

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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
School name	Greenacres Primary School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Joanne Wilkinson-Tabi
Pupil premium lead	Sarah Rose
Governor	Tapas Sarker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,685
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£119,685

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children at Greenacres Primary School, irrespective of their background or the challenges they face, are in receipt of high quality learning which is carefully planned, sequenced and delivered with thoughtful pedagogy based upon our strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make good progress in reading, writing and maths as well as the wider curriculum. We acknowledge the direct link between our pupil premium children and those children with SEND needs.

Our main objective is for all children to achieve equally: to do as well academically and to thrive socially. Different starting places do not determine end goals. Children must not be disadvantaged as a result of their socio-economic context.

We intend for all of our pupils from a disadvantaged background to leave Greenacres Primary School as confident individuals who make good progress and achieve high attainment across all subject areas. We will achieve this through:

- Removing any and all barriers to learning.
- Providing high quality teaching to close attainment and progress gaps between all groups of children.
- Providing high quality teaching to ensure ALL children learn to read following a SSP which develops a love of reading and enables them to access the whole curriculum.
- Being committed to providing opportunities for personalised learning, incorporating technology where appropriate, and accelerating progress for all pupils and in particular vulnerable pupils.
- Supporting language and vocabulary development to support effective communication as well as the ability to access the whole curriculum.
- Addressing SMEH concerns and enabling children to be confident and resilient with good mental strength through a focus on a behaviour curriculum, diet, nutrition, the outdoors and growing our own: 'good food; good mood.'
- Providing pastoral support for both pupils and parents, and working with families to support school attendance so that all children are able to engage with the full learning experience.
- Raising aspiration in our community. Our core values of unity, respect, freedom, acceptance and aspiration are at the heart of everything.
- Facilitating a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

There is no expectation that all Pupil Premium funded pupils will receive identical support, the school works strategically to identify barriers to learning and plans accordingly.

Barriers to learning:

- Children start school at a lower level than their peers.
- Families do not hold high aspirations of learning potential or abilities.
- Children start school with poorer speech and language skills than their peers.
- Parental engagement with the school and children's learning.
- Attendance expectations
- SEND needs

Our Context:

Greenacres serves sits within the lowest 20% of deprivation. For employment, we are in the 20% most deprived; for income, we are within the lowest 20% of most deprived; for education, skills and training, we are within the 30% most deprived; for health, the lowest 30%, for crime, the highest 20%, housing and services, the lowest 30%, for income affecting children, 30% and living environment, the lowest 50%.

Achieving Our Objectives:

In order to achieve our objectives and overcome identified barriers to learning, we will:

- Provide all staff with high quality CPD to ensure a shared language and approach to phonics teaching.
- Further invest in high quality texts as well as fully decodable ones.
- Further invest in the use of technology and apps including IXL.
- Provide all staff with high quality CPD on vocabulary teaching, universal provision (modelling, dual coding and recall) and the teaching of reading.
- Provide all staff with high quality CPD on behaviour strategies; particularly to support children with additional needs.
- Hold targeted pupil progress meetings
- Hold regular SEND meetings
- Produce detailed analysis after all assessments to allow focussed and precise support for all of our children
- Provide keep up; catch up sessions and targeted interventions to quickly address gaps including the use of small group work and 1:1 tuition.
- Provide appropriate nurture support through a qualified learning mentor.

This is not an exhaustive list and strategies will evolve depending on the issues and barriers which arise.

Key Principals:

We will ensure High quality teaching through effective universal provision and assessment meets the needs of all children through a rigorous analysis of data, pupil voice and outcomes. Pupil premium children will be especially monitored and referenced during pupil progress meetings to ensure they are progressing and individual lapses are identified and addressed. Children with social, emotional or mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations, and discussions with children indicate Children enter Greenacres at low starting places, particularly in communication, language and literacy and with a paucity of vocabulary.
2	Our assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.
3	To continue to embed strategies across the school to ensure improved reading, writing & maths attainment among disadvantaged pupils.
4	Our observations and discussions with children and families suggest disadvantaged children have limited opportunities for social, cultural or educational experiences beyond their immediate environment. Children unable to access the wider world due to financial constraints and fear of parents
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. A disproportionate amount of our disadvantaged pupils lack skills to support their self-regulation and manage their emotions. Children enter Greenacres with poor functional skills, this provides a challenge when it comes to planning, monitoring and evaluating their learning.
6	Our attendance data indicates that attendance among disadvantaged children is lower than for non-disadvantaged children.

