

# Pupil premium strategy statement

## Greasbrough Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	68 children, 26%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mrs J Cook
Pupil premium lead	Mrs J Cook
Governor / Trustee lead	Mr T Trueman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,850
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£104,850</b>
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

At Greasbrough Primary School, our aim for all children is that they come to school each morning with a smile on their face. We want them to have an enjoyable day, learning through engaging, stimulating activities, and leave school each day proud of their achievements. This is irrespective of background or the challenges they face outside the school environment. We aspire for all our learners, including disadvantaged pupils to achieve highly and make excellent progress both academically and socially, ensuring that they reach their very best potential and that they become lifelong learners.

Within our school we have designed a curriculum that ensures a profound primary experience for all our pupils regardless of their background. It is well planned to build knowledge and skills in a continuous and progressive way. This is underpinned by a spiritual, moral, social and cultural education that encourages personal growth and a development of core British Values in our children. Our curriculum engages and enthuses children through a variety of first hand-experiences. These first-hand experiences are fundamental to our Cultural Offer and this defines the high expectations we have within our planning; ensuring connections that are coherent and manageable are made across the primary curriculum. We know that our children learn best through first hand experiences and we aim for all of our learners to have the best opportunities possible. Our strategy for pupil premium allows for these opportunities to take place.

At Greasbrough Primary School there is no lowering the bar for any pupil and our Pupil Premium Funding is carefully planned and managed to reduce the academic and social gap between disadvantaged pupils and non-disadvantaged pupils. Within this, we recognise that in our school community, there are children who may not qualify for Pupil Premium Grant, but who we consider to be disadvantaged due to specific challenges they face and this is considered in our allocation and actions.

Quality First Teaching is our primary approach to meeting the needs of all children and we strive to provide the best quality teaching and learning experiences. We invest heavily in our teachers and support staff including pastoral support. Initiatives in school and strategies are embedded to support all pupils layered at a whole school level with bespoke intervention strategies and pupil specific actions. As a result of the increased opportunities such as residential, access to SEMH and therapeutic interventions, educational visits and 1:1 intervention; our pupils are making better than average progress.

At Greasbrough, we recognise that disadvantaged pupils can often be middle and high attaining pupils and as such, we cater our provision for these children to ensure that they maintain exceptional academic achievement and progress and that they are provided with enhancing opportunities and experiences to promote high life-long aspirations.

Our approach will be responsive to common challenges and cater for the needs of the individual child. Our strategies will be based on robust diagnostic assessments, backed up by factual information; we will not make assumptions about the needs of disadvantaged pupils. The approaches we have adopted complement each other to help pupils excel.

**To ensure they are effective we will:**

- ensure disadvantaged pupils are challenged within their learning and ensure target setting meets individual needs
- act early to intervene appropriately at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Carefully manage and track the spending on pupil premium funding and make changes where the impact is not value for money.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments show that pupils in receipt of pupil premium are at serious risk of performing below their peers in phonics and early reading. 100% of disadvantaged pupils achieved the pass mark in the Phonics screen Summer 2025 compared to 73% of non-disadvantaged pupils. This negatively impacts their development as readers.
2	2024/25 GPS disadvantaged cohort had an overall absence of 4.96% which is greater than the national average disadvantaged cohort by 0.76%. Our disadvantaged pupils absence has decreased from 6.89% in 22/23 to 4.96% in 24/25  The average absence for disadvantaged pupils over the last 3 years is 6.24% compared to all pupils at 5.56%.
3	Assessments and observations indicate underdeveloped oral language skills particularly in our EYFS and KS1 disadvantaged pupils. Additionally there are vocabulary gaps among many disadvantaged pupils right from EYFS to Year 6. These are more prevalent among our disadvantaged pupils than their peers. 2024/25 F2 exit data shows that only 50% of disadvantaged pupils were on track with their language development compared to 55% non-disadvantaged. In Literacy only 50% of disadvantaged pupils were on track compared to 55% of non-disadvantaged pupils.
4	From discussions with families and pupil voice we have found that many of our children, especially disadvantaged pupils, do not have the same experiences as their peers. Parents and carers are reluctant to send children away on residential due to pupils and parents SEMH needs, this has been more evident since the pandemic. We believe that these life experiences are crucial in order for children to make connections across their learning and we firmly believe in giving children as many different life experiences as possible whilst at Greasbrough Primary School.

5	Through assessments, observations, pupil voice and discussions with children and families we have identified social and emotional issues for many pupils, particularly disadvantaged pupils. This has impacted on pupil attainment, particularly that of disadvantaged pupils. 28.8% of disadvantaged pupils are currently accessing SEMH/nurture support in school.
6	Assessments indicate that attainment in maths among disadvantaged pupils is below that of non-disadvantaged pupils and below national disadvantaged pupils. 50% of disadvantaged pupils achieved expected standard at the end of EYFS compared to 55% non-disadvantaged pupils. 78.6% of disadvantaged pupils achieved expected standard at the end of KS2 compared to 89.2% all pupils. This compares to 59.7% disadvantaged pupils nationally and 72.6% of all pupils nationally.

