

Pupil premium strategy statement – Greswell Primary School

This statement details Greswell Primary 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	413 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	John Cooper
Pupil premium lead	Donna Whiteley
Governor	Susan Watmough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,010
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£233,010

Part A: Pupil premium strategy plan

Statement of intent

Context of the school

Greswell is a large community school located in Denton, five miles east of Manchester city centre. The school is located on the border of a large, social housing estate and a private housing estate. Most pupils enter the reception class below the level expected for this age group. We attract higher than national average SEND pupils and disadvantaged pupils.

At Greswell Primary School all members of staff and governors value the abilities and achievements of all its pupils and are committed to providing each pupil with an ambitious curriculum and extra-curricular opportunities to raise the cultural capital of our disadvantaged pupils. We recognise that each pupil is unique and will have different needs, which may well vary throughout their time in the school. Every pupil in our care is valued, respected and encouraged to become confident, well-rounded citizens. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment to enable them to be prepared for the next steps in their journey.

Our chosen approaches are research based on the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium Grant (PPG) to improve teaching quality benefits all pupils and has a particular positive effect on pupils eligible for Pupil Premium. We believe in maximising the use of the PPG by utilising a long-term strategy aligned to the SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Common barriers to learning for disadvantaged pupils; there can be less support at home, weak language and communication skills, lack of confidence and independence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent pupils from flourishing. The challenges are varied and there is no 'one size fits all'.

Our priorities are:

- . To narrow the attainment gap between disadvantaged and their peers.
- . To provide targeted academic support for pupils who are not making expected progress.
- . To address non-academic barriers to attainment such as attendance and behaviour.
- . To support our pupils's mental health and wellbeing to enable them to access learning at an appropriate level
- . To allow all disadvantaged pupils the opportunity to feel part of the Greswell family.

We aim to do this through:

- Ensuring teaching and learning opportunities meet the needs of all the pupils
- Ensuring the appropriate provision is made for pupils who belong to vulnerable groups.
- When making provision for the disadvantaged pupils we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate their pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following an analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, including wellbeing surveys, observations, discussions with pupils and parents have identified a significant number of pupils, particularly those eligible for the Pupil Premium grant, face challenges with their mental health due to social and emotional development challenges, many pupils struggle with focus, confidence, and independence.
2	Pupils entering the EYFS start with a low baseline, with disadvantaged pupils showing particularly low levels in communication and language skills.
3	School-wide attendance data monitoring reveals that our disadvantaged pupils have been between 3.7%-2.6% higher than non-disadvantaged pupils over the last two years. 24.4%-21.2% of disadvantaged pupils have been 'persistent absence' compared to 4.6%-6.6% of their peers during that period. The gap has slightly closed from 22/23/ to 23/24. (23/24 Disad Y1-Y6 137 pupils, Greswell 6.4% absence/NA 5.9%, PA Greswell 21.2%/NA 16.2%)
4	The challenges for Pupil Premium pupils are often compounded by additional learning needs, with over 40% of pupils in Years 4, 5, and 6 who qualify for Pupil Premium funding also being on the SEND. Addressing these complex challenges requires a comprehensive approach to provide both educational and emotional support tailored to each child's needs.
5	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class last year, 92% of our disadvantaged pupils arrived below age-related expectations compared to 80% of other pupils. This gap remains steady throughout the majority of year groups.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	• Sustaining the use of THRIVE • Increase in percentages in termly class profiling

	• Monitor pupils' wellbeing supported by the EMHP • Pupils have the opportunity to engage in a wide range of after school clubs, trips and visits. (23/24 Rec-Y6 PP 53% 83/160 pupils engaged in asc, Non PP 69% 171/248 pupils)
Accelerated progress in EYFS in particular Communication and Language.	• Assessments and observations indicate significantly improved communication and language among the disadvantaged pupils • EYFS curriculum targets communication and language supported by the Speech and Language therapist. • Target group identified to complete the NELI intervention • WELCOMM intervention • REAL Project
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. (23/24 Dis = 6.4% non-dis 3.8% current gap of 2.6%) • the percentage of all pupils who are persistently absent being below 11.5% (23/24 12.3%) and the figure among disadvantaged pupils being no more than 10% higher than their peers. (23/24 14.6% higher) • Monitor the disadvantaged pupil's attendance regularly. • Attendance and behaviour meetings
To ensure that pupil premium pupils with SEND make good or better progress from their social and emotional starting points.	Pupils have access to high quality teaching where a range of strategies are used flexibly in response to the needs of the pupils.
Improved writing attainment for disadvantaged pupils at the end of KS2.	GDS writing outcomes in 2026/27 show that more than 10% of disadvantaged pupils meet the expected standard.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77,544.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff members using National College, RWI & Thrive to support all areas of teaching and learning and specific areas of need within school	See EEF research guidance report: Effective Professional Development https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1731177187 'Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.'	1, 2 & 4
Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020 updated Oct 21 Ensure all pupils have access to high quality teaching. Compliment high quality teaching with carefully selected small group and one to one intervention.	4
Thrive Whole School Approach (CPD) Thrive is a leading provider of tools and training to help adults support the social and emotional development of the pupils they are working with. (Thrive online + CPD for practitioners to maintain their Thrive Practitioner status)	EEF (+4) Social and Emotional Learning Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Thrive has trained more than 75,000 staff in 2800 schools and reached more than 700,500 pupils and	1, 3 & 4

