

# Greatstone Primary School

## Pupil Premium Strategy Plan 2025-2028

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Greatstone Primary
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers	2025 – 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026 December 2027 December 2028
Statement authorised by	Jaclyn Kay (HT)
Pupil premium lead	Fiona Roberts (DHT)
Governor / Trustee lead	Glynn Hukins and Caroline Allen

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,790 estimate
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£98,780 estimate

# Part A: Pupil premium strategy plan

## Statement of intent

At Greatstone Primary School, our intent is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Our pupil premium strategy is specifically designed to support disadvantaged pupils in achieving this, including those who are already high attainers.

We recognise that many pupils beyond those officially identified as disadvantaged face significant barriers, especially in the current socio-economic context. Therefore, the activities outlined in this strategy aim to support the needs of all vulnerable pupils, regardless of pupil premium status.

High-quality, inclusive teaching is at the heart of our approach. We focus on the areas where disadvantaged pupils require the most support, as this has the greatest impact on closing the attainment gap. This approach benefits all pupils, sustaining and improving attainment for both disadvantaged and non-disadvantaged learners.

Our strategy is responsive to common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions about disadvantage. The complementary approaches we adopt work together to help all pupils excel.

Our key objectives are:

- To close the attainment gap between disadvantaged pupils and their peers, ensuring all pupils leave Greatstone Primary with the knowledge, skills, and character required for success at secondary school and beyond.
- To ensure disadvantaged pupils make rapid and sustained progress in reading, writing, mathematics, and across the wider curriculum, with proportions reaching expected standards and greater depth that meet or exceed national averages for similar cohorts.
- To remove non-academic barriers to learning, including attendance, self-regulation, speech, language and communication, behaviour, and wellbeing, so that all pupils can access learning and curriculum outcomes fully.
- To provide timely, evidence-informed support for children with SEND, particularly those who are also disadvantaged, ensuring access to the same curriculum endpoints as their peers.

We will aim to do this through:

- Ensuring teaching and learning opportunities meet the diverse needs of all pupils.
- Implementing targeted and research-based pastoral and academic interventions and programmes early through robust identification systems.
- Equipping all staff with a diverse range of high-quality pastoral approaches to support families and pupils effectively.
- Embedding a proactive attendance culture supported by all staff.
- Using small steps assessment for SEND pupils to evidence progress and tailor interventions.

- Maintaining high expectations shared among parents, pupils, and staff, with clear communication of learning journeys and next steps.
- Celebrating personal achievements beyond the curriculum to build confidence and resilience.
- Integrating our pupil premium strategy with wider school improvement plans, including curriculum development and wellbeing initiatives.

Through this comprehensive, whole-school approach, we aim to ensure that every pupil, regardless of background, is supported to be the best version of themselves, embodying our vision of dreaming, daring, and caring as they progress through their educational journey.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Limited Vocabulary and Language Acquisition:</b> Many of our disadvantaged pupils exhibit reduced phonics skills, reading comprehension, and mathematical reasoning due to limited vocabulary and language development. 53% of our pupils with SEN are also disadvantaged with speech, language and communication needs (including pupils with Autism) being the biggest need.
2	<b>Engagement and Motivation Issues:</b> Some disadvantaged pupils struggle with concentration, self-motivation, behaviour for learning, and low aspirations, which hinder their engagement and academic progress. 52% of our PP children are not secure emotionally 78% of pupils with SEN do not give purposeful attention (Boxall Sept 2025)
3	<b>Motor Skills and Handwriting:</b> Poor motor skills among some disadvantaged pupils impact handwriting quality and writing fluency, limiting their ability to effectively express ideas.
4	<b>Family Engagement Challenges (especially with reading):</b> While phonics attainment is improving (Year 1 phonics at 73%), some disadvantaged pupils are reluctant to read at home. There remains a notable gap in Year 6 reading attainment (disadvantaged pupils at 46%). Some families of disadvantaged pupils have difficulty engaging fully with the school and other professionals, resulting in pupils who are emotionally and socially vulnerable and less likely to thrive academically.
5	<b>Attendance and Persistent Absence:</b> Disadvantaged pupils generally have lower attendance rates and higher persistent absence compared to non-disadvantaged peers. Poor attendance and punctuality reduce learning time and impact attainment.
6	<b>Mathematics Attainment and Fluency:</b> Low outcomes in mathematics, particularly Year 6 (49% whole cohort; 38% disadvantaged pupils) and Year 4 Multiplication Check (43%), highlight gaps in number fluency and curriculum coverage for disadvantaged pupils.
7	<b>Speech, Language, and Communication Needs (SLCN):</b>