## 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
Phonics teaching is consistent and exceptional for all learners, including catch up interventions.  Improved reading attainment among disadvantaged pupils, particularly at end of KS checkpoints	Phonics Screening outcomes in 2026 show that more than 80% of disadvantaged pupils met the expected standard.  KS2 reading outcomes by 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils to ensure confident, articulate learners	Sustained higher attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 4.0%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>the percentage of all pupils who are persistently absent being below 10%</li> <li>and the figure among disadvantaged pupils being no more than 5% lower than their peers</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments (Wellcomm) and observations indicate significantly improved oral language among disadvantaged pupils, particularly at the end of Foundation Stage. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and discussions with pupils.  By 2025/26 all pupils can articulate their learning and manage their thoughts and emotions making them confident and articulate learners

	Wellcomm/Foundation Stage Profile data to show that 75% of pupils exit FS2 on track with CLL
To improve wider opportunities for all pupils, particularly our disadvantaged pupils. e.g residential, educational visits, engagement at sporting events, Children's University credits.	<p>A higher percentage of disadvantaged pupils attending residential by 2025/26.</p> <ul style="list-style-type: none"> <li>• Deliver bespoke meetings for parents/carers with anxieties linked to residential.</li> <li>• Subsidise residential for all pupil premium children. <ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils (to be tracked across the year)</li> <li>• 75% of disadvantaged pupils engaging in sporting events, Children's University, residential etc</li> </ul> </li> </ul>
To achieve and sustain improved wellbeing & behaviour for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parent surveys and teacher observations.</li> <li>• to further develop our positive behaviour policy with a focus on addressing hate crime so that our children learn to be part of a more tolerant and accepting society</li> </ul>
Improved maths attainment for disadvantaged pupils in EYFS and KS2.	KS2 maths outcomes in 2025/26 show that more than 75% of disadvantaged pupils meet the expected standard.

## 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: £49,466.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure a strong and consistent phonics programme (Little Wandle) is embedded for the whole school.	A synthetic, systematic phonics programme followed with fidelity is shown to improve outcomes at the end of KS1 in reading.	1, 3, 5

<p>Training and resources for delivering phonics curriculum (Little Wandle flashcards etc)</p> <p>Improve achievement in reading throughout the school by purchasing phonics matched guided reading books - blending books and Y2 Fluency Books</p> <p>Purchase of continued license of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>High quality text matched books are proven to foster a love of reading in school and at home</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	
<p>Embedding dialogic, oracy rich activities across the school curriculum.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> <li>targeted reading aloud and book talk with young children - Reading Champions Initiative;</li> <li>Drawing Club and Elkan flowers used as tools for improving vocabulary in Foundation Stage;</li> <li>explicitly extending pupils' spoken vocabulary - magpie books, fluency videos, Poetry Basket; and</li> <li>the use of purposeful, curriculum-focused, dialogue and interaction.</li> <li>Wellcomm assessments identify early language gaps and bespoke intervention put in place to address these gaps</li> <li>WCR and Spelling structures includes an explicit focus on vocabulary development</li> </ul>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance using White Rose materials.</p> <p>We will fund teacher release time to embed key elements of the scheme and other guidance in school and to access resources and CPD (including Teaching for Mastery training).</p> <p>Engagement with the South Yorkshire Maths Hub to further develop practice and support staff CPD</p> <p>Mastering Number is used as additional maths teaching from Reception to Year 2 to improve basic</p>	<p>Resources are provided to support the teaching of maths to develop progression and reasoning skills. Alongside this the resource provides training to upskill teachers inline with the national curriculum objectives.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system">https://assets.publishing.service.gov.uk/government/uploads/system</a></p>	6

skills and resources and staff training to be implemented.	<a href="/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a>	
<p>Musical tuition in school. All pupils, including disadvantaged pupils are exposed to the expressive arts through our in school music teacher.</p> <p>Buying into Arts experiences, working with local artists on projects linked to the curriculum - Picture This, Painting the Same Picture etc.</p> <p>Disadvantaged children to attend extra-curricular clubs with a focus on the Arts, linked to Children's University</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	4
<p>Mind/PSHE/My Happy Mind scheme purchased to improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Improve the quality of social, emotional, mental, health. (SEMH) learning. SEMH Practitioner employed to carry out SEMH interventions with targeted children.</p> <p>ELSA training for our SEMH Practitioner to further develop our SEMH offer</p> <p>Implementation of the restorative practice approach to all staff. We will fund CPD and training for all staff.</p> <p>Access to our school based LEAF Provision which is a 12 week step out programme designed to support children struggling with their SEMH needs</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">EEF_Social_and_EmotionaL Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5