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 improve oral language skills and vocabulary among disadvantaged children.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.
To ensure that disadvantaged pupils, without complicating factors, achieve at least as well as all pupils nationally in the phonics check, times table check at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and GPS.	Achievement of disadvantaged pupils across school is inline with non disadvantaged pupils nationally for all standardised assessment points: - Y1 Phonics Check - KS1 assessments - Y4 Multiplication check - KS2 SATs
To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year	Data collection points from baseline in September, in October, February and June show progress in disadvantaged pupils closing the gap and reaching EYFS GLD at the end of the academic year
To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.	Achievement of disadvantaged in Year 6 is inline with non disadvantaged pupils at the GDS level
To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.	Experiences and visitors planned for all pupils across the year. Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils to allow children to participate in experiences that are not provided within the home
To ensure a high degree of engagement and opportunity for parents through coffee mornings, workshops and enrichment events.	Parental engagement activities are strategically planned and numbers/ feedback demonstrate sustained access.

To ensure the individual needs of disadvantaged children with additional barriers to learning are addressed appropriately to achieve and sustain improved wellbeing for all children.	Introduce a new systematic approach for pupils the school identifies as being disadvantaged to ensure steps in progress are recorded and measured . High levels of wellbeing will be demonstrated by qualitative data from pupil engagement, pupil voice, parent and pupil surveys and teacher observations.
To achieve and sustain improved attendance for PP children with a reduction in persistent absence	The attendance gap for disadvantaged children will narrow year-on-year and the gap with national closes year-on-year

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: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum and making the best use of paired/group talk within the classroom. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Fund release time for lead teachers to visit schools in the South Greenwich Hub to support QFT	There is a strong evidence base that suggests dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3

Embedding high quality adult/child interactions in the early years and across the school CPD for staff to ensure Interactions Matter: Supporting children's communication, language and vocabulary development whilst extending their play	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial. Law et al Early Language Development_final.pdf (educationendowmentfoundation.org.uk)	
Embed DfE Little Wandle through support from English Hub and purchase additional resources, including books for children to take home and use in school, to secure stronger phonics teaching for all pupils. Fund release time for Phonics Lead to coach and mentor staff Fund release time for members of staff to access Little Wandle training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils. Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Effective Professional Development EEF (educationendowmentfoundation.org.uk)	2
Continued CPD to Embed Developmentally Appropriate Provision in Year 1	Carefully planned Developmentally Appropriate Provision will enable children to learn skills, will challenge their thinking and help them to embed concepts. It should also provide the context for a variety of learning conversations between children and adults with rich opportunities for modelling and extending speech and vocabulary. It is within this learning environment that the children will also develop key learning attributes. https://my.chartered.college/impact_article/researching-play-based-pedagogies-in-year-1/	3
Training to support Quality First Teaching across the school to support all groups of children but	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.	1, 2, 3

particularly those disadvantaged, SEN and More Able. Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress	Effective Professional Development EEF (educationendowmentfoundation.org.uk) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf	
Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly	Making Best Use of Teaching Assistants identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly. https://educationendowmentfoundation.org.uk/news/eef-blog-the-impact-of-teaching-assistants-a-holistic-picture https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3
CPD for staff on understanding the needs of children and how to support teaching and promoting their self-regulation and manage their emotions. Zones of Regulation Jigsaw PSE programme	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk) https://zonesofregulation.com/research/	5
CPD for staff to teach Latin as MFL Maximum Classics	There is emerging evidence that learning ancient languages has a variety of positive effects on pupils' attainment, especially their literacy levels, as Holmes-Henderson (in 5 press) shows. From this study, it appears that the students who benefit most from learning Latin are those with Special Educational Needs and Disability (SEND), those	1, 3

