# Pupil premium strategy statement 2026-2027

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 | Greenside Primary School |
| Number of pupils in school | 270 |
| Proportion (%) of pupil premium eligible pupils | 11.11% (30 pupils) |
| Academic year/years that our current pupil premium strategy plan covers | 2026-2027 |
| Date this statement was published | October 2026 |
| Date on which it will be reviewed | October 2027 |
| Statement authorised by | Sarah Fuller |
| Pupil premium lead | Emily Hair |
| Governor / Trustee lead | Chris Barr |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £52,700 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £52,700 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Greenside Primary School we have high expectations for all pupils in our school, and believe that with High Quality Teaching, effective engagement with parents and a personalised approach to meet children's individual needs, 'every child comes first' that all children can succeed.

In order to do this, we aim to provide a broad and balanced curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve well. At Greenside Primary School we believe that our curriculum should offer children not only the National Curriculum but life skills and experiences beyond this. Alongside teaching the requirements of the national curriculum, key drivers have been identified. We have prioritised the key skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to underpin the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched. These key drivers are personal to our school and reflect the social and educational needs of our local area. The following key drivers underpin our learning and are developed through the school. Our five key drivers for our school curriculum are: resilience, creativity, diversity, aspiration and community.

A structured approach to our curriculum is designed to maximise the opportunities for children to learn more and remember more through a specifically chosen set of 'end points' which are at the heart of our learning and an assessment processes. This consistent approach across the school ensures that all children are given the very best opportunities to build their learning sequentially from year to year and makes them best placed to achieve successfully in subsequent education and, ultimately, in their adult lives.

Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or catch-up funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium. Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

***School Context***

Greenside Primary School is a one-form entry primary school for children aged four to eleven, located in the west area of Leeds. Children begin school in the September of the academic year in which they turn five and remain at the school for seven years, from Reception through to Year 6.

Following a reduction in the school's Published Admission Number (PAN) to 30 in 2024, Greenside now operates as a one-form entry school in Reception, Year 1 and Year 2. From Year 3 onwards, year groups have a PAN of 45 and are organised through a combination of single-age and mixed-age classes.

The school currently has 9 classes and 270 pupils on roll. These comprise a Reception class, a Year 1 class, a Year 2 class, a Year 3 class, a mixed Year 3/4 class, a Year 4 class, a Year 5 class, a mixed Year 5/6 class and a Year 6 class. Pupils are taught in a range of groupings to ensure that teaching and learning meet the needs of all learners.

- Of the 270 pupils, 82.4 % are of White British and 17.6%% of children representing other ethnic groups. 6.6%% pupils have a language believed to be other than English.
- 14.5% pupils are eligible for free school meals. However this included expanded, only 11.11% are Pupil Premium
- 33% of PP pupils have Special Education Needs provision of which 13% have an Education Health Care Plan (EHCP) and13 % of the SEND pupils receive Funding for Inclusion (FFI) funding.

**Where are we now?** We know that disadvantaged children do not attain as well as all children and do not attain as well as similar children in similar schools. Our KS2 data shows the gap between disadvantaged and all others in our school is similar and in some cases is above national. From Pupil Progress meetings and observations, we have identified that a key outcome of our strategy was the acknowledgement that quality first teaching for all pupils is essential as a baseline for diminishing the gap for disadvantaged.

The Deputy Headteacher, in their role as SEND Strategic Lead, works closely with the SENCO to ensure that disadvantaged pupils are identified, monitored and supported effectively. Together, they review both academic progress and wider wellbeing indicators to ensure that appropriate provision and interventions are in place to meet individual needs and remove barriers to learning.

The Deputy Headteacher also leads the development of foundational skills across the curriculum, ensuring that all pupils, particularly those who are disadvantaged, have access to a broad, ambitious curriculum that develops the knowledge, skills and vocabulary required for future success.