	Early Years GLD stands at 60%, with evidence of language gaps that affect reading, writing, and behaviour. Both universal and targeted SLCN support are essential to overcome these barriers.
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## 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
Pupils develop strong vocabulary, phonics, reading comprehension, and mathematical reasoning skills.	Increased phonics attainment (Year 1 phonics $\geq$ 80%). Improved reading comprehension scores in KS1 and KS2. Enhanced mathematical reasoning demonstrated through assessments. Reduction in attainment gap in English and maths between disadvantaged and peers.
Pupils demonstrate improved concentration, motivation, behaviour for learning, and higher aspirations.	Increased engagement observed in lessons. Reduction in behaviour incidents related to low motivation. Positive pupil self-reports on motivation and aspirations. Improved attendance in targeted groups.
Pupils develop fine motor skills and handwriting fluency to effectively communicate ideas in writing.	Improvement in handwriting assessments. Increased participation in activities supporting motor development. Positive teacher feedback on writing fluency. Enhanced writing outcomes in pupil work samples.
Families engage effectively with the school and professionals, supporting pupils' emotional, social, and academic development.	Increased attendance at parent meetings and events. Positive feedback from families in surveys. Enhanced communication and partnership documented. Improved pupil outcomes linked to family engagement. Increased frequency of home reading recorded. Reading attainment gap reduced (Year disadvantaged reading $\geq$ 60%). Positive pupil attitudes towards reading. Improved alignment of reading materials to pupil ability.

<p>Disadvantaged pupils achieve attendance rates comparable to peers, reducing persistent absence.</p>	<p>Whole-school attendance <math>\geq 96\%</math>. Persistent absence rate for disadvantaged pupils reduced to below 10%. Improved punctuality records. Positive impact on attainment linked to improved attendance.</p>
<p>Pupils develop strong number fluency and mathematical skills, closing attainment gaps.</p>	<p>Year 6 maths attainment meets or exceeds national averages for disadvantaged pupils. Year 4 Multiplication Check pass rate <math>\geq 70\%</math>. Increased confidence and engagement in maths lessons. Reduced attainment gap in maths between disadvantaged and peers.</p>
<p>Universal and targeted SLCN support closes language gaps, enhancing access to curriculum and behaviour. Early identification and effective intervention improve speech and language skills, supporting literacy development.</p>	<p>Early Years GLD improved to <math>\geq 70\%</math>. Increased participation in targeted SLCN interventions. Reduction in language-related barriers to learning. Improved behaviour and communication skills observed in classrooms. Timely speech and language assessments for all identified pupils. Increased percentage of pupils meeting age-related speech and language milestones. Positive progress in early literacy skills by end of EYFS and Year 1. Reduction in SEND referrals related to speech and language difficulties.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Significant investment will be made in ensuring additional staff have the skills and knowledge to support rapid improvement	The Inclusion Review Group at Manchester University, on behalf of the Evidence for Policy and Practice Information (EPPI) Centre carried out research into the impact of teaching assistants in the classroom. They found that, "the academic achievements of primary aged pupils with identified difficulties in learning, typically in literacy, improve significantly following a period of targeted intervention from TAs."	1, 2, 6 and 7
To provide high quality CPD for all teachers in relation to developing mathematics All teachers to use the Maths Hub Mastery for Maths training. Additional training around development of reasoning across the school. Support for teaching staff from Maths leader	EEF's Teaching and Learning Toolkit highlights mastery learning, and feedback as high-impact strategies. DfE Reading Framework and Maths Hubs guidance. Development of early number and reasoning is a fundamental skill in ensuring pupils are able to access an age-appropriate curriculum.	1 and 6
Accelerate progress in KS1 and KS2 in Reading and writing Invest in Story Telling, Phonics tracker and ELS intervention programme for pupils, providing support towards the teaching of writing, spelling and whole class reading as well as homework opportunities. Embed accelerated reader throughout KS2	Many of our pupils continue to struggle with their reading skills, particularly inference and deduction. Triangulation has identified that the strong teaching of reading is essential in ensuring all pupils will be secondary ready at the end of Year 6.	1, 4 and 7
SLT to ensure AFL strategies such as	Many studies have shown that effective feedback is key to children making	3