	who have English as an Additional Language (EAL) and those who qualify for the Pupil Premium https://assets.publishing.service.gov.uk/media/637f5e708fa8f56eae3e7241/Ancient_languages_in_primary_schools_in_England_-_A_Literature_Review.pdf	
CPD for staff to utilise how technology can improve the quality of explanations and modelling, improve the impact of pupil practice and improve assessment and feedback	Explanations and modelling are the foundations of effective teaching. High-quality explanations and models enable teachers to introduce and explain new ideas, knowledge, and skills to pupils in a way that is accessible, memorable and clear. Practice is an essential part of teaching and learning. Ensuring that pupils have repeated and varied opportunities to apply and use new skills and knowledge increases success. Effective assessment provides teachers with information about pupils' learning and needs. It can help teachers judge whether pupils have understood what is being taught, make decisions about whether key concepts and skills have been mastered, and identify which pupils are likely to require additional support. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1761633214	3
CPD for attendance lead, primarily focused on monitoring attendance data and liaising with pupils, their families, and school staff to address attendance issues.	Make sure staff receive professional development and support to deploy attendance systems effectively. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS & KS1 speaking and listening intervention group	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions EEF (educationendowmentfoundation.org.uk)	
Subscriptions to Insight and Evidence For Learning to build teacher knowledge of children and purposeful assessment data		
Subscriptions to digital learning platforms including; IXL, Maths Whizz, Reading Plus, TT Rockstars and Olex AI	Technology has the potential to increase the quality and quantity of practice that children undertake, both inside and outside of the classroom. Digital technology can add up to +4 months progress (EEF, 2019). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital#nav-downloads	2,3
Extended day for children in KS2 targeted at disadvantaged pupils based on their phonic, reading, writing and maths needs.	This could mean extending core hours through out of hours tuition, homework or summer school programmes. Such programmes are more likely to impact learning if they are clearly structured, linked to the curriculum, and led by well-qualified staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/extending-school-time	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding enrichment opportunities throughout the curriculum including: visiting workshops, educational trips, residential trips for Y6	The EEF, consider evidence based research unpicking the ‘enriching’ of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context, systems of evaluation, analysis and forward planning ensure an effective spending model. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	4 6
Specialised and individual sessions with Learning Mentor which use elements of Social and Emotional Learning Lunchtime club to support children who are overwhelmed by the playground	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5 6
ELSA support for disadvantaged pupils with behaviour, emotional and social concerns	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): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	5 6

TKAT ACE programme for targeted children across the school	One of our priorities is to support pupils most in need. TKAT ACE - a champion for every child - plays a key role in that. This is a unique and innovative pastoral mentoring programme that provides a dedicated and specially trained 1:1 tutor for disadvantaged pupils and their families. The aim is to help these pupils overcome barriers to their progress both in terms of academic outcomes, and their social and emotional development. https://drive.google.com/file/d/1s71dF9uEdZuO6Q3uMk7qV1FHRU36U9-M/view	5 6
Subscription to Greenwich Attendance Advisory Officer to support with increasing attendance, particularly for disadvantaged children	Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6
Use of school minibus to collect children in the morning to ensure good attendance at school	Deliver intervention in a targeted way, in response to data or intelligence. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	6

Total budgeted cost: £120,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Intended Outcome	Review	Next Steps
To improve oral language skills and vocabulary among disadvantaged children.	- Latin teaching has been trialled in KS2 with good feedback from teachers and children. - Communication and language teaching has been embedded in Nursery - Key vocabulary has been reviewed and refined across the wider curriculum - Communication and collaboration included as one of our core pedagogies teaching posters - Think, pair, share embedded in teaching across the school	- Full CPD & Subscription to maximum classics for teachers in Autumn 1 - Embed communication and language teaching in Reception - Continue to embed consistent use of pedagogies for Communication and collaboration
Embedding of Little Wandle Letters and Sounds to ensure PP children pass the Phonics Check and increase the percentage of children achieving EXS and GDS in reading and writing at KS1	70% (23/33) of all children in Year 1 passed the phonic screening in 2025 compared to 60% (9/15) of Pupil Premium children. This is an increase of 16% from 2024 and has reduced the gap from 15% in 2024 to 10% in 2025. 78% (14/28) of non-pupil premium children in Year 1 passed the phonic screening in 2025 compared to 60% (9/15) of Pupil Premium children. This is an increase of 16% from 2024 and has reduced the gap from 20% in 2024 to 18% in 2025. 73% (24/33) of all children by the end of Year 2 passed the phonic screening in 2025 compared to 57% (8/14) of Pupil Premium children. This is an increase of 13% from 2024 although the gap has not decreased.	- Little Wandle group reads in year 2 flood filled with adults across the school - Training for new staff in phonics and reading - Support from English Hub and Little Wandle specialist - Continue to embed DAP in year 1 with a focus on Keep up and Catch up phonic sessions - CPD on structure and purpose of two daily phonics lessons

