2025 Pupil premium strategy statement
Greenmount Primary School, 105301

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 coming year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	Current: 3.5% From April '25: 5.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	Academic year 2024/2025 and into 2025/2026
Date this statement was agreed by governing body	25th November 2024
Date this statement was published	31st December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	David Griffith
Governor / Trustee lead	Brent Pinder

Funding overview

Detail	Amount
Pupil premium funding allocation for January to March 2025	£3,603
Pupil premium funding for April to December 2025	£15,247
Pupil premium funding carried forward from previous years	£0
Total budget for 2025	£18,850

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all pupils to achieve that goal. As our proportion of children eligible for Pupil Premium funding is very low, we will consider the challenges faced by all pupils as well as those in receipt of Pupil Premium. The activity we have outlined in this statement is intended to support all children's needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the attainment gap. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. Our goals for 2025 are set out below.

Challenges

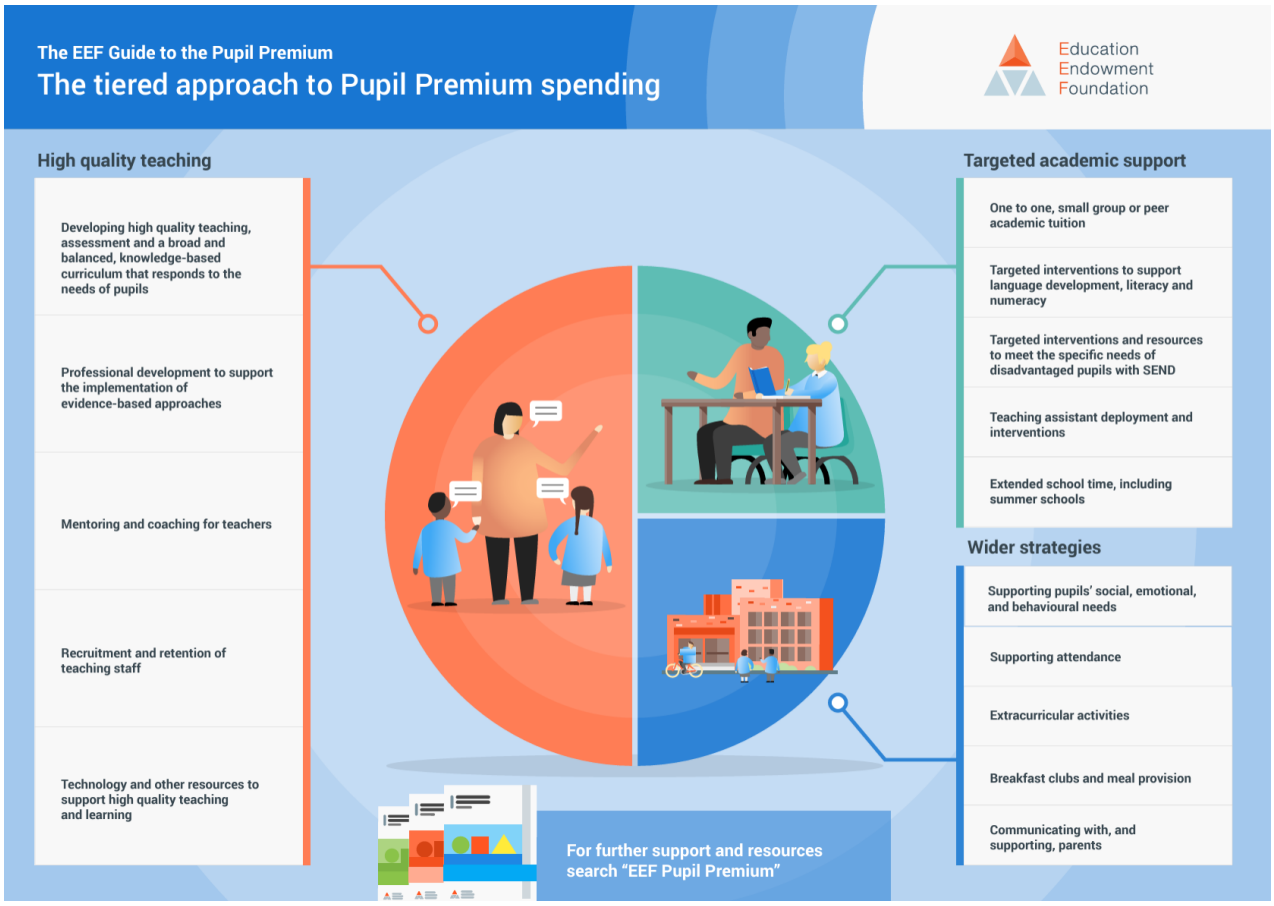
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance rates within our disadvantaged pupils are lower than our non-disadvantaged group
2	Outcomes in writing are lower than for reading and maths
3	Outcomes in maths vary across our disadvantaged group
4	Outcomes for all children in phonics have improved, but we need to sustain these