The school works closely with the Pupil Premium Governor to monitor the impact of funding and ensure accountability. Senior leaders share a clear ambition to improve outcomes for disadvantaged learners in line with the school's ethos of "Where Children Come First", with a continued focus on raising attainment, improving attendance, supporting wellbeing and increasing life opportunities for all disadvantaged pupils.

The school clearly identifies disadvantaged learners within its tracking and evaluates the outcomes for this group closely. A database of disadvantaged learners ensures that staff awareness of those pupils has been heightened to enable them to be more mindful of this group when planning learning. Pupil progress meetings, which have also been attended by all

SMT, have focused on vulnerable pupils progress, attainment and on agreeing plans to provide additional targeted support. The school has reviewed the way in which teaching assistants are deployed to increase the impact of their work.

Barriers: The school has focused on addressing barriers that have previously hindered the progress made by disadvantaged learners. We have identified key barriers as:

- Low levels of early language development, including speaking, listening and oracy skills.
- Limited exposure to, and engagement with, reading for pleasure outside of school, resulting in reduced reading stamina, vocabulary development and comprehension skills.
- Gaps in foundational skills, including vocabulary, communication, literacy, numeracy, self-regulation and learning behaviours, which can limit access to the wider curriculum and impact long-term attainment.
- Lower levels of resilience, confidence and independence, which can affect engagement with learning and willingness to take risks.
- A high proportion of disadvantaged pupils also have additional Special Educational Needs and/or Disabilities (SEND), creating complex and overlapping barriers to learning.
- Increased levels of SEND and SEMH needs, including anxiety and emotional regulation difficulties, which can impact attendance, engagement, behaviour and learning outcomes.
- Gaps in life experiences, cultural capital and enrichment opportunities when compared with some of their peers.
- Attendance and punctuality concerns for a small number of disadvantaged pupils, resulting in lost learning time.
- Socio-economic factors within the local community. Although Pudsey is predominantly White British and is generally perceived as an area with average to high levels of affluence, this masks a number of pockets of deprivation. These neighbourhoods are characterised by lower skill levels, poorer health outcomes and lower educational attainment, all of which can impact children's readiness to learn and educational outcomes.

Ultimate Objectives

- To ensure that disadvantaged pupils achieve highly and that any attainment differences between disadvantaged and non-disadvantaged pupils, both nationally and within the school, continue to diminish over time.
- To enable all disadvantaged pupils to keep up with, and where appropriate excel beyond, their peers through access to high-quality teaching, targeted support and a rich, ambitious curriculum.
- For disadvantaged pupils to make strong progress from their individual starting points, achieve age-related expectations where appropriate, and be fully prepared for the next stage of their education.
- To ensure disadvantaged pupils develop the foundational skills, knowledge, confidence and resilience required to thrive academically, socially and emotionally.

Achieving These Objectives:

- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations or beyond

The range of provision the Governors consider making for this group include and would not be limited to:

- Ensuring that all disadvantaged pupils benefit from consistently high-quality, inclusive teaching through a strong focus on adaptive practice, scaffolding and precise assessment.
- Targeted academic support to address identified knowledge gaps and strengthen foundational skills, including reading, writing, communication, vocabulary and mathematics.
- Additional teaching and learning opportunities delivered through trained support staff, teachers and external specialists where appropriate.
- A whole-school focus on developing pupils' foundational skills, including oracy, language, self-regulation, resilience, independence and learning behaviours, enabling pupils to access and succeed within the wider curriculum.
- Effective transition support for pupils moving into Reception, between year groups and from primary to secondary education.
- Financial support to ensure disadvantaged pupils can access educational visits, residential experiences, enrichment activities and wider opportunities that enhance cultural capital and curriculum learning.
- Targeted interventions and specialist resources, including evidence-informed programmes and learning technologies, where these support identified needs.
- Access to a broad range of enrichment opportunities, including sport, music, performance, leadership roles and extra-curricular clubs.
- Support for pupils to learn a musical instrument, participate in singing and access wider creative opportunities.
- A nurturing and inclusive approach to behaviour, wellbeing and belonging, including structured support during social times and opportunities to develop positive relationships and school values.
- Targeted pastoral and learning mentor support to improve attendance, engagement, confidence, self-esteem and emotional wellbeing.
- Access to external support through cluster and multi-agency services, including parenting programmes, counselling, family support and therapeutic interventions where appropriate.
- Robust monitoring of attendance and punctuality, with early intervention and family support to address barriers to regular attendance.
- Close collaboration between the SEND Strategic Lead, SENCO and Family Liaison Officer to identify barriers early and implement effective support for pupils with SEND, SEMH and additional vulnerabilities.
- Regular review of disadvantaged pupils' academic progress, attendance, participation and wellbeing to ensure support remains responsive and impactful.

