Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Greenford Primary School
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	35 (pupils) 24% (34 PP + 1 Service Child)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Vanessa Higgins
Pupil premium lead	Julie Attwell
Governor / Trustee lead	Dr Beth Galliver

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 51,800
Recovery premium funding allocation this academic year	£ 1,269
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	£ 53,069

Part A: Pupil premium strategy plan

Statement of intent

Overarching Intent:

Our continued approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The further approaches we have adopted complement each other, to help pupils excel. To ensure they are effective, we will:

- Continue to ensure disadvantaged pupils are challenged in the work that they are set
- Continue to act early to intervene at the point need is identified
- Further adopt a whole school targeted approach in which all staff take responsibility for disadvantaged pupils outcomes and raise expectations of what they can achieve
- To design and implement a need analysis system that ensures further identification of underlying disadvantage in order to provide more targeted impactful interventions leading to further improved outcomes

Area	Challenge	Intended Action
Teaching	Continue to provide tailored, high quality teaching that meets the learning needs of all children with a particular focus on disadvantaged pupils to ensure they make good progress and attain well, including those who are already high attainers Continue to identify gaps in learning and barriers to accessing the curriculum and making progress Further develop raising staff expectations of all children, irrespective of disadvantaged - aspiration teaching for all	• Disadvantaged pupils will continue to make good progress and achieve high attainment across all subject areas; including those who are already high attainers. • Increasingly robust system in place to ensure gaps are identified rapidly and systematically addressed through ongoing formative assessment • Curriculum adaptive and responsive to identified and envisioned gaps • Continue to build capacity within staff structure to support meeting needs of disadvantaged children • All staff to continue to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Targeted support	Robust assessments continue to take place to ensure early identification of children not making expected progress Increased need for specific and targeted support to be delivered by trained staff. Continue to balance the need for children to be 'out of class' to receive targeted support with the need to be 'in class' to ensure further gaps in experience and learning aren't created	• Continue early identification of need and responsive intervention where required • Continue clear gap closing action plans in place for each child opportunities for these gaps to be addressed within class learning sessions alongside peers, as well as through intervention programmes, coaching and mentoring • CPD to further support all staff to deliver targeted support sessions
Wider strategies	Low levels of emotional resilience and self-regulation Poor parental mental health impacting on attendance and support for both academic and emotional support for the children. Limited access to enriched opportunities outside of school	• Identified Pastoral Lead has completed training to further support complex social emotional needs of the children and children are having continued regular access to therapeutic sessions • Further adopt a whole school approach to creating a therapeutic and nurturing learning environment where all children's' mental health and well-being is a priority. • Attendance for disadvantaged pupils continues to improves through targeted support for families to identify and address challenges – links with Early Help Family Worker and parent drop-in and support sessions • Introduction and implementation of Greenford B412 to provide wider opportunities

Challenges

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

Challenge number	Detail of challenge
1	• Gap between disadvantaged and non-disadvantaged children in attainment and progress
2	• Lower than national average attendance
3	• Confidence, anxiety, low resilience and poor mental health
4	• Narrow vocabulary and language skills across all stages

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
All disadvantaged children continue to make at least the same progress as their non-disadvantaged peers in reading (including early reading – phonics), writing and maths.	• **Reading**: Disadvantaged pupils continue to achieve national average progress scores in KS1 & 2 reading / All other children continue to make at least expected progress • **Writing:** Disadvantaged pupils continue to achieve national average progress scores in KS1 & 2 writing / All other children continue to make at least expected progress • **Maths:** Continue to achieve national average progress scores in KS1 & 2 Maths / All other continue to children make at least expected progress. • National average of disadvantaged pupils to continue to achieve expected standard in Y1 **phonics** test and Yr2 re-sits

To continue to achieve and sustain further improved attendance for all pupils, particularly our disadvantaged pupils	**Sustained high attendance demonstrated by:** • The overall absence rate for all pupils continued to being no more than the National Average and the gap between advantaged and disadvantaged pupils continued to being reduced • The % of all pupils who are persistently absent being below the national average and the figure among disadvantaged pupils being lower than their peers
All disadvantaged pupils as well as other identified pupils have increased access to the support they need to develop resilience and maintain positive mental health and well-being	Further develop sustained levels of resilience, well-being and mental health demonstrated by: • Qualitative data from pupil voice, pupil and parent surveys and staff observations • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To continue to improve oral language skills and vocabulary among disadvantaged pupils Working with Pre-schools to train staff in Sign-along – this is to be rolled out across the whole school to ensure all staff and children can communicate with those children who have difficulties with clarity of speech and difficulties communicating	Continued assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including: • Engagement in lessons • Book scrutiny • On-going formative and summative assessments