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

Budgeted cost: £35,824.60

Activity	Evidence that supports this approach	Challenge number(s) addressed

Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in Reception and Year 1 and 2.	Using the Little Wandle catch up program we provide structured small group interventions to children who have not yet passed the phonics screen, or who are not on track and need additional support.	1, 3, 5
Small Group tutors to provide mentoring and school-led tutoring in Numeracy for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, In Year 5/6 and Year 2.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	6, 2
Bought in program (FLIP and Wellcomm) for speech and language interventions and support and CPD for teaching staff in Early Years	Oral 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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3,1,2
Therapeutic SEMH interventions to support behaviours for learning through 1:1 and group therapy work led by our SEMH Practitioner.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	4,2,5

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

Budgeted cost: £ 20,194.05

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Implement a whole school approach to improving SEMH in pupils across school from FS2 to Y6. Purchase of 'My happy mind to support and promote positive mental health.</p>	<p>Improving children's SEMH and giving children an understanding of their brain and how it works support them to become more independent self-regulated learners emotionally equipped to engage fully in school life.</p> <p>The program 'My Happy Mind' supports the development of approaches to positive mental health.</p> <p><a href="https://www.annafreud.org/insights/blogs/2019/10/the-importance-of-early-intervention-for-social-emotional-mental-healthwhy-it-improves-pupil-outcomes/">https://www.annafreud.org/insights/blogs/2019/10/the-importance-of-early-intervention-for-social-emotional-mental-healthwhy-it-improves-pupil-outcomes/</a></p>	<p>4</p>
<p>To deliver a wide range of enrichment extra-curricular activities. Pupils are able to attend a wide range of after school clubs including choir, arts, sporting, dance and ICT clubs free of charge. School to 'buy into' the Rotherham Festival to enable pupils to attend a variety of activities over the summer term.</p> <p>Purchase of Children's University.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as an extracurricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>4.5</p>
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures to improve attendance.</p>	<p>Working alongside parents to improve pupil attendance. Provide SEMH support to families and develop strategies within emotion coaching to allow the children to regulate their emotions. BFLL/ Attendance lead to work mornings and focus on improving the attendance of all pupils, alongside weekly meetings with HT. Attendance breakfast awards have shown an increase in pupil attendance, parents are invited and support the initiative building positive relationships. Weekly attendance trophy promotes class attendance weekly. This is promoted in class with the weekly attendance graph and conversations between children and staff improve the attendance of pupils.</p>	<p>2.4</p>
<p>To improve the social, emotional and mental health of identified pupils. Through LEAF support and use of daily sensory circuits.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence and general anti-social activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>2.4.5</p>

Contingency fund for acute issues.	Based on our experiences 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
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**Total budgeted cost: £ £105,485.06**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2024/25

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Aim	Outcome
Promote good levels of attendance.	24/25 attendance was 95.04% (target 96%) for disadvantaged pupils. This year to date attendance is 92.41%. We have tightened up our attendance procedures with weekly data scrutiny and targeted intervention.
KS2 outcomes in 2024/25 show that 64.3% of disadvantaged pupils met the expected standard. and 14.3% of disadvantaged pupils met the higher standard.	<p>Year 6 SATs Data</p> <p><u>Expected Standard</u></p> <p><b>Reading</b> - 78.6% of our school's Disadvantaged cohort achieved the expected standard in reading. 50% meeting the higher standard.</p> <p><b>Writing</b> - 71.4% of our school's Disadvantaged cohort achieved the expected standard in writing. 14.3% GDS.</p> <p><b>Maths</b> - 64.3% of our school's Disadvantaged cohort achieved the expected standard in maths, 21.4% meeting the higher standard.</p>
Support children with SEMH needs.	Targeted children have completed all modules of RP training and this has impacted on children's ability to interact positively and make choices towards improving their own behaviours. Conference circles are logged on CPOMS as a strategy for unpicking events and developing pupil's accountability. WMIM offers parents workshops to compliment the work that they are doing in school with the children around sleep and transition. Early intervention, which is proactive, has enabled targeted work to be done to support pupils whose SEMH needs are significant or at risk

	of increasing. Nurture sessions across key stages offer places for targeted support for children with specific needs. MIND counselling happens on a termly basis. The use of wider external services including EPS/ OT are also in place.
To improve wider opportunities for all pupils, particularly our disadvantaged pupils.	All pupils have access to a residential during the year: Northumberland (Y6), Stratford Upon Avon (Y5), Eyam (Y4) and Randl Farm (Y3) offering pupils opportunities to visit different localities to expand their opportunities. Our pupil voice shows evidence that these experiences are a highlight of their time at school. Throughout the year planned visits enhanced the curriculum offered: Space Centre, Chester Zoo, Bolsover Castle, Yorkshire Wildlife Park. Our cultural offer ensures that pupils have a range of experience they may not otherwise have, future gazing and raising aspirations. These experiences include: visits to theatres (Royal Opera House), visits to places of worship, dance workshops, celebrations of festivals etc

## Disadvantaged pupil performance overview for last academic year (24/25)

Measure	Score
Meeting expected standard at KS2	64.3% Combined
Achieving high standard at KS2	14.3%

The impact of the PPG on attainment and progress at the end of KS1 and KS2 has been significant. There has been a positive increase in previous years of the number of disadvantaged pupils achieving the expected standard across all subjects.