



Pupil Premium Statement & Plan

Audience	Parents
Co-ordinated by	Deputy Headteacher
Date written / reviewed	November 2024
Date of next (full) review	November 2027 (With annual evaluations and amendments to activities and budget)
To be reviewed by	Strategic Leadership Team
Associated Governing Body Committee	Inclusion

School vision statement

To provide an inclusive learning community where every child really does matter.

Aims and Expectations

Our school aims to embed the principles of BRICKS:

- Belonging
- Respect
- Independence
- Curiosity
- Kindness
- Success

School aims

- *To provide a high standard of education in a stimulating, varied environment in which children can learn effectively;*
- *To create a caring atmosphere in which children are taught good citizenship, are happy and encouraged to act independently and foster self-discipline;*
- *To encourage the children to co-operate with, understand and care for others from all backgrounds and abilities, thus children are guided into responsibility not only for their own development but also that of the whole school family;*
- *To ensure that every child, whatever their ability, has the right and opportunity to attend our school with appropriate resources and support wherever possible, and to have access to a broad and balanced curriculum;*
- *To create, maintain and develop a physical and emotional atmosphere where children are stimulated to develop powers of observation and lively enquiring minds;*
- *To develop an understanding of decision-making and the need for rules, maintaining a continuous effort to improve standards for the general good and success of all.*

Pupil Premium Strategy Statement

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
School name	Greswold Primary
Number of pupils in school	676
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	November 2024
Date on which it will be annually reviewed	November 2025
Statement authorised by	Inclusion Governors' Committee
Pupil premium lead	Anna Woodcock
Governor / Trustee lead	Eleni Stubbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140, 600
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	£140, 600
Actual amount allocated	£152,898

Part A: Pupil premium strategy plan 2024-27

Statement of intent

Greswold's ultimate ambition and objective is to close the gap between the achievement made by pupil premium pupils compared to their non-PP peers, to such an extent, that in some year groups there is a role reversal in progress scores. This primary aim is coupled with the desire for each child to be an enthusiastic and curious learner; to show respect for themselves and others and to embrace risks and follow their imagination whilst at Greswold and in their lives beyond. The key principles of this plan are based around six identified areas for whole school focus and improvement, all underpinned by Greswold's school values of BRICKS.

Challenges

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

Challenge number	Detail of challenge
1 Belonging	Average attendance percentages of disadvantaged pupils over the previous two years are lower than the whole school average, although both have improved. Whilst our ultimate aim is to eradicate the gap altogether, within the cycle of this plan we aim to reduce the gap to within 3%.
2 Respect	There is evidence to suggest external support structures for pupils can vary, including some variables defined as uncontrollable from a school perspective.
3 Independence	33% of PP pupils have a SEND diagnosis (28 out of 85 PP), with just over a third having SEMH needs and a sixth having speech, language and communication needs (SLCN) which means that they face additional challenges.
4 Curiosity	According to internal data analysis, attainment levels are lower and significantly lower in some year groups. Progress rates of disadvantaged pupils improve as they move through the school so that they are generally in line with their non-disadvantaged peers by the end of KS2, however this is not always the case in other year groups.
5 Kindness	27% of all pastoral referrals in 2023-24 were for disadvantaged pupils compared to a population proportion of just 15% (36% against 17% in 2022-23, 26% against 14% in 2020-21), thus demonstrating an increase in SEMH concerns amongst children from deprived backgrounds.
6 Success	Subject knowledge, confidence, experience and pedagogical skills aren't always consistent amongst school staff, in part due to comprehensible reasons, e.g. career length, strengths, phase, etc.

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
Using the updated framework, Baseline assessment at Nursery and Reception is accurate and consistent.	External audits are successful. Internal and external moderation is agreed with.
% of Pupil Premium 'on track' or achieving GLD at the end of Reception increases year on year.	Pupil Progress reviews effectively address barriers and inform future interventions. On-going assessment dialogue between school and family is maintained throughout using Tapestry.