verbal feedback and effective written feedback are prioritised for PP children. Staff agree to focus on marking PP children's work using either VF or written feedback.	progress. Additionally, Anne Marie Guhry's study in 2017 found that providing targeted feedback had a significant effect in improving children's confidence, motivation and attitudes.	
Investment in diagnostic assessment tools and technology to identify pupil needs early and tailor teaching.	Diagnostic assessments help target teaching effectively, supported by EEF evidence on assessment and feedback.	1, 2, 3, 6 and 7
All High Prior Attaining Pupil Premium children achieve GDS in reading, writing and/or maths All teachers and TAs are aware of their pupil premium children and their different levels of prior attainment. Ensure pitch and challenge of whole school curriculum is sufficient to fully extend and deepen the learning of high prior-ability pupil premium children	Internal and external data shows limited conversion of high prior-attaining pupil premium children into GDS	2 and 4
NELI to be used with identified children	NELI has been identified by the EEF. The EEF state, "Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral Challenge 2 7 language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one."	1
To provide information for parents on the use of TTRS, Accelerated Reader and Spelling Shed	Engaging parents in the homework that their children have been set has been found to help develop the conversation between home and school and help families become more engaged in school life	4
To involve children in decision making about how to improve their learning. Pupil Voice representatives (PP) from all year groups to participate in discussion	If children explain their barriers to adults, adults are in a better position to support. Including the voice of the child is essential in giving them agency in their own learning. The NSPCC state, The term "voice of the child" refers to the real involvement of children in	2, 4 and 5

about how adults could facilitate learning	expressing their views, opinions, and experiences. It includes both verbal and nonverbal communication and goes beyond simply seeking their views to actively including them in decision-making processes.” (NSPCC 2024)	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition of targeted pupils to ensure they are working at the appropriate level. Targeted intervention from specialist intervention teacher to raise standards of PP children	The government has recognised that highly targeted tutoring by a trained tutor is a powerful tool “because it is a universally recognised method of addressing low attainment and educational inequality.” According to the government NTP website, “Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months”	1, 2, 3, 6 and 7
Rapidly develop pupils Speech and Language skills so that they are in line with National Expectations Deploy Specialist S&L TA to work with targeted pupil premium pupil	Research from EEF Tool Kit identifies early support with S&L as being crucial in ensuring pupils are able to make appropriate progress. The programs identified has been externally evaluated to have significant impact on the progress of pupils.	1 and 7
One-to-one and small group tutoring in reading, writing, and maths	EEF’s evidence shows tutoring is effective in accelerating progress for disadvantaged pupils. DfE Tutoring guidance supports structured approaches.	1, 2, 3, 6 and 7
Targeted speech and language interventions, including Nuffield Early Language Intervention (NELI) for Reception pupils.	NELI is an evidence-based programme showing up to four months additional progress in oral skills.	1 and 7

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



Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement initiatives including family engagement, attendance monitoring, and support for persistent absentees. Target attendance and punctuality with child friendly incentives.	DfE's Working Together to Improve School Attendance guidance and EEF's attendance resources show positive impact on outcomes.  In May 2023, the government stated that: "The higher a pupil's attendance, the more they are likely to learn, and the better they are likely to perform in exams and formal assessments.	5
Pastoral and wellbeing support, including mental health programmes and social-emotional learning (SEL).	EEF evidence supports SEL and wellbeing interventions in improving behaviour and academic outcomes. Good mental health and wellbeing is essential for school students. It helps them to learn effectively, cope with day-to-day challenges, and develop into resilient young adults.	2 and 4
Extra-curricular activities and curriculum enrichment such as sports, arts, and music to enhance engagement and motivation - with subsidised financial support given as appropriate to PP families	Wider strategies including enrichment activities improve engagement and self-esteem, supported by EEF. Due to the school being placed in an area of high deprivation, many children do not regularly experience a range of enrichment opportunities in order to broaden their experiences both inside and outside of the national curriculum.	2
Breakfast nurture club provision to support readiness to learn.	Addressing basic needs improves attendance, concentration, and wellbeing (EEF wider strategies). If children attend school regularly, arrive on time the children succeed better.	2, 4 and 5

**Total budgeted cost: £98,790**

## 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.

**Accelerated Progress in KS1 and KS2 through Mastery Curriculum (Maths and Writing) - Children will achieve outcomes that are inline with, or above, national average by the end of KS1 and KS2.**

All staff have a knowledge of Maths Mastery and implement the fundamental elements of Maths Mastery in their practice.