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: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Re-Purchase and continued implementation of standardised diagnostic assessments: • Star Assessment / White Rose Maths Review Schemes in line with outcomes and new mixed-age setting **Dedicated assessment analysis time** to enable staff to interpret data findings - staff meeting and pupil progress meetings **CPD linked to adaptive teaching** – Staff meeting time and 1:1 time with SENDCO and subject leaders to look at subject specific adaptions • Further develop Specialist Teacher CPD and joint planning sessions	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1 & 4

Continue to further develop high quality teaching through: • On-going CPD for all adults to develop dialogic teaching across the school • Continue to develop the curriculum and teachers' specialist knowledge • Adapt further the role of subject leaders to create a curriculum responsive to the needs of the pupils in the new mixed-age setting .	Investment in high quality teaching and developing every teacher's skills has been shown to have strong impact on outcomes for all children. *(What makes great teaching? Review of the underpinning research Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014)* *The EEF states that*: "We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom" https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support	1, 3 & 4
Continue to extend professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning Continue teacher CPD supported through: • Somerset Literacy Trust • RWI Training - Lead release time to support T&L of RWI across all groups • Specialist Reading Practitioner Training	Our primary focus is on the ongoing development of teachers and teaching assistants. "Dialogic teaching harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments, empowering students for lifelong learning and democratic engagement. Being collaborative and supportive, it confers social and emotional benefits too. It also helps teachers: by encouraging students to share their thinking it enables teachers to diagnose needs, devise learning tasks, enhance understanding, assess progress, and guide students through the challenges they encounter." Robin Alexander 2020 Meta-cognition and self-regulation approaches have consistently high levels of impact (EEF) with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.	1, 3 & 4

Continue the enhancement of our Maths teaching and curriculum planning in line with DfE and EEF Guidance. Teacher release time to attend: • NCETM Maths Mastery Phase 3 – Embedding • NCETM Mastering Number at Reception and KS1 • WDSC Maths Hub Meetings	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback The Dfe non-statutory guidance has been produced in conjunction with the NCETM in the Teaching of Mathematics, drawing on evidence based approaches: https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Further embedding dialogic activities across the school curriculum. These can support pupils to articulate ideas, consolidate understanding and extend vocabulary. Resources will be purchased and teacher CPD and release time to develop and implement: • Language rich texts	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion are inexpensive to implement with high impact on reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3 & 4

On-going investment in DFE validated synthetic phonics programme to secure stronger phonics teaching for all pupils: • RWI Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3 & 4
Continued investment in technology and other resources focussed on supporting high quality teaching and learning • Clicker 8 • Widgit / Communicate • Rockerbox • I-pads • Accelerated Reader	EEF research shows that technology can be used in a range of ways to improve: • Teaching and learning before introducing it • The quality of explanations and modelling • The impact of pupil practice • Assessment and feedback https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 3 & 4

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

Budgeted cost: £ *20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to continue to support language development, literacy, and numeracy • Investment in new Maths intervention programmes and booster groups • EKLAN • Oracy for Maths • Voice 21 • RWI 1:1 Tuition • Pinny Time • Peer Tutoring – Reading and phonics	Targeted academic support to assist language development, literacy or numeracy interventions need to be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. • Selecting_interventions_tool.pdf (educationendowmentfoundation.org.uk) • Literacy | EEF (educationendowmentfoundation.org.uk) • Mathematics | EEF (educationendowmentfoundation.org.uk) Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: • Oral language interventions | EEF (educationendowmentfoundation.org.uk) Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more affective when delivered as regular sessions over a period of up to 12 weeks • Phonics | EEF (educationendowmentfoundation.org.uk)	1, 3 & 4

Activity and resources to continue to meet the specific needs of disadvantaged pupils with SEND • Specialist Teacher programmes continued to be delivered 1:1 by trained TAs / Teachers • Further CPD specialist teacher training for all staff to understand how to support needs of children with SEND to access all areas of the curriculum - Autism Education Trust Coaching	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. • Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) - includes 5 evidence based recommendations to support pupils with SEND	
Further adapt teaching assistant deployment and interventions • TA / Teacher planning time	Strategic deployment of TAs is important to ensure priority pupils are supported this will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high quality provision from the class teacher, including providing targeted interventions. • Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk) • Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)	1 – 4