	Additional provision and expertise (e.g. External agencies including SISS) are utilised and targeted towards the youngest children as a matter of priority. Evidence of good or outstanding lesson observations from class teachers.
At least 80% of Pupil Premium pupils pass the Phonics Screening check at Year 1.	Effective groupings of pupils allow for personalised approach to Phonics High quality teaching. Internal tracking data is used to identify vulnerable learners and inform future planning and interventions. School and parents work in partnership. On-going assessment dialogue between school and family is maintained throughout using Tapestry.
100% of remaining Pupil Premium pupils pass Phonics Screening check at Year 2	Effective groupings of pupils allow for personalised approach to Phonics High quality teaching. Internal tracking data is used to identify vulnerable learners and inform future planning and interventions. School and parents work in partnership.
Pupil Premium Pupils to make at least sufficient progress in KS1.	Pupil Progress reviews effectively address barriers and inform future interventions. Purposeful Performance Management targets along with rigorous monitoring procedures increase staff's knowledge, understanding and pedagogy through focused Continuous Professional development. Evidence of good or outstanding lesson observations from class teachers.
Pupil Premium pupils to pass Multiplication Check at Year 4.	Internal tracking data is used to identify vulnerable learners and inform future planning and interventions.
Pupil Premium Pupils to make a least sufficient progress in KS2.	Pupil Progress reviews effectively address barriers and inform future interventions. Purposeful Performance Management targets along with rigorous monitoring procedures increase staff's knowledge, understanding and pedagogy through focused Continuous Professional development. Evidence of good or outstanding lesson observations from class teachers.
% of Pupil Premium achieving at least 'Expected' Year 6 statutory test increases year on year.	Pupil Progress reviews effectively address barriers and inform future interventions. Purposeful Performance Management targets along with rigorous monitoring procedures increase staff's knowledge, understanding and pedagogy through focused Continuous Professional development. Evidence of good or outstanding lesson observations from class teachers.
Progress scores for PP pupils cohorts are positive and increase year on year.	Pupil Progress reviews effectively address barriers and inform future interventions. Purposeful Performance Management targets along with rigorous monitoring procedures increase staff's knowledge, understanding and pedagogy through focused Continuous Professional development. Evidence of good or outstanding lesson observations from class teachers.
Secondary Ready % amongst PP pupils' increases year on year.	Pupil Progress reviews effectively address barriers and inform future interventions. Purposeful Performance Management targets along with rigorous monitoring procedures increase staff's knowledge, understanding and pedagogy through focused Continuous Professional development. Evidence of good or outstanding lesson observations from class teachers.
The gap between performance rates of PP pupils and their non-PP peers are vastly reduced or eradicated altogether.	Pupil Progress reviews effectively address barriers and inform future interventions. Purposeful Performance Management targets along with rigorous monitoring procedures increase staff's knowledge, understanding and pedagogy through focused Continuous Professional development. Evidence of good or outstanding lesson observations from class teachers.

Activity in this academic year (2024-25)

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

Belonging: Build a sense of belonging for our children and families through support and systems which are accessible to all.				Budgeted cost: £17, 550
Activity	Type of activity	Evidence that supports this approach	Challenge number(s) addressed	
Continue EDI Champions Programme	High quality teaching	EEF research indicates building a culture of community and belonging for pupils can support school attendance.	1, 2, 3, 4, 5, 6	EDI Champions Programme completed 02/25. Impact report completed and submitted to Anna Flory (EDI Champions Lead) and Paula Thompson (SISS Manager)
Roll out EDI programme in school.	High quality teaching	EEF research indicates building a culture of community and belonging for pupils can support school attendance.	1, 2, 3, 4, 5, 6	Staff CPD focused on: bias, culturally responsive teaching, independence, UDL and courageous conversations.
Designated Safeguarding Lead (Member of the Pastoral team) to work in partnership with Inclusion Lead (Senior Attendance Champion) on the role of Attendance Lead for 2024-25, monitoring absence and triangulating concerns with My Concern and Pastoral Referral.	High quality teaching Wider strategy	Attendance percentage for PP pupils in 2023-24 was still significantly below non-PP peers. - Y1-6 PP attendance – 90.91% - Y1-6 Non-PP attendance – 94.35% Difference of 3.43%	1, 2	Attendance for 2024-25: - Y1-6 PP attendance – 91.5% - Y1-6 Non-PP attendance – 94.84% Difference of 3.34%
Ensure attendance remains a priority for 2023-24: aim to reduce the gap to <3%.	Wider strategy	Attendance percentage for PP pupils in 2023-24 was still significantly below non-PP peers.	1, 2	There was a marginal increase in attendance for PP pupils, and the gap narrowed. However attendance in school remains just below average. (Attendance for all pupils 94.3% National 94.9%)
Review support systems for families of pupils with severe/persistent absence.	Wider strategy	EEF research indicates building a holistic understanding of pupils and families can support school attendance.	1, 2	Members of SLT monitored key pupils. Class teachers aware of attendance patterns and liaise with SLT/pastoral team to support.
Leadership team restructured to enable more capacity to oversee and adapt PP pupils' provision.	High quality teaching	The school is now full to capacity with up to 700 pupils which now includes over 100 PP pupils and over 350 pupils on the Inclusion Register.	1, 2, 3, 4, 5, 6	AW liaises with JG (Safeguarding and Child Protection) KM and KSul (SEND), LB (EAL) and RJ (Young Carers) to meet needs of pupils.