- A commitment to ensuring disadvantaged pupils fully participate in the life of the school and are well prepared for the next stage of their education.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1<br>Attainment and Progress | Parental engagement for some PP children is low – especially with regards to homework and skills / time / understanding of the importance of learning at home / good bedtime routines and structures. The emotional wellbeing of some children impacts on their ability to learn to their potential. Chaotic Disrupted lives have implications on our PP pupils |
| | Although attainment for PP children has improved in 2 areas, it is still below the attainment of non-PP children and with the biggest gaps in reading and writing. |
| | Limited exposure to, and engagement with, reading for pleasure outside of school, resulting in reduced reading stamina, vocabulary development and comprehension skills. |
| | Gaps in foundational skills, including vocabulary, communication, literacy, numeracy, self-regulation and learning behaviours, which can limit access to the wider curriculum and impact long-term attainment. |
| 2 | Some pupils who qualify for Pupil Premium funding have specific SEND needs and/or requiring SEMH support. |

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| SEND/SEMH/Pastoral support needs | Many children have substantial SEMH needs and find daily integration in lessons, challenging. Cluster referrals for SEMH needs are high. 33 % of PP children are also on the SEN register and of those, 33% have SEMH needs with 5 Suspensions. Children in current years 5 and 1 have the most challenging SEMH needs |
| 3<br>Extracurricular | Gaps in life experiences, cultural capital and enrichment opportunities when compared with some of their peers. |
| 4<br>Attendance | The attendance of pupils in receipt of pupil premium is below that of peers.<br>Attendance of PP children in 2025-26 was 87.14% as opposed to 95.31% for the whole school.<br>A significant challenge has been the increasing number of disadvantaged pupils presenting with **Emotionally Based School Avoidance (EBSA)**, anxiety and wider SEMH needs. For some pupils, this has required highly personalised support packages, including phased reintegration plans, part-time timetables, enhanced pastoral support, family liaison, multi-agency working and reasonable adjustments to enable pupils to re-engage successfully with education. |

## 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 |
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| Over the next three years, disadvantaged pupils will achieve highly across the curriculum and make strong progress from their individual starting points. Any attainment differences between disadvantaged and non-disadvantaged pupils will continue to diminish, particularly in writing across Key Stage 2.<br><br>A renewed focus on the development of foundational skills, including oracy, vocabulary, reading, | • Assessment information, pupil progress reviews and external outcomes demonstrate that disadvantaged pupils are making strong progress from their individual starting points across the curriculum.<br>• The proportion of disadvantaged pupils achieving age-related expectations and greater depth increases year-on-year, particularly in writing.<br>• Attainment differences between disadvantaged and non-disadvantaged pupils continue to reduce over time, with outcomes in writing moving closer to national averages by the end of the strategy period.<br>• Monitoring, book scrutiny, pupil voice and assessment evidence demonstrate improved application of foundational skills, including communication, vocabulary, reading fluency, writing, resilience, self-regulation and independence.<br>• Disadvantaged pupils access the full breadth of the curriculum and demonstrate high levels of engagement in learning. |