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

Budgeted cost: £ *23,069*

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further adapt supporting pupils' social, emotional and behavioural needs • Further develop Pastoral Support in school through addition of further Pastoral TA Development of Nurture Space in outdoor classroom for: • In school 'Alternative Provision' Sessions • In-school Nurture sessions & ELSA support • Break & Lunch time play support • CPD for Pastoral Lead and staff ; share good practice with each other • Young Carers - MyTime • Evaluating and further embedding of the behaviour policy into a "Relationships and Well-being Policy." • Introduction of Zones of Regulation	Social and emotional skills support effective learning and are linked to positive outcomes in life. Consideration will be given to whole-class approaches, as well as targeted interventions. The impact of these interventions will be monitored carefully. 5 core competencies to be taught explicitly: • Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) 6 recommendations to support evidence informed decisions about behaviour strategies : • Improving Behaviour in Schools | EEF (educationendowmentfoundation.org.uk) Social , emotional and behaviour interventions guidance: • Social and emotional learning | EEF (educationendowmentfoundation.org.uk) • Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	1-4

Develop 1:1 Mentor coaching & access to ELSA support for disadvantaged children and others identified to need support to: • Raise aspirations through agreeing, monitoring and supporting the achievement of learning and life goals • Build resilience and self-regulation in learning and social emotional interactions - including emotional literacy	The recent EEF Teacher Feedback to Improve Pupil Learning highlights the importance of timely, well considered feedback in moving children's learning forward https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	
Continue supporting attendance • Family Link Worker to support families at home • Team Around Family Meetings with SENDCO & Pastoral Lead to identify & address barriers • Attendance Liaison Lead Role to support families to engage positively in raising attendance levels • Training for and development of EBSA role in school to support emotional based school avoidance	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Guidance includes a focus on offering more intensive support, which can include approaches to support attendance • Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	1-4

Develop extra-curricular activities, including sports, outdoor activities, arts, culture and trips - **Implement Greenford B412 - Enrichment** Continue to ensure all disadvantaged pupils have access to rich and varied extra-curricular experiences and those which enhance their learning further and raise aspirations - tailor to the needs/ interests of the individuals and group. • Pledge to all children – disadvantaged pupils supported with any financial costs • Sports Club – funding support • ICT Club – funding support • Dance Club / Kickboxing– funding support • Support for all trips – residential or day : Windsurfing and SUP Day for all PP pupils in Summer 2025	Extra-curricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated in to improved teaching and learning. • Arts participation | EEF (educationendowmentfoundation.org.uk) Research funded by the **Nuffield Foundation** found that after-school activities can play a role in closing the attainment gap and raise aspirations for disadvantaged pupils. • https://www.nuffieldfoundation.org/research/education/primary-education	1-4

Extended school time, including Summer Schools • Link to Bouncing Beanz After-School Club • Family Link Worker liaison with families to arrange summer clubs • Targeted booster sessions for Y6 in preparation for SATs Breakfast Clubs and meal provision • Parent survey to identify uptake and demand	Extended school time encompasses purposeful changes to the school day, or the school calendar. This can extend upon core teaching, such as targeted after-school programme of tuition, homework or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. • Extending school time | EEF (educationendowmentfoundation.org.uk) • Summer schools | EEF (educationendowmentfoundation.org.uk) • Homework | EEF (educationendowmentfoundation.org.uk) There is some evidence that providing free universal before-school breakfast clubs can benefit pupils by preparing children for learning, or supporting behaviour and school attendance • National School Breakfast Programme | Magic Breakfast • Magic Breakfast | EEF (educationendowmentfoundation.org.uk)	1-4
Continue to develop communication with and supporting parents • Family Link Worker to continue to support families • Develop parent Workshops – key speakers / specialists to run parenting support workshops • Develop teaching and Learning Workshops to support parents	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning can prove actionable for schools. • Parental engagement | EEF (educationendowmentfoundation.org.uk) Offers practical approaches and insights for communicating and supporting parents: • Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	1-4

supporting learning at home • Continue drop-ins - increase communication for point of need conversations and concerns • Governor Parent Link		

Total budgeted cost: £ 53,069

Service Pupil Premium Funding: £ 340

The funding will be used to support pastoral support through:

- Access to ELSA support during times of deployment and as required
- Access to the Lunch and Break time Hub – some of the funds will be used to purchase resources for the Hub
- Inclusion in the Windsurfing and SUP Day in Summer 2025

Part B: Review of outcomes in the previous academic year

- Gap between disadvantaged and non-disadvantaged children in attainment and progress

"*The school has a clear vision for pupils to do well. Significant changes have been made to the curriculum in the last two years in an effort to realise this vision. These changes have been carefully thought through. There is now a broad and balanced curriculum in place, starting in the early years. Consequently, pupils, including those with special educational needs and/or disabilities (SEND), are building their knowledge well across a range of subjects."*

"Children get off to a flying start in the early years, including when learning to read. Skilled staff teach engaging phonics sessions. Regular assessment means any pupils who fall behind are given effective support to keep up. Pupils practise reading with books that contain the sounds they are secure in. Because of this, pupils become fluent readers. Author visits and rewards for reading a million words are just some of the initiatives used to spark pupils' interest in reading."

"In subjects such as mathematics, the school has decided on the most important knowledge pupils need to learn at each stage of their education. Staff encourage pupils to revisit the knowledge they have been taught. This helps pupils remember this knowledge and connect current learning to previous learning. The school has been quick to review the way the curriculum is taught in the light of the weak outcomes some key stage 2 pupils achieved in mathematics in 2023. Because of this work, pupils know and understand more of what they are learning."

"Pupils with SEND are well supported. These pupils are identified early. A strength of the school is the training given to staff to enable them to support pupils with SEND effectively. For example, leaders have created subject-specific guidance to support different areas of need. As a result, these pupils learn the curriculum successfully." Ofsted 2024

- Lower than national average attendance

"*Respectful relationships exist between pupils and staff. Pupils know the school rules well. As a result, they are engaged in their learning. Attendance is a high priority for leaders. Consequently, pupils attend well."* Ofsted 2024

School has engaged with EBSA (Emotional Based School Avoidance) Training – the Pastoral TA works closely with identified families which has resulted in improved engagement, reduced anxiety and improved willingness to attend.

The use of carefully managed part-time timetables has helped to support reluctant attenders to re-engage

There has been an increase in the number of families who school have been able to secure support for through Early Help.

- Confidence, anxiety, low resilience and poor mental health

"*This school is nurturing and welcoming. It has cultivated an atmosphere where pupils are respectful and celebrate difference. Inclusivity is woven through school life. Pupils truly 'Grow together and prepare for life' as the school vision states. This is demonstrated by the way different year groups play together. The broad personal development offer at the school means pupils feel ready for their next stage. Children in the early years settle quickly. Older pupils benefit from class charters that guide them to behave well. They do."*

"The school's guinea pigs, 'Bubble' and 'Squeak', play a part in supporting pupils to be calm and caring. Pupils take the role of looking after them seriously. Pupils are provided with effective pastoral support. This means they engage well in lessons. The school has high expectations for all pupils. As a result, they have positive attitudes towards learning. Pupils take pride in all they do. Pupils develop their confidence through leadership roles, such as being members of the school council. A sentiment of many pupils is that they feel their voices are heard and acted on. Pupils enjoy a variety of clubs, including woodwork, tinkering and kickboxing. This helps to diversify pupils' interests." Ofsted 2024

A number of children have been supported by My Time Young Carers - the children led an assembly around mental health, well-being and young carers.

We engaged We Can Relate Counselling for a number of PP children – this has been very successful and the children will have a second session in the new year.

All PP children received an additional term of Forest School to build confidence, social skills and resilience – this was very successful and the children all rated the time as beneficial and fun.

- Narrow vocabulary and language skills across all stages

"*Staff use a variety of strategies to help pupils learn the curriculum well. For example, the school has made the teaching of vocabulary a priority in lessons. Children in early years engage in high-quality talk when talking about materials, using words such as 'waterproof' to describe them. In many subjects, learning is checked based on the key knowledge pupils need to acquire*." Ofsted 2024

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
NTP	NTP
Reading Practitioner	Specialist Teachers
ELKLAN	Specialist Teachers

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Purchase and implementing Sign-along – this is to be rolled out across the whole school to ensure all staff and children can communicate with those children who have difficulties with clarity of speech and difficulties communicating.
What was the impact of that spending on service pupil premium eligible pupils?	All classes now use Sign-along and it is used daily in the Early Years classroom. This has increased communication between children and adults and raised children confidence and engagement.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.