	Targeted academic support			
Promote Living Streets' Travel Tracker to whole school and continue programme for entire year.	Wider strategy	Pupils can win WOW badge awards for participation and helps to promote active and healthy lifestyles.	1	25% of school community participated last year (increase from 24% the previous year).
Maintain Walking Bus capacity to accommodate increased demand, giving priority to PP pupils living in close proximity to route.	Wider strategy	Increase punctuality and attendance of key PP pupils. In Autumn 2024, 16 PP/FSM are accessing the Walking Bus which represents 33% of the Walking Bus register.	1, 2	In summer 2 out of the 42 pupils accessing the Walking Bus, 15 were PP which represents 36% of the Walking Bus register. Priority was given to any PP children on the waiting list. September 2025 – there are some PP children on the waiting list for pm sessions but they have am places.
Review and update Accessibility Plan to take into account increasing numbers of vulnerable pupils and families.	Targeted academic support Wider strategy	Increasing numbers of SEND, FSM, PP and EAL pupils.	1, 2, 4, 5	Accessibility Plan reviewed and approved by governors March 2025.
Collate a supply of second-hand uniform and PE kits which are in good condition and offer to families throughout the year.	Wider Strategy	Ramifications of much publicised 'cost of living' rises on the wellbeing of families. Key times over the course of a year when finances are stretched due to significant events and children outgrowing existing uniform.	1, 2	Pre-loved uniform promoted at whole school events e.g. Parent-Teacher Consultations and Open Evening. Uniform requested and distributed with some parents being repeat users.
Promote pupil participation in Years 4 and 6 residential visits and maintain or increase current PP pupils' uptake of 87% against 84% of whole cohort.	Targeted academic support Wider strategy	Cost of living challenges. All pupils to receive same experiences and opportunities regardless of background.	1, 2	30% of pupils who didn't attend both residential visits were PP. The overall uptake for Y4 was 62% (57% of PP children in the year). For Y6 the uptake was 74% (46% of PP children in the year).
In extenuating circumstances, facilitate the use of school budget to subsidise the cost of residential and educational visits, Greswold Greyhounds' inclusion and swimming lessons with each case being evaluated on an individual basis.	High quality teaching Wider strategy	Cost of living challenges. All pupils to receive same experiences and opportunities regardless of background.	1, 2, 4	£518 spent on Day visits for PP pupils and £1587 subsidised for residential visits. Subsidised swimming payments for 13 PP children in Y4.
Identify PTA-led events where financial assistance will be given to families of identified PP pupils.	Wider strategy	Cost of living challenges. All pupils to receive same experiences and opportunities regardless of background.	1, 2	PP families not charged for PTA events e.g. disco but no cost incurred by school.

My Concern to be used to log any safeguarding concerns which are then actioned immediately by DSL.	Wider strategy	As a result of an increase in school size and a change in its demographic, there is further evidence of increasing SEND, SEMH and safeguarding needs of PP pupils across all phases. Allowing staff to move between the provisions will help develop relationships and improve transition for pupils as they move through the school.	1, 2, 5	My Concern used effectively by staff.
Organise Holiday Activities and Food Programme (HAF) in partnership with Greswold Greyhounds by offering a holiday club to PP pupils.	Wider strategy	Identified need to access organised out-of-school activities, maintain nutrition and physical health and avoid social isolation. Last year 28 pupils attended either our Christmas, Easter or Summer clubs.	1, 2	Last year 19 HAF children attended either our Christmas, Easter or Summer clubs.

