

Pupil Premium Strategy Statement – Greatfields 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.

School overview

Detail	Data
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Sarah Kinnaird, Executive Headteacher
Pupil premium lead	Rabial Nawaz-Stevens, Head of School
Governor / Trustee lead	Mr Jack Webb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£8,880
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£8,880

Part A: Pupil premium strategy plan

Statement of intent

Our goal is for all pupils, regardless of their background or the challenges they encounter, to make significant progress and attain high levels of achievement across all subjects. The aim of our pupil premium strategy is to assist disadvantaged pupils in reaching this goal, including supporting the progress of those who are already high achievers.

We will consider the challenges faced by vulnerable pupils and ensure that the activities outlined in this statement are designed to support their needs, regardless of whether they are disadvantaged.

At the core of our approach is high-quality teaching, with a particular emphasis on supporting disadvantaged pupils in areas where they need it most. This focus is proven to have the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils in our school. Our goal, as outlined in the outcomes below, is to ensure that the attainment of non-disadvantaged pupils is maintained and improved alongside the progress of their disadvantaged peers. Our motto, "Excellence for All," reflects our belief that a child's economic or social background should never dictate their opportunities or future success.

Our approach will be tailored to address both common challenges and individual needs, based on thorough diagnostic assessments rather than assumptions about the effects of disadvantage. The strategies we have implemented work together to support pupils in reaching their full potential. To ensure their effectiveness, we will:

- Ensure disadvantaged pupils are appropriately challenged in the tasks they are given.
- Intervene early when needs are identified.
- Foster a whole-school approach where all staff maintain high expectations for every pupil, regardless of their background.

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 oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. On entry to Reception class (24-25), 83% of our disadvantaged pupils arrive below age-related expectations compared to 24% of other pupils.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class (24-25), 83% of our disadvantaged pupils arrive below age-related expectations compared to 24% of other pupils.
4	Our attendance data for the autumn term (24-25) indicates that attendance among disadvantaged pupils has been 0.22 % lower than for non-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 oral language skills and vocabulary among disadvantaged pupils.	Assessments 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.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2026/27 show that more than 76% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2026/27 show that more than 76% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>By 2026/27, we aim to achieve sustained, high levels of student wellbeing as shown through:</p> <ul style="list-style-type: none"> • Insightful feedback from students, parents, and staff via surveys, student voice, and teacher observations • A noticeable rise in positive, meaningful relationships across our school community • A significant boost in participation in enrichment activities, with a focus on increasing access for disadvantaged students.

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: **£3,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NEFR standardised diagnostic tests.</p> <p>Staff CPD to integrate gap analysis for reinforcing learning.</p>	<p>When used effectively, diagnostic assessments can highlight areas for development for individual pupils, as well as across classes and year groups:</p> <p>Diagnostic assessment EEF</p> <p>Identified pupils to attend boosters</p>	2, 3
<p>Adapting the writing curriculum to provide opportunities for the development of oracy. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Ongoing staff CPD and Literacy lead training</p>	<p>Oracy plays a crucial role in fostering self-advocacy, processing thoughts, emotional intelligence, and debating skills.</p> <p>Oracy Education Commission states these skills is essential for equipping students to meet the challenges and demands of society:</p> <p>Oracy Education Commission-We need to talk</p>	1

<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Ongoing staff CPD and Phonics lead training.</p>	<p>Phonics methods are supported by robust evidence showing a positive effect on the accuracy of word reading, especially for disadvantaged students:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub (NCTEM) resources, CPD sessions and live coaching.</p>	<p>The EEF report provides a wealth of strategies aimed at enhancing teaching and curriculum planning in the EYFS and KS1. The focus is on building strong foundations in early mathematical understanding, which can significantly influence future learning outcomes.</p> <p>Improving Mathematics in the Early Years and Key Stage 1- Guidance Report</p> <p>The DfE Development Matters non-statutory guidance for early years practitioners outlines key areas of focus to help children develop the necessary skills for mathematical understanding. These areas include numbers, shape, space and measures, patterns and mathematical thinking.</p> <p>Development Matters non-statutory curriculum guidance for the early years foundation stage</p> <p>The materials provided by NCETM for Early Years support practitioners in the teaching of mathematics.</p> <p>NCTEM-Early Years- 6 key areas- progression charts</p>	3

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

Budgeted cost: **£3,818**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1:1 and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1, 2, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with Ruth Miskin Training</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>1:1 or small group tuition for students to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</p>	<p>Speech and language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>The use of Colourful Semantics is effective in developing oral language skills. It can help children understand the semantic role of each sentence's element, thereby enhancing their comprehension and expressive language skills.</p> <p>How targeted intervention at one setting in Newark-on-Trent is bringing children struggling with speech, language and communication up to speed.</p>	<p>1,</p>

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

Budgeted cost: **£1,687**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Regular meetings with the welfare officer and Head of School to support families.	Holistic understanding of families, which helps to identify needs and early sign posting to support reduces absenteeism EEF Supporting school attendance	4
Contingency fund for acute issues.	Based on our experiences, pupil numbers and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £8,880

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The school opened in September 2024. A performance analysis of disadvantaged pupils will be conducted in December 2025. This analysis will take into account both internal summative and formative assessments.