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| writing, numeracy, self-regulation, resilience, independence and learning behaviours, will ensure that disadvantaged pupils are equipped to access the full curriculum and succeed in future learning.<br><br>Disadvantaged pupils will successfully access a broad, ambitious and well-sequenced curriculum, alongside a rich programme of enrichment opportunities through the school's Cultural Passport offer. Through high-quality teaching, targeted support and wider opportunities, disadvantaged pupils will be well prepared for the next stage of their education and future success. | • Participation in enrichment opportunities, educational visits, leadership roles, cultural experiences, music, sport and extra-curricular activities increases for disadvantaged pupils.<br>• At least **75% of disadvantaged pupils** participate in one or more extra-curricular activities, enrichment opportunities or leadership experiences each term.<br>• Pupil voice demonstrates that disadvantaged pupils feel included, represented, successful and able to participate fully in all aspects of school life.<br>• Attendance and engagement of disadvantaged pupils improve over the course of the strategy period, reducing barriers to learning and increasing access to educational opportunities.<br>• Disadvantaged pupils leave Greenside well prepared for the next stage of their education, having developed the knowledge, skills, confidence and learning behaviours needed for future success. |
| The attendance of our disadvantaged pupils will increase, narrowing the attendance gap between disadvantaged and other. Our assessments indicate that absence has resulted in significant gaps in children's knowledge leading to pupils falling further behind. | • The attendance of disadvantaged pupils improves year-on-year, reducing the gap between disadvantaged pupils and their peers.<br>• The proportion of disadvantaged pupils who are persistently absent decreases over the course of the strategy period.<br>• Pupils with EBSA and significant SEMH needs demonstrate improved engagement with education through personalised support plans, phased reintegration programmes and tailored timetables.<br>• Attendance interventions result in an increased proportion of disadvantaged pupils attending regularly and accessing the full curriculum.<br>• Pupil progress data demonstrates that improved attendance is contributing to stronger academic progress and reducing gaps in learning.<br>• Pupil voice and parent feedback indicate that disadvantaged pupils feel safe, supported and increasingly connected to school.<br>• Attendance is monitored robustly through regular reviews involving school leaders, families and external agencies where appropriate, with barriers identified and addressed at the earliest opportunity. |

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| Children with high SEMH needs have their needs met. Disadvantaged children with SEMH needs are given the emotional and social support to become engaged learners and support is readily available for the children and their families to help support them with learning. | **Suspensions** for children with high SEMH needs will reduce.<br>**Staff confidence and competence** in using enhanced de-escalation and restorative practices will increase, as evidenced by:<br>• Completion of targeted CPD sessions<br>• Staff feedback and self-assessments<br>• Fewer behaviour-related incidents requiring escalation<br>**Curriculum adaptations** will be implemented to better meet the needs of pupils with SEMH, including:<br>• Personalised learning plans<br>• Increased access to therapeutic interventions and nurture provision<br>• Greater flexibility in lesson delivery and assessment<br>**Family engagement** will improve, with more families accessing emotional and practical support services, as tracked through pastoral team records and case studies.<br>**Pupil voice** will reflect increased feelings of safety, belonging, and readiness to learn, gathered through regular surveys and structured conversations. |
| **Further improve the consistency of the teaching and learning of English and Maths across school.** | **English and Maths attainment** for PP pupils will show sustained improvement, with gaps narrowing to within 10% of non-PP peers by July 2027, as evidenced by internal tracking and summative assessments.<br>**Progress measures** will indicate that PP pupils make at least expected progress from their starting points in both English and Maths, with a growing proportion exceeding expectations.<br>**Oracy outcomes** for PP pupils will improve, demonstrated through:<br>• Increased participation in structured talk activities across subjects<br>• Improved confidence and clarity in spoken language, measured through pupil voice and teacher observation<br>• Inclusion in oracy-focused enrichment opportunities (e.g., debate clubs, performances)<br>**Consistency in teaching** will be reflected in lesson observations and learning walks, showing that PP pupils receive high-quality instruction in English, Maths, and Oracy across all year groups.<br>**Support for new staff** will ensure PP pupils continue to benefit from consistent approaches, with induction and mentoring programmes embedding best practice in teaching and learning.<br>**Monitoring and evaluation** (M&E) will show that PP pupils are actively engaged in lessons, with adaptations made to meet their needs and remove barriers to learning. |