Respect: Enhance/Improve communication (avenues) between school and families of Disadvantaged Pupils, to develop and sustain effective support (structures/networks)			Budgeted cost: £100	
Activity	Type of activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Hold regular Parent Forum meetings with an aim to recruit representatives from different backgrounds.	Wider strategy	Source perspectives from a range of different backgrounds in order to make relevant and impactful whole school improvements.	2	Parent/Carer Forum meetings initially held half-termly moving to termly throughout the year.
Ensure all parents of Pupil Premium and vulnerable pupils are able to access <i>theschoolapp</i> for whole school, class and group messages.	Wider strategy	The need for a collaborative approach in order to fully support pupil (s).	2	At least one parent per child has access to the app. Reminders are sent to parents about the importance of regularly logging into the app to ensure that notifications aren't missed.
Create 'A Parents' Guide to...' webpage on communication to support families.	Wider strategy	Feedback from Parent/Carer Forum suggested that different avenues of communication can be confusing for parents with the result that key messages are missed.	1, 2, 4	'A Parents Guide to...' webpage created with information on the school app, reading (including Accelerated Reader), the Solar System Number Challenge, Learning Mentors and Online Safety.
Update website parental permissions register in order to celebrate successes of pupils across school through the publishing of events on the school website.	Wider strategy	Raise awareness of successes amongst the whole school community to appeal to parents and draw identified families back into school life. 241 stories published 2023-24	2	297 stories published 2024-25.
Use feedback from families to help update the current year group pages on the website with information that will help parents work in partnership with school and promote learning outside of school.	Wider strategy	A growing desire from parents to supplement their child's learning gained from school has been identified through Parent/Carer Forum, Meet the Teacher and Parent Consultation evenings. EEF research on parental engagement indicates 4-month increase in attainment.	2, 3, 4, 5	Web pages updated with key information at the start of the year. Additional information on the curriculum available to parents/carers.
Continue delivery of Coffee Mornings for families of targeted groups of pupils/year groups.	Wider strategy	Continue to develop parental networks with other families with similar circumstances, e.g. SEND, EAL, Medical, Young Carers, etc. EEF research on parental engagement indicates 4-month increase in attainment.	1, 2	Play Therapy workshop held (July 2025). Weekly coffee mornings on offer. EAL workshop held – December 2024.
Hold weekly Play Therapy Workshops for families of pupils with SEMH needs	Wider strategy	Families may feel isolated and require support from school or network opportunities from other families. Support parents in understanding their child's SEMH needs.	1, 2, 5	Nursery and Reception Stay and Play sessions held in October. Y1 Phonics in May. How to

Hold parental workshops to raise awareness of our curriculum and how pupils are taught.	Wider strategy	Ask parents to complete survey to identify focus for workshops. Feedback from Parent/Carer Forum indicates that parents would like to know more about what and how pupils learn. Ensure a triangulated approach between staff, school and families is maintained.	2, 4	support your child at home and EDI workshops November 2025.
Continue to host parental workshops for parents of EAL pupils to promote networking between families of similar language backgrounds.	Wider strategy	Ask parents to complete survey to identify focus for workshops. Reduce language barriers amongst some families using the promotion of translator/language networks. Improve parental support structures.	2, 4	
Offer separate Parents' Evening appointments for separated families as and when required.	Wider strategy	Promote positive partnerships between school and home.	2	Offered as requested.
Monitor attendance at Parents' Consultations of families of PP pupils. Ensure 100% of non-attendees receive meeting within two weeks of Parent Consultation week.	Wider strategy	Ensure a triangulated approach between staff, school and families is maintained. EEF research on parental engagement indicates 4-month increase in attainment.	2	Whilst not all families attended Parent Consultations, parents did have a meeting with staff either face to face or via telephone according to parental preference.
Monitor attendance at SEND Review Meetings of families of PP pupils. Ensure 100% of non-attendees receive a follow-up consultation within three weeks of original meeting date.	Wider strategy	Ensure a triangulated approach between staff, school and families is maintained. EEF research on parental engagement indicates 4-month increase in attainment.	2, 3	Whilst not all families attended SEND review meetings, parents did have a meeting with staff either face to face or via telephone according to parental preference.
Facilitate regular PTA meetings on site.	Wider strategy	Promote fundraising events amongst school community and to encourage participation and working partnerships with PP pupils' families.	2	PTA meetings held and hybrid meeting is now on offer.
Reinstate Celebration Events for families to attend e.g. performances, art events etc.	Wider strategy	Promote positive partnerships between school and home. Develop pupils' self-esteem through celebrating success.	2	Events included: Y6 Art Gallery, Y6 Production, Y6 Leavers' Assembly, Y5 Victorian performance, Y4 class brass, Y3 drumming, Y2 Africa performance, Y1 poetry, Reception Nativity, Nursery Christmas performance