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 attendance rates for the pupil premium group	Reduce gap in attendance between Pupil Premium and Whole School groups (currently 5.5%)
To improve outcomes in writing	Improving outcomes at the expected standard in all cohorts
To continue to improve outcomes in maths	Improving outcomes at both the expected standard and greater depth in all cohorts
To sustain high outcomes in phonics	At least 93% in Y1 phonics check At least 96% in Y2 phonics check



Activity in this academic year

This details how we intend to spend our pupil premium funding **in 2025** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
NCETM CPD for individual staff £4,620	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2	3
1:1 coaching from maths subject leader £645	The National Institute of Teaching's Mentoring and Coaching of teaching research report gives an overview of research underpinning mentoring and coaching https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf	3
Whole staff CPD sessions focusing on mastery in maths £585	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2	3
Whole Staff CPD on Writing £3,872	The EEF's Effective Progressional Development guidance report and accompanying support tools helps schools to select, design and deliver meaningful CPD opportunities https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217	2
Visits to other schools to observe good practice in teaching writing £750		2
Provision of Little Wandle Software to support teaching and assessment £750	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics | Teaching and Learning Toolkit | EEF	4

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

Budgeted cost: £1,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups for phonics in Year 1 £1,521	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics | Teaching and Learning Toolkit | EEF	4

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

Budgeted cost: £6433.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support team for children struggling to begin the school day £3,802.50	A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing (Mentally healthy schools – Anna Freud National Centre for Children and Families)	1
Forest School sessions £2,630.75		1

Total budgeted cost: £19,176.25

Part B: Review of the previous academic year

Outcomes for all pupils

<table>
<tr><td>Intended Outcome(s)</td><td>Success Criteria</td><td colspan="3">Outcome(s)</td></tr>
<tr><td>to sustain the improvements in phonics results at Y1 and Y2</td><td>Y1 Phonics check 90%+
Y2 Phonics check 90%+</td><td colspan="3">Y1 Phonics Check 93%
Y2 Phonics Check 94%</td></tr>
<tr><td rowspan="7">to reduce the number of children below age related expectations in reading</td><td rowspan="7">90%+ of children at or above age related expectations in all year groups</td><td>Reception</td><td colspan="2">97%</td></tr>
<tr><td>Year 1</td><td colspan="2">89%</td></tr>
<tr><td>Year 2</td><td colspan="2">93%</td></tr>
<tr><td>Year 3</td><td colspan="2">85%</td></tr>
<tr><td>Year 4</td><td colspan="2">89%</td></tr>
<tr><td>Year 5</td><td colspan="2">92%</td></tr>
<tr><td>Year 6</td><td colspan="2">89%
(1 child absent)</td></tr>
<tr><td rowspan="8">to increase the % of children achieving both the expected standard and working at greater depth in maths in all year groups</td><td rowspan="8">80% of children at expected
30% of children working at greater depth</td><td></td><td>EXS+</td><td>GDS</td></tr>
<tr><td>Recep</td><td>83%</td><td>n/a</td></tr>
<tr><td>Y1</td><td>92%</td><td>13%</td></tr>
<tr><td>Y2</td><td>85%</td><td>15%</td></tr>
<tr><td>Y3</td><td>76%</td><td>21%</td></tr>
<tr><td>Y4</td><td>78%</td><td>17%</td></tr>
<tr><td>Y5</td><td>81%</td><td>34%</td></tr>
<tr><td>Y6</td><td>91%</td><td>31%</td></tr>
<tr><td>to implement the myHappymind programme across school</td><td>All children have accessed the five modules of myHappymind programme</td><td colspan="3">All children have accessed the five modules of myHappymind programme</td></tr>
</table>

Outcomes for disadvantaged pupils

Intended Outcome(s)	Success Criteria	Outcome(s)
to sustain the improvements in phonics results at Y1 and Y2	All pupils: Y1 Phonics check 90%+ Y2 Phonics check 90%+	Disadvantaged pupils: Y1 Phonics Check 100% Y2 Phonics Check 50%* * 50% = new arrival to UK
to reduce the number of children below age related expectations in reading	All pupils: 90%+ of children at or above age related expectations in all year groups	Disadvantaged pupils: Reception (1) 100% Year 1 (1) 100% Year 2 (2) 50% * Year 3 (2) 100% Year 4 (1) 100% Year 5 (1) 100% Year 6 (1) 100%
to increase the % of children achieving both the expected standard and working at greater depth in maths in all year groups	All pupils: 80% of children at expected 30% of children working at greater depth	Disadvantaged Pupils: EXS+ / GDS Rec (1) 100% n/a Y1 (1) 100% 0% Y2 (2) 50%* 0% Y3 (2) 50% 0% Y4 (1) 0% 0% Y5 (1) 100% 0% Y6 (1) 0% 0%
to implement the myHappymind programme across school	All children have accessed the five modules of myHappymind programme	All children have accessed the five modules of myHappymind programme

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	**Provider**
My Happy Mind	My Happy Mind backed by NHS
Teaching for Mastery	NCETM