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| Improve the quality of OPAL - outdoor play and learning | **Increased participation** of PP pupils with SEMH needs in outdoor play activities, evidenced by:<br>• Observational records showing regular engagement during OPAL sessions<br>**Reduction in behaviour incidents** during outdoor play among PP pupils, including:<br>• Fewer recorded incidents requiring adult intervention<br>**Improved emotional regulation and social interaction** among SEMH PP pupils, supported by:<br>• Staff reports and behaviour logs showing more positive peer interactions<br>• Greater use of restorative approaches during conflict resolution outdoors<br>**Curriculum adaptations** that integrate outdoor learning opportunities for PP pupils, including:<br>• Targeted interventions and play-based learning linked to SEMH support plans<br>• Use of outdoor spaces to deliver sensory, therapeutic, or skills-based activities<br>**Staff training and confidence** in supporting SEMH PP pupils during OPAL, demonstrated by:<br>• Completion of CPD on de-escalation, inclusive play, and restorative practice |

## 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: £25,00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Family Liaison role for attendance and provides release time to carry out the role, | The DfE guidance has been informed by engagement with schools that have a significantly reduced levels of absence and persistent absence | 4 |

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| review and improve practice and develop positive links with parents | | |
| Develop a whole-school approach to foundational skills, ensuring explicit teaching and application of oracy, vocabulary, reading, writing, numeracy, self-regulation, resilience and metacognitive strategies across the curriculum. Staff will model thinking processes, scaffold learning effectively and support pupils to become increasingly independent and successful learners. This will include the use of Rosenshine's Principles of Instruction, explicit vocabulary instruction, metacognitive talk, retrieval practice and opportunities for pupils to reflect on and regulate their own learning. Particular focus will be placed on supporting disadvantaged pupils to access and succeed within the full curriculum. | The development of strong foundational skills is central to improving outcomes for disadvantaged pupils. Research demonstrates that pupils who develop secure language, communication, self-regulation and metacognitive skills are better able to access the curriculum, achieve academically and succeed beyond school.<br>The **EEF Teaching and Learning Toolkit** identifies **Metacognition and Self-Regulation** as having a high impact on pupil outcomes (+7 months), particularly for disadvantaged learners. Explicit teaching of strategies that help pupils plan, monitor and evaluate their own learning supports greater independence, resilience and academic success.<br>The **EEF Improving Literacy Guidance Reports** highlight the importance of developing oral language, vocabulary and reading comprehension as foundations for learning across the curriculum. Oral language interventions have been shown to have a positive impact on learning, particularly for pupils from disadvantaged backgrounds (+6 months).<br>Evidence from the **EEF Preparing for Literacy** and **Improving Literacy in Key Stage 1 and Key Stage 2** guidance reports demonstrates that high-quality language development, explicit vocabulary instruction and rich classroom talk are essential in addressing educational disadvantage.<br>The **EEF Special Educational Needs in Mainstream Schools** guidance report emphasises the importance of high-quality teaching, scaffolding, modelling and self-regulation strategies to enable all pupils, including those with SEND and additional vulnerabilities, to access the curriculum successfully.<br>Research underpinning **Rosenshine's Principles of Instruction** highlights the effectiveness of explicit instruction, modelling, guided practice, questioning, retrieval practice and regular checking for understanding in securing long-term learning and reducing cognitive overload. | 1 |
| To enhance the cognitive and | **Executive function deficits are common in SEMH profiles:** Research shows that children | 1, 2 |