	84% (16/19) of non-pupil premium children by the end of Year 2 passed the phonic screening in 2025 compared to 57% (8/14) of Pupil Premium children. This is an increase of 13% from 2024 although the gap has not decreased. - Year 2 Assessment Data <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>All children EXS</td><td>52%</td><td>52%</td><td>60%</td></tr><tr><td>PP children EXS</td><td>43%</td><td>43%</td><td>50%</td></tr><tr><td>All children GDS</td><td>18%</td><td>18%</td><td>15%</td></tr><tr><td>PP children GDS</td><td>7%</td><td>14%</td><td>14%</td></tr></table>		Reading	Writing	Maths	All children EXS	52%	52%	60%	PP children EXS	43%	43%	50%	All children GDS	18%	18%	15%	PP children GDS	7%	14%	14%	- Apps to support intervention particularly for identified barrier of blending - Focus on blending in EYFS
	Reading	Writing	Maths																			
All children EXS	52%	52%	60%																			
PP children EXS	43%	43%	50%																			
All children GDS	18%	18%	15%																			
PP children GDS	7%	14%	14%																			
All children, without complicating factors, are fluent readers by the end of KS1.	7/19 of children without complicating factors (Speech Bubble and/or EHCP) did not achieve EXS standard in Reading at the end of KS1.	Focus on 7 children, without complex needs, in Year 3 who did not achieve EXS at KS1																				
Reduce the gap between non PP and PP children's attainment, across	Tracking children working at or above across the three areas shows improvement as the children move through the school i.e. KS2 results improve	Identify and support pupil premium children achieving GDS particularly in English																				

the school, particularly at GDS, by Year 6.	upon KS1 data; however, this tracking is not always consistent for every year group and depends on complexity of needs. <table><tr><td></td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>All children EXS</td><td>57%</td><td>57%</td><td>60%</td></tr><tr><td>PP children EXS</td><td>60%</td><td>60%</td><td>60%</td></tr><tr><td>All children GDS</td><td>23%</td><td>23%</td><td>26%</td></tr><tr><td>PP children GDS</td><td>13%</td><td>13%</td><td>20%</td></tr></table>		Reading	Writing	Maths	All children EXS	57%	57%	60%	PP children EXS	60%	60%	60%	All children GDS	23%	23%	26%	PP children GDS	13%	13%	20%	• Year 5 & 6 Extended day and use of AI for data analysis for forensic detail of gaps • TKAT ACE program for identified pupil premium children • CPD focus on consistent approach to agreed pedagogical approaches • CPD on forensically using formative data from programmes such as IXL
	Reading	Writing	Maths																			
All children EXS	57%	57%	60%																			
PP children EXS	60%	60%	60%																			
All children GDS	23%	23%	26%																			
PP children GDS	13%	13%	20%																			
All KS2 children are reading books in the correct Zone of Proximal Development using Accelerated read. Quizzes ensure progress is tracked	• Accelerated Reader quizzes being used to ensure children are reading the correct level books • Children have ‘Read to me’ books and ‘Let me read this book to you’ bookmarks • CPD on Accelerated Read completed by SLT, Reading lead and TA • Half termly data analysis on progress and children not making progress identified and targeted • Reading policy updated with a clear assessment process for the year including fluency	• Use data to analyse who is reading consistently at home • Embed reading data analysis including fluency data																				
To achieve and sustain improved wellbeing for all children, including	Leadership are aware of and put support in place for individual children as needed, triangulating safeguarding, academic progress, well being and	• Engage PTA for support of events during the year • Embed school trip plan for every year group																				

greater opportunities for social, cultural or educational experiences.	attendance allowing more children to make good progress (KS2 data being a monitor for this) • TKAT ACE embedded in the school, pupil voice is positive • Trauma informed behaviour INSET x2 and followed up with staff by creating a behaviour approach • Big Outcomes for every year group planned for, feedback from community was positive • Continue with calendar of events for enrichment	• Reevaluate which children have TKAT ACE and introduce 1 more tutor • Embed Gardening and Kids Cafe • Embed Charity
To achieve and sustain improved attendance for PP children with a reduction in persistent absence	Attendance for PP children remains a focus • Whole school attendance has stayed stable 91.2% in 2022 - 2023 92.0% in 2023 - 2024 91.7% in 2024 - 2025 • Pupil Premium attendance has stayed the same 88.0% in 2022 - 2023 88.2% in 2023 - 2024 87.6% in 2024 - 2025 • Persistent absence for pupil premium 44.9% in 2022-2023 39.2% in 2023-2024 44.4% in 2024 - 2025	• Continue SLA with Greenwich advisory service • SLT continue to monitor and track attendance across the school • CPD for admin team • Embed procedures of admin team tracking attendance • Embed Studybugs for parents to report absence • TKAT ACE tutors • School minibus to be used to collect targeted children