Independence: Enable pupils to develop a toolkit of skills to promote clear communication and positive interactions.			Budgeted cost: £4, 418	
Activity	Type of activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
SEND referral system to be updated to effectively to communicate concerns. Graduated approach used during early intervention process.	High quality teaching Targeted academic support Wider strategy	Due to a change in school's demographic and its size there is evidence of increasing needs of PP pupils across all phases. These include: SEND (particularly SEMH and SLCN), EAL and safeguarding. Teachers to implement Quality First Teaching to support all learners.	3, 4, 5	Flowchart created and implemented for both staff and parents/carers.
SENDCos to triangulate approaches to support pupils, in liaison with school staff, parents and external agencies.	High quality teaching Targeted academic support Wider strategy	Allowing staff to move between the provisions will help develop relationships and improve transition for pupils as they move through the school.	1,2, 3, 4, 5, 6	SENDCos have reviewed approaches and created new monitoring systems to better gauge impact of interventions and which pupils require more targeted support.
Use SISS and SENTAA to help collate evidence for diagnoses and EHCP applications.	High quality teaching Targeted academic support	Utilising the right kind of expertise will provide the evidence to speed up the process of acquiring EHCPs as well as equipping school with the information needed to best support pupils' needs. Current figures of 27 EHCPs (including 8 PP pupils) with 2 pupils being referred for EHCPs.	1, 2, 3, 4, 5, 6	SISS SEMH – 11 PP pupils out of 13 SISS ASD – 3 PP pupils out of 7 SENTAA – 16 PP pupils out of 35
Purchase SISS package to supplement Early Help approach from Inclusion Team.	High quality teaching Targeted academic support Wider strategy	Utilising the right kind of expertise will provide the evidence to speed up the process of acquiring EHCPs as well as equipping school with the information needed to best support pupils' needs. Current figures of 27 EHCPs (including 8 PP pupils) with 1 pending and 1 pupil being referred for an EHCP.	1, 2, 3, 4, 5	
Use interactions to move pupils on in their learning.	High quality teaching Targeted academic support	Increasing numbers of pupils with SLCN. EEF research on oral language interventions indicates 6-month increase in attainment.	3, 4, 6	Embedding Hanen and Talking Time approaches in EYFS. Staff CPD (2 staff meetings) on SLCN. SLCN champion appointed.

Use Language Link in each Key Stage to identify and support with SLCN for pupils.	High quality teaching Targeted academic support	Increasing numbers of pupils with SLCN. EEF research on oral language interventions indicates 6-month increase in attainment.	3, 4, 6	Language Link interventions in place and 78 LL interventions recorded on Provision Map for autumn 1 & 2 2025.
Continue to develop pupils' emotional literacy	High quality teaching Targeted academic support	Increasing numbers of pupils with SLCN. Identifying and being able to name emotions can help pupils to self-regulate. EEF research on social and emotional language interventions suggests a possible 4-month increase in attainment.	3, 4, 5, 6	41 emotional literacy and self-esteem interventions recorded on Provision Map for autumn 1 & 2 2025.
Develop all staff's familiarity with the PACE approach.	High quality teaching Targeted academic support Wider strategy	Pupils who have difficulty expressing themselves may resort to physical responses. EEF research on behaviour interventions suggests a possible 4-month increase in attainment.	1, 3, 4, 5, 6	PACE approach evident through monitoring by SLT, SENDCos and external specialists.

Curiosity: Use innovative and impactful interventions to improve progress.			Budgeted cost: £20, 548	
Activity	Type of activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Review Homework Policy.	Wider strategy	EEF research on effective approach to homework indicates 5-month increase in attainment.	4, 5	Home Learning policy reviewed and rewritten. Shared with parents at October Parent-Teacher Consultations.
Monitor implementation of Feedback on Learning Policy. Review emphasis placed on PP pupils' books in terms of ongoing dialogue, support and rewards.	Targeted academic support	EEF research on feedback approach indicates 6-month increase in attainment. Levels of improvement should be visible from previous scrutiny.	4, 6	Monitoring activities by SLT and subject leaders show that work of PP pupils is in line with that of their peers. Work is accurately marked in line with the Feedback on Learning Policy but could include more positive praise to encourage.
Carry out book scrutinies in Y1-6 of PP pupils.	Targeted academic support	Evaluate effectiveness of the Marking and Feedback Policy on the back of EEF research on feedback approach (6-month increase in progress).	4	
All teaching and support staff to proficiently use Provision Map to record evidence based interventions. SLT to analyse Provision Map half termly to ensure identified PP pupils are receiving focused intervention.	Targeted academic support	See above plus EEF Toolkit evidence demonstrates positive progress gains with regards to small group tuition, 1:1 tuition and individualised instruction.	3, 4, 5	Average provision outcome +0.45 (November 2025) Average learning plan outcome +0.14 (November 2025) This demonstrates plans and interventions are having a positive impact on pupils' progress. 354 active provisions and 119 learning plans in place. 25 reviews overdue.
Conduct Pupil Progress Reviews (autumn and spring) with staff teams to evaluate impact of interventions on pupil progress and suggest amendments and guidance where necessary.	High quality teaching Targeted academic support	Discuss profile and progress of year groups and identify pupils who are making insufficient progress. Inform future intervention planning, evaluate and amend current strategies and share strong practice.	3, 4, 5, 6	PPR meetings held with class teachers and SLT in December and April. Whole school trends identified and addressed through support and as well as targeted individuals.
Continue individual inclusion tracking system and use in PPR meetings.	High quality teaching Targeted academic support	A percentage of PP pupils are currently making insufficient progress against end of key stage prior attainment.	3, 4, 5, 6	