	young people. Schools that have adopted the thrive approach have reported many benefits, including fewer disruptions in class, reduced exclusion and improved academic results.	
Senior Leader to oversee the PP strategy	Successful schools 'have clear, responsive leadership'. DfE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation Guide states that 'school leaders play a central role in improving education practises through high quality implementation' by 'defining both a vision for and standards of desirable implementation'.	1-4

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

Budgeted cost: £28,492.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at the lowest 20% of pupils who require further phonics support.	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: Phonics Teaching and Learning Toolkit EEF.	2
Additional staffing in EYFS to provide capacity for more pupil support and continuation of the NELI programme Speech and Language Therapist	EEF (+6) 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.	2
To use an additional teacher in Upper Key Stage 2 for 'bespoke' small group intervention.	'Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'	5

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

Budgeted cost: £125,922.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
Greswell regularly fund enrichment opportunities which include:- .school educational visits/residential .Curriculum enhancements inc CMHW .school uniform	A lot of this evidence comes from feedback from pupils and parents. Having pupils who have the same opportunities as their peers enhances their experiences in school and are happier in school which impacts on their learning.	1,3,4
Social and Emotional Interventions Counsellor Relax Kids Practitioner EMHP (no cost) Power2 Alternative Curriculum	EEF (+4) Social and Emotional Learning interventions seek to improve pupil's decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	1
Thrive workers to support pupils who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour	EEF (+4) SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. Three broad categories of SEL interventions can be identified: • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning • Universal programmes which generally take place in the classroom with the whole class; and	1

	• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.	
Attendance Officer to analyse attendance and follow strict attendance procedures to raise attendance/punctuality. Inc. attendance incentives.	Embedding principles of good practice set out in the DfE's Working together to improve school attendance. The DfE guidance states 'building strong relationships with families' is important and 'where a pupil or family needs support with attendance, it is important... wherever possible the person should be kept consistent'.	3,4,5

Total budgeted cost: £231,960.43

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using Key Stage 2 performance data, phonics check results and our own internal assessments. Here is an overview of the performance of our disadvantaged pupils based on the DfE performance data.

Our Key Stage 2 data shows that our disadvantaged pupils are above national average in RWM and Reading, Maths, Writing and GPS. Our disadvantaged pupils are below national average at GDS level in Reading, Writing, Maths, RWM and above in GPS.

Year 1 and Year 2 phonics data shows that the disadvantaged pupils are attaining higher than the disadvantaged pupil's national data.

In comparison to the non-disadvantaged pupils nationally, the disadvantaged pupils are attaining below their peers. Similarly, internal data shows this to be the case too.

We looked at the KS2 data for 2024, in order to assess how the performance of our disadvantaged pupils has changed over time. The attainment gap between Greswell's disadvantaged and non-disadvantaged has closed with the disadvantaged pupils performing better than the non-disadvantaged pupils in comparison to 2023 data. For example, our attainment gap in:

- Reading has closed from -20.3% (2023) to +4.9% (2024) (an improvement of 25.1%)
- Maths has closed from -24.6% (2023) to +1.7% (2024) (an improvement of 26.3%)
- Writing has closed from -23.5% (2023) to +11.9% (2024) (an improvement of 35.4%)

Even though the comparison between the attainment of disadvantaged and non-disadvantaged has closed, this will be closely monitored in all other year groups as this is not the same picture.

Attendance

2024 Greswell Whole School = 95.2% (NA 94.1%) (2023 93.5%)
Greswell PA = 12.3% (NA16.2%) (2023 26.3%)

We have worked hard to improve our attendance overall and reducing the amount of PA amongst our pupils. We are above national with our attendance percentages. However, our PP pupils have a higher percentage of PA at 21.2% (NA16.2%). This is going to continue be a whole school focus next academic year.

Challenges in relation to wellbeing and mental health are increasing year on year. The number of non-disadvantaged pupils accessing these services is also increasing. 59% of the pupils who accessed wellbeing/mental health support in 23/24 were disadvantaged pupils. (Compared to 61% last year)

After school Activities – 53% of the disadvantaged pupils attended after school clubs compared to 69% of non-disadvantaged pupils.

Externally provided programmes

These are non-DfE programmes that we have used our pupil premium to fund in the previous academic year.

Programme	Provider
Reading	RWI
Speech, Language and Communication	NELI
Speech and Language Therapist	Tameside Authority