p> <ul style="list-style-type: none"> • Small-group SALT interventions • Structured narrative, vocabulary and sentence-building sessions • Use of curriculum vocabulary maps and pre-teaching • Speech Link screening used termly 	2,4
Nurture groups for neurodiverse, SEMH and vulnerable pupils	<p>Nurture Groups support pupils to develop emotional literacy, resilience, social skills and readiness to learn (Nurture UK; EEF).</p> <ul style="list-style-type: none"> • Tailored programmes for ASD, SEMH, trauma support • Close liaison with parents, social workers and EP/SALT as needed • Strengthening behaviour, attendance and engagement • Daily/weekly nurture provision delivered by trained staff 	1
Targeted attendance support for persistently absent pupils and their families	<p>Improving attendance through family engagement and personalised support is recognised in DfE guidance as high impact.</p> <ul style="list-style-type: none"> • Reduced timetable transition plans where required • Parent meetings, action plans and home visits 	1,5

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

Budgeted cost: £16,134.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school behaviour training and anti-bullying development	<p>Universal behaviour approaches and consistent systems improve pupil conduct, reduce exclusions and improve learning conditions (EEF Behaviour).</p> <ul style="list-style-type: none"> • Training on behaviour principles and anti-bullying • Consistent routines across the school • Restorative practice development • Monitoring through behaviour logs and learning walks 	4
Embedding DfE Attendance Practice Principles	<p>Based on evidence from schools that significantly reduce absence—clear systems, consistent expectations and collaborative working (DfE 2024).</p> <ul style="list-style-type: none"> • Review all attendance processes • Weekly analysis of attendance patterns • Parent communication strategy <p>Early Help/LA partnership work</p>	5
Contingency Fund for acute, emerging needs	<p>Provides flexibility to respond quickly to unforeseen barriers (EEF notes schools with successful PP strategies plan for rapid response).</p> <ul style="list-style-type: none"> • Support for pupils with sudden SEMH or family crisis • Emergency tutoring, uniform support or targeted resources • Quick response to unexpected SEND/PP needs 	All

Total budgeted cost: £ 107,565

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2024-25

Improved pupil social, emotional and mental well-being for all pupils but particularly for the vulnerable and disadvantaged pupils:

Pupils received tailored support from our SEMH staff who focused on emotional and social needs, promoting resilience, self-esteem and readiness for learning.

To ensure that the whole staff team recognise the necessary skills to address language poverty through the delivery of Early Language programmes/intervention and specific teaching of vocabulary across the curriculum in Early years and KS1/2 to support language acquisition and wider comprehension:

Data from second progress assessment:

For all pupils on the programme: no progress 25%; expected progress 12.5%; accelerated progress 62.5%

For all PP pupils on the programme: no progress none; expected progress 33%; accelerated progress 67%

For all PP SEN pupils on the programme: accelerated progress 100%

Provide high quality insight and advice to enable teachers to develop excellent practice in teaching reading through systematic synthetic phonics and early language, and encouraging a love of reading among pupils:

Phonics screening check expected standard

Data source: the DfE's final 2025, final 2024 and final 2023 data

► [Guidance](#)

► [Key to charts](#)

All pupils - Phonics expected standard

- There were 29 pupils who were eligible for the phonics screening check in Year 1 in 2025; 28 of them sat the check and 1 did not. Of those who sat the check, 12 pupils did not meet the **phonics expected standard**; their average mark was 10.
- There were 15 pupils who were eligible for the phonics screening check in Year 2 in 2025; all of them sat the check but none met the **phonics expected standard**. The average mark for those not meeting the standard was 14.

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	87	49%	80%	Below (sig-)	Not applicable	Not applicable
2025	29	55%	80%	Below (sig-)	No sig change	High - FSM, High - SEN, Low - Stability
2024	29	45%	80%	Below (sig-)	No sig change	High - FSM, High - SEN
2023	29	48%	79%	Below (sig-)	Not available	High - FSM

PP figures:

2023: 44% (7/16) met criteria by end of Y1 63% (10/16) met criteria by end of KS1

2024: 42% (5/12) met criteria by end of Y1 25% (5/20) met criteria by end of KS1

2025: 23% (3/13) met criteria

Adapted planning, environmental organisation and interventions will impact on disadvantaged pupils with SEND to accelerate progress:

By ensuring accurate assessment and responsive teaching, PP pupils with SEND have made equitable progress with non PP non SEND peers.

Persistent absence will have improved and the percentage of disadvantaged pupils at 10% will have decreased:

IDSR data

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	70	90.0%	92.4%	Below	Relative improvement	High - FSM, High - SEN
2023/24 (3 term)	47	88.5%	92.0%	Below	Relative decline	High - FSM, High - SEN
2022/23 (3 term)	30	89.5%	91.6%	Below	Relative decline	High - FSM
2018/19 (3 term)	47	92.4%	94.4%	Below	Not available	High - SEN

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.