Use teacher assessment and internal moderation to identify individual KS2 (UKS2) to receive weekly 1:1 intervention.	Targeted academic Support	EEF research suggests a 5-month progress result of 1:1 tuition.	3, 4, 5	354 active provisions in place on Provision Map (November 2025) in addition to focus group interventions in daily class teaching.
Phonics Interventions for KS1	Targeted academic Support	Identified need to focus on phonics and reading interventions in year 1, 2 and 3. EEF research on phonics interventions indicates 5-month increase in attainment.	3, 4	Staff returning from maternity deployed for interventions or cover for class teachers to work with key individuals. 16 children who weren't on track who could sit the test (+7 children unable). 11 of those children passed phonics screening and of the 5 who didn't 3 children were very close.
Continue phonics interventions in Years 2 & 3 for pupils who didn't pass screening and re-administer phonics screening check.	Targeted academic support	There was a small group of pupils who didn't take the phonics screening test in Year 1 or didn't reach the 32-mark pass grade. EEF research on phonics interventions indicates 5-month increase in attainment.	3, 4	4 out of 6 passed in Y2 (1 did not take). 1 out of 2 passed in Y3.
Walking Bus leaders (2:50-3:10pm) and Lunchtime Supervisors (1.10-1.30) to facilitate 1:1 reading sessions with KS1/2 each day.	Targeted Academic Support	Identified need to focus on phonics and reading interventions.	3, 4	Staff identified key children for intervention with a focus on the lowest 20% of readers. This was also supported by Y6 pupils in KS1.
Source regular and consistent volunteers & TA placements and utilise extra resource through targeted intervention.	Targeted academic support	Facilitate the need to personalise pupil support approaches through 1:1 or small group interventions as a response to identified needs.	3, 4, 5	Last year we had 27 Year 10 students, 11 TA students, 8 teaching students and 9 reading volunteers. They were deployed across the school.

Kindness: Increase pupils' self-esteem and wellbeing through curriculum enhancements and extra-curricular activities which focus on developing the 'whole' child.			Budgeted cost: £110, 282	
Activity	Type of activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Maintain provision of The Hive, The Den and The Nest along with a specialist Inclusion teacher, specialist SEMH teacher, Learning Mentors and dedicated support staff in order to provide personalised support through nurturing approaches. Staff to split their timetable to work across provisions.	High quality teaching Targeted academic support Wider strategy	There continues to be high demand through the Pastoral Referral and, although PP referrals have reduced to 27% compared to a 15% population, more staff have been recruited to the Pastoral Team as pupils are still accessing ongoing support.	1, 2, 3, 4, 5	Half termly meetings held. 90 referrals made last year 19 of which were PP (21%). This is a decrease from the previous year (27%).
Hold regular Pastoral Team meetings with key representatives from across school.	Targeted academic support Wider strategy	See above. A triangulated approach is most effective when supporting pupils.	1, 2, 3, 4, 5, 6	
Continue use of outdoor adventure learning using Greswold's Forest School area as a self-esteem intervention for identified groups of Year 5/6 boys and Year 3/4 boys.	Targeted academic support Wider strategy	Previous interventions proved very successful in terms of self-esteem improvements.	1, 3, 4, 5	12 PP pupils out of 26 attended Forest School in Summer 2025. 16 PP pupils out of 32 attended in Autumn 2025.
Utilise Play Therapy as a resource for intervention with pupils identified with SEMH concerns.	Targeted Academic Support Wider strategy	Intervention has effectively helped to resolve some SEMH conditions within pupils previously or has helped to identify longer term needs.	3, 5	5 out of 18 pupils receiving Play Therapy last year were PP. Academic YTD – 4 out of 8 pupils are PP.
Complete Nurture UK application and embed in school.	High quality teaching Targeted academic support Wider strategy	A nurture approach, focusing on social and emotional needs and positive relationships can lead to a 4-month increase in attainment according to EEF research.	1, 2, 3, 4, 5, 6	Successful Nurture Award application April 2025. Next steps identified and mapped out.
Maintain/increase PP pupils representing school in inter-school sports' competitions for UKS2	Wider strategy	Education Endowment Foundation Toolkit suggests a possible progress increase of 2 months. As well as the need to promote active and healthy lifestyles (Getting Active again with Greswold webpage), there are obvious self-esteem benefits too. School representation by PP Y6 pupils in 22-23 was 58%.	4, 5	School representation by PP Y6 pupils in 24-25 was 15%. School representation by PP Y5 pupils in 24-25 was 22%.