After completing the EFA programme, there is whole school approach to formative assessment strategies ensuring improved outcomes for all children.

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	34	15%	46%	Below (sig-)	68%	-53	Not applicable	Not applicable
2025	12	33%	47%	Below (non-sig)	69%	-36	Narrowing	-
2024	14	7%	46%	Below (sig-)	67%	-60	Narrowing	High - SEN
2023	8	0%	44%	Below (sig-)	66%	-66	Not available	-

#### Disadvantaged pupils' performance gap

##### Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	15%	68%	-53 pp
2024/25	33%	69%	-36 pp
2023/24	7%	67%	-60 pp
2022/23	0%	66%	-66 pp

#### EYFS End of Year Assessments 24-25

	Attainment			
	PP	Not PP	Gap	PP & SEND (2)
Good Level of Development	50%	62. %	-12%	50%

Reading Comprehension:	7%	16%	-9%	50%
Word Reading:	50%	87%	-37%	50%
Writing:	50%	62%	-12%	50%
Maths Number:	83%	93%	-10%	50%
Numerical Patterns:	100%	93%	+7%	50%

## Key Stage 2 End of Year Assessments 24-25

	Attainment (Working at expected standard)			
	PP	Not PP	Gap	PP & SEND (4)
Reading	50%	62%	-12%	25%
Writing	63%	70%	-7%	25%
GPS	42%	46%	-4%	25%
Maths	33%	54%	-11	0%

Phonics Screening Year 1 2024-25		
PP	Not PP	Gap
50%	77%	-27%

**Communication Enriched Environments - Ensure communication enrich environments are promoted across the school at a universal level - Clear identifications processes established at whole school, group and individual level – ensuring the individual speech and language needs of children are met.**

Nurture School UK Accreditation awarded May 2025. The whole school curriculum has the Nurture Principles embedded meeting the academic needs of children, as well as their social and emotional needs. Children are able to learn in a calm and nurturing environment. Children are clear with expectations and positive approaches to behaviour allow for children to address their areas of need with confidence.

Speech and Language Link assessments carried out in the first term of children starting Reception. Interventions put in place and reviewed regularly. Language link assessment carried out at the start of Year 3. Interventions put in place for those who need it for KS2 with our Inclusion assistant

**Support for Social, Emotional, and Mental Health (SEMH) and Parental Engagement**  
**- Children are coming to school ready to learn and have the appropriate support and provision identified to meet their needs. Children are able to positively build upon areas of development.**

Positive trends in Boxall Profile and SEMH indicators.

All disadvantaged pupils had access to free second hand uniform where required.

**Attendance and Punctuality Support - Attendance will be inline, or above national average.**

Whole school attendance –

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25 (2 term)	186	91.8%	94.8%	Below	Relative decline
2023/24 (3 term)	206	92.3%	94.5%	Below	Relative improvement
2022/23 (3 term)	237	91.6%	94.1%	Below	Relative decline

Pupil Premium attendance –

### **FSM6 - Attendance**

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend
2024/25 (2 term)	55	89.5%	92.4%	Below	Relative decline
2023/24 (3 term)	66	90.7%	92.0%	Close to average	Relative improvement
2022/23 (3 term)	61	88.9%	91.6%	Below	Relative decline

Families continue to build on their positive relationships with the school, improve attendance and pupil's emotional well-being. Parent/carers workshops/ coffee mornings providing further support to families. Nurture provisions established and reviewed, ensuring children receive appropriate emotional support so that they are ready to learn throughout the school day.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Embedding Formative Assessment	EEF
Nurture Schools Accreditation	National Nurturing Schools Programme/ The Nurture Group Network
Maths Hub – Maths Mastery The Education People	National Centre for Excellence in the Teaching of Mathematics