2025-2026 Pupil premium strategy statement Greenmount Primary School, 151358

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	229
Proportion (%) of pupil premium eligible pupils	5.2% 12 pupils
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 2025-2026 and into 2026/2027
Date this statement was agreed by governing body	10th November 2025
Date this statement was published	31st December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Governing Body
Pupil premium lead	David Griffith
Governor / Trustee lead	Brent Pinder

Funding overview

Detail	Amount
Pupil premium funding allocation for 2025 - 2026	£20,810
Pupil premium funding carried forward from previous years *(We always slightly overspend)*	£0
Total budget for 2025 - 2026	£20,810

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 2026 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	Outcomes in writing are lower than for reading and maths
2	Outcomes in maths vary across our disadvantaged group
3	Outcomes for all children in phonics have improved, but we need to sustain these
4	Some children within our disadvantaged group struggle with the transition from home to school each day

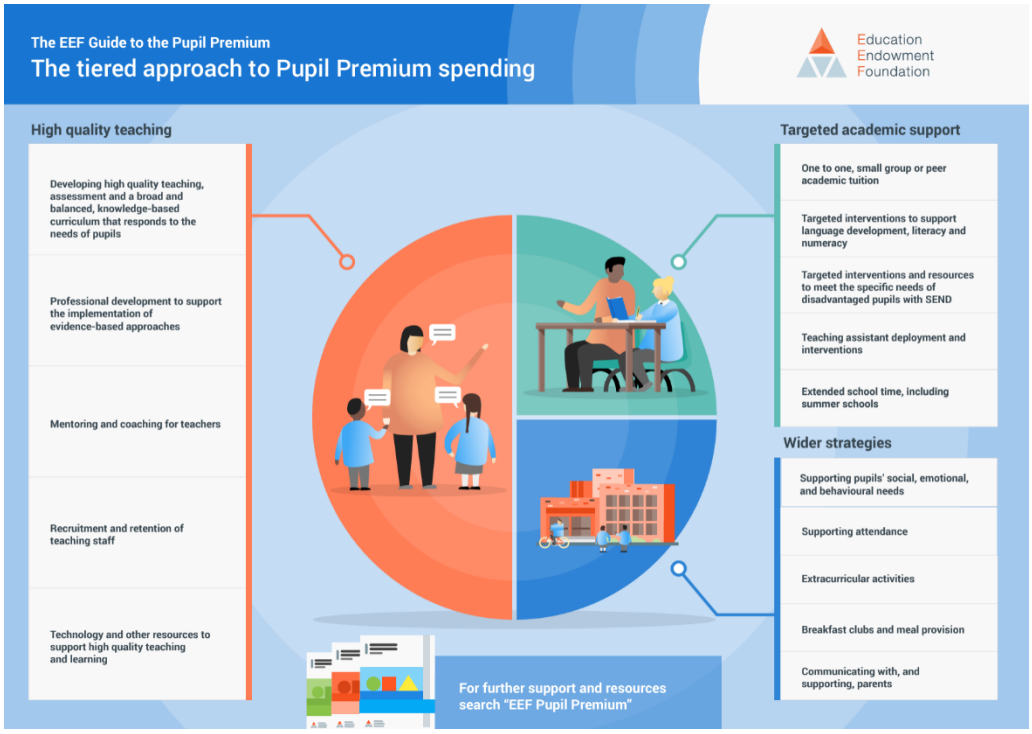
Intended outcomes

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 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 97% in Y2 phonics check

We aim to follow the tiered approach to Pupil Premium spending. However, for this year, our identified needs mean that we have allocated a higher percentage to Targeted Academic Support:

High Quality Teaching	39%
Targeted Academic Support	41%
Wider Strategies	20%



Activity in this academic year

This details how we intend to spend our pupil premium funding **in 2026** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,883.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
NCETM CPD for individual staff £3,000	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	2
1:1 coaching from maths subject leader £537.50	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	2
Whole staff CPD sessions focusing on mastery in maths £838.50	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	2
Whole Staff CPD on Writing £1,707.50	The DfE's Writing Framework states that Sentence-level teaching, which focuses on pupils' understanding about how to construct sentences, should be a key component of any writing curriculum. Our training has been purchased from Grammasaurus "Place Value of Punctuation and Grammar" and focuses on this aspect of English teaching. https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf	1
Visits to other schools to network with other staff to focus on improving writing £1,050		1
Provision of Little Wandle Software to	Phonics approaches have a strong evidence base that indicates a positive	3

support teaching and assessment £750	impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics | Teaching and Learning Toolkit | EEF	
CPD for teaching staff to focus on the key issue from our latest Ofsted inspection – to provide more open-ended activities so that the children can demonstrate the depth of their understanding	https://files.ofsted.gov.uk/v1/file/50267865	1, 2, 3

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

Budgeted cost: £8,654.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups for phonics in Year 1 £1,140.75	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	3
Additional adult support and structured interventions across Year 3 and Year 4 £7,153.58		1,2,4

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

Budgeted cost: £4,260.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support team for children struggling to begin the school day £2,735.79	A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing (Mentally	4

Extra staffing for Forest School sessions *£1,521*	healthy schools – Anna Freud National Centre for Children and Families)	4

Total budgeted cost: £21,240.68

Part B: Review of the previous academic year

Outcomes for all pupils

<table>
<tr><th>Intended Outcome(s)</th><th>Success Criteria</th><th colspan="3">Outcome(s)</th></tr>
<tr><td>To improve attendance rates for the pupil premium group</td><td>Reduce gap in attendance between Pupil Premium and Whole School groups (5.5% in 2023-2024)</td><td colspan="3">5.81% in 2024 – 2025
This is mainly due to one child.
There was an improvement for most PP children.</td></tr>
<tr><td rowspan="7">To improve outcomes in writing</td><td rowspan="7">Improving outcomes at the expected standard in all cohorts</td><td></td><td>2024</td><td>2025</td></tr>
<tr><td>Y1</td><td>84%</td><td>84%</td></tr>
<tr><td>Y2</td><td>85%</td><td>66%</td></tr>
<tr><td>Y3</td><td>69%</td><td>66%</td></tr>
<tr><td>Y4</td><td>62%</td><td>74%</td></tr>
<tr><td>Y5</td><td>56%</td><td>72%</td></tr>
<tr><td>Y6</td><td>72%</td><td>83%</td></tr>
<tr><td rowspan="7">To continue to improve outcomes in maths</td><td rowspan="7">Improving outcomes at both the expected standard and greater depth in all cohorts

Key: Green – increase
Amber – static
Red - decrease</td><td></td><td>EXS</td><td>GDS</td></tr>
<tr><td>Y1</td><td>92%</td><td>24%</td></tr>
<tr><td>Y2</td><td>78%</td><td>15%</td></tr>
<tr><td>Y3</td><td>83%</td><td>26%</td></tr>
<tr><td>Y4</td><td>83%</td><td>20%</td></tr>
<tr><td>Y5</td><td>83%</td><td>25%</td></tr>
<tr><td>Y6</td><td>83%</td><td>33%</td></tr>
<tr><td>To sustain high outcomes in phonics</td><td>At least 93% in Y1 phonics check
At least 96% in Y2 phonics check</td><td colspan="3">Y1 = 95%

Y2 = 96%</td></tr>
</table>

Outcomes for disadvantaged pupils

Intended Outcome(s)	Success Criteria	Outcome(s)
To improve outcomes in writing	Improving outcomes at the expected standard in all cohorts	Remaining static 54% EXS or above 7.6% GDS
To continue to improve outcomes in maths	Improving outcomes at both the expected standard and greater depth in all cohorts	Improving 61.5 % at EXS or above 23% GDS
To sustain high outcomes in phonics	At least 93% in Y1 phonics check At least 96% in Y2 phonics check	Y1 = 100% Y2 = 100%

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