Use 'Top-Up' swimming to enable all pupils including PP pupils to pass the KS2 requirement	Wider strategy	Previous national restrictions coupled with 'cost of living' challenges combine to reduce children's confidence and ability in being able to swim proficiently, subsequently adding pressure for pupils to meet the KS2 requirement in two Y4 terms. 'Top-Up' swimming enables additional time to ensure requirement is met.	4, 5	Support offered to PP families for swimming and top-up swimming. 21 children in Y4, 5 & 6 passed through top-up swimming with 3 of those PP.
Continue Wider Opportunities scheme in collaboration with Solihull Music Service in Year 4 and Year 3. Ensure children have a chance to perform.	Wider strategy	Education Endowment Foundation Toolkit suggests a possible progress increase of 2 months.	4, 5	Y3 Drumming and Y4 Brass offered 2024-25. Year 3 drumming offered for 2025-26.
Continue to provide curriculum enrichment opportunities to PP pupils e.g. Simply Gifted and Talented	Wider strategy	Enrichment opportunities build self-esteem and engage pupils in their learning.	4, 5	55 pupils attended sessions 2024-25. 11 PP/FSM, 8 SEND, 9 EAL and 3 YC.
Continue to provide extra-curricular opportunities both internally and through outside providers and source further when the need is identified.	Wider strategy	Cost of living challenges. All pupils to receive same experiences and opportunities regardless of background.	2, 4, 5	No requests for clubs made.
Continue delivery of peripatetic music lessons and choir across KS2 and monitor inclusion of PP pupils.	Wider strategy	Education Endowment Foundation Toolkit suggests a possible progress increase of 2 months.	2, 3, 4, 5	KS2 Choir continued with 3 PP pupils attending. No requests for peripatetic funding made.

Success: Use Continued Professional Development for all staff as a tool for whole school improvement with the aim of proficient and consistent approaches to High quality teaching and learning being implemented.			Budgeted cost: £0	
Activity	Type of activity	Evidence that supports this approach	Challenge number(s) addressed	
Review curriculum offer to ensure that our curriculum reflects our school community.	High quality teaching	Changes to our curriculum offer provide the opportunity to add further context and embed connective learning. Our curriculum should offer windows, mirrors and sliding doors so that pupils see themselves reflected in our curriculum and others have the opportunity to learn more about different perspectives through a variety of methods including key texts.	3, 4, 5, 6	Curriculum review and diversity audit completed. Subject leaders and class teachers developing opportunities for windows mirrors and sliding doors.
Review reading offer to ensure it best meets the needs of our school community.	High quality teaching	EEF research suggests a focus on reading comprehension strategies can lead to a 7-month average increase in progress.	3, 4, 6	Reading formed SIP priority for 2024-25.
Build on feedback from Ofsted to enable teaching staff to source subject leader expertise in order to plan effectively to support adaptive teaching.	High quality teaching	Effective delivery of the curriculum requires careful planning to ensure that pupils are able to access and gain the most from it.	3, 4, 5, 6	Adaptive teaching evident across the curriculum in monitoring by SLT.
Continue to build on progress made through writing initiatives and CPD in order to sustain improvements in writing across the school.	High quality teaching	Internal data for end of KS2 suggests a positive progress score for writing but this is not consistent throughout key stages.	3, 4, 5, 6	Writing outcomes just above national for all pupils including PP but evidence of widening gap between PP and non-pp pupils.
Embed coaching model into CPD to support teachers. Continue using a variety of avenues for dissemination of professional development training with increased emphasis on subject knowledge, pedagogical knowledge and pedagogical subject knowledge. These will include INSET day workshop choices, split staff meetings with a focus on subject spotlights and core input, drop-in clinics, recorded presentations and coaching.	High quality teaching	Using the tier-approach model from the EEF regarding Pupil Premium spending, Greswold's strategy continues to focus on high quality professional development, training and support for all teaching staff and support staff. This is to ensure that over time the pedagogy, strategies and approaches adopted by Greswold coupled with the research outcomes of the EEF Toolkit are implemented and delivered in a highly proficient and consistent manner across the whole school community, an approach which mirrors the prescribed use of Pupil Premium funding itself.	3, 4, 5, 6	Coaching model formed part of CPD for teachers throughout the year. Teaching in Tandem with TAs also delivered to support staff (October INSET).
Facilitate regular opportunities for teaching staff and support staff to reflect on and evaluate interventions used and	High quality teaching	See above.	3, 4, 5, 6	Structure of INSET days reviewed to include the following: phase meetings for

share positive practice with others. Consider structure of INSET days to allow teaching and support staff to work together and liaise.	Targeted academic support			both teaching and support staff, choice of workshops as well as set CPD. Further development part of SIP 2025-26.
Liaise with colleagues across collaborative and local authority to source successful practice and ideas with regards to provision.	High quality teaching Targeted academic support Wider strategy	Inform future intervention planning, evaluate and amend current strategies and share strong practice.	3, 4, 5, 6	Inter-school moderation with Oak Cottage, Burman and Bentley Heath. Maths subject leads visited local schools to observe good practice.
Explore the identified need to revisit Meta-Cognition and Self-Regulation teaching through daily classroom teaching routines.	High quality teaching Targeted academic support Wider strategy	Self-regulations techniques are already in use across the school but a 7-month average increase in progress according to the EEF PP Toolkit suggests an emphasised approach.	3, 4, 5, 6	Staff CPD included UDL, culturally responsive teaching and strategies to support pupils with SEND.
SLT to undertake rigorous monitoring activities on a termly basis to assess current strengths and identify and recommend future professional development needs.	High quality teaching	Ensure a triangulated approach between SLT, class teachers, support staff and additional adults working with children. Inform future intervention planning, evaluate and amend current strategies and share strong practice.	3, 4, 5, 6	Monitoring mapped out on strategic overview. SLT and subject leaders conducted a range of monitoring activities including: lesson observations, learning walks, book looks, pupil voice and staff surveys.
Use updated PP pupils' register with photos of each child in whole school monitoring.	High quality teaching	Raise awareness of pupils across who school community enabling teachers to engage and adapt approach in specific situations. Ensure a triangulated approach between Inclusion Lead, class teachers, support staff and additional adults working with children.	3, 4, 5, 6	Key class information updated and available for monitoring.

Total budgeted cost: £152,898

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

For details of the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year, refer to Pupil Premium Statement and Plan 2023-24. See 2024 Pupil Data document under Assessment Results in Key Information in About Us on the school website.

Intended outcome	2024-25 Data
% of Pupil Premium 'on track' or achieving GLD at the end of Reception increases year on year.	50% of PP pupils achieved GLD at the end of Reception (67% 2024).
At least 80% of Pupil Premium pupils pass the Phonics Screening check at Year 1.	66% of PP pupils passed the Phonics Screening Check in Y1.
100% of remaining Pupil Premium pupils pass Phonics Screening check at Year 2	100% of PP pupils who sat the Phonics Screening Check in Y2 passed (1 did not sit).
Pupil Premium Pupils to make at least sufficient progress in KS1.	Reading: 58% of PP pupils making at least sufficient progress with 8% making more than sufficient progress. Writing: 50% of PP pupils making at least sufficient progress. Maths: 67% of PP pupils making at least sufficient progress with 8% making more than sufficient progress.
Pupil Premium pupils to pass Multiplication Check at Year 4.	33% of PP pupils passing the MTC. 63% achieving a score of 23 or above.
Pupil Premium Pupils to make a least sufficient progress in KS2.	Reading: 100% of PP pupils making at least sufficient progress. Writing: 90% of PP pupils making at least sufficient progress. Maths: 100% of PP pupils making at least sufficient progress with 20% making more than sufficient progress.
% of Pupil Premium achieving at least 'Expected' Year 6 statutory test increases year on year.	Reading: 77% of PP pupils (2023-24 83%) Writing: 62% of PP pupils (2023-24 92%) Maths: 46% of PP pupils (2023-24 83%)
Progress scores for PP pupils cohorts are positive and increase year on year.	Reading: 100% of PP pupils on track (2023-24 70%) Writing: 90% of PP pupils on track (2023-24 90%) Maths: 100% of PP pupils on track (2023-24 90%)
Secondary Ready % amongst PP pupils' increases year on year.	46% of PP pupils secondary ready (2023-24 83%)
The gap between performance rates of PP pupils and their non-PP peers are vastly reduced or eradicated altogether.	Reading: -5% Writing: -11% Maths: -34%

Externally provided programmes

Programme	Provider
Play Therapy	Willow Tree Play Therapy
SISS SEMH	Solihull LA
SISS ASD	Solihull LA
SENTAA	Solihull LA
Language Link	Speech and Language Link
Talking Time	NA – embedding previous training
Maths Mastery Approach/White Rose	NA – embedding previous training

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Pupils received support that included SEMH, Young Carers Groups plus other academic interventions.
The impact of that spending on service pupil premium eligible pupils
A positive outcome of +0.33 on Provision Map shows that interventions are having a better than expected impact.