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| emotional regulation capacities of SEMH pupils by explicitly teaching and embedding executive function (EF) skills across the school day. | with SEMH needs often struggle with EF domains such as inhibition, emotional control, and cognitive flexibility (Cooper & Cefai, 2013).<br>**Explicit EF instruction improves outcomes:** Studies indicate that targeted EF interventions can lead to improvements in academic performance, behaviour, and emotional regulation (Diamond & Lee, 2011).<br>**Visual and structured supports reduce anxiety and increase independence:** The use of visual schedules and task scaffolding has been shown to enhance engagement and reduce behavioural incidents in pupils with SEMH and neurodiverse needs (Graham et al., 2016).<br>**Metacognition boosts self-awareness and resilience:** Teaching pupils to reflect on their thinking helps build self-regulation and problem-solving skills, which are critical for SEMH learners (Education Endowment Foundation, 2021).<br>**Trauma-informed and restorative practices foster trust and emotional safety:** These approaches are linked to reductions in exclusions and improved relationships between staff and pupils (Perry, 2006; Evans et al., 2019). | |
| Children are supported to develop their writing skills through improving oracy, spelling and colourful semantics | Small group tuition<br>Moderate impact, low cost, moderate evidence (+4<br>months)<br><br>https://educationendowmentfoundation.org.uk/education evidence/teaching-learning-toolkit/small-group-tuition | 1 |
| Children are supported to develop their Social, Emotional and mental health through the work of the pastoral team, the introduction of a range of SEMH interventions | Moderate Impact, moderate cost from limited evidence (+4 months)<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions | 2 |

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

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| RWi Phonics Booster sessions<br><br>Phonics Parent workshop<br><br>Cover for Phonics lead to have weekly leadership time from staffing budget. | TAs lead additional phonics sessions for Yr 1 to prepare for phonics test in June and oversee TA running booster groups to ensure pupils pass phonics screening test.<br>Engaging Parents with their child's learning;<br><br>Daily additional Phonics teaching for Year 3 and 4 children and other targeted pupils, identified through baseline data and in-house tracking<br><br>Use new RWI phonic tracker, identify pupils for Specialist phonic group to catch up with phonics<br><br>Fresh start RWI phonics for pupils who year 5 and 6 who support with early reading skills | 1,2, |
| ***Times Table Rock Stars (TTRS)*** *to strengthen multiplication fluency, number sense and confidence in mathematics. TTRS will be used as part of a whole-school approach to developing foundational mathematical skills, ensuring pupils can rapidly recall multiplication and division facts to support wider mathematical learning. Particular focus will be given to disadvantaged pupils and those at risk of falling behind in multiplication fluency.* | School assessment data from 2025-26 identified a decline in multiplication outcomes, highlighting the need to strengthen pupils' automatic recall of times tables and multiplication facts. Secure multiplication fluency is a key foundation for success in wider mathematics, including calculation, reasoning and problem solving. The DfE Multiplication Tables Check supports the importance of pupils developing rapid recall of multiplication facts by the end of Year 4. Research from the EEF highlights the importance of securing foundational mathematical knowledge and automaticity to reduce cognitive load and enable pupils to access more complex mathematical concepts. Regular practice, retrieval and engagement through platforms such as TTRS can support fluency, confidence and motivation, particularly for disadvantaged learners. | 1, 2 |
| Extra maths and English booster lessons for year 6 pupils | To continue to offer after school booster group for Yr 6 in the run up to SATs in 26/27. | 1,2, |

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| | To continue to run Early Bird Reading scheme for PP who need support with reading. | |
| Reading Catch up through the use of SENIT devised programmes, such as Key word Readers/Fluency Model | To enhance knowledge of Key Words for LA readers. Use 'Key Word Readers/Fluency Model' Catch up support for pupils missed out on reading due<br><br>SENIT 'Alphabet Arc' Intervention, Active Literacy Kit & Multi-sensory maths group run by TAs. | 1,2, |
| Pupils have access to good quality ICT intervention and support materials to use in school and at home:<br>-TTRockstars<br>-RWI handwriting scheme<br>- RWI Fresh start | Analysis will show that whole class gaps have been filled and progress has been accelerated. | 1,2, |
| Frequent Readers – TA costing | Class based TAs to provide 1:1 Precision Teaching and targeted 1:1 Reading on a daily basis.<br><br>There will be accelerated progress in targeted children's reading ages and fluency. | 1, 2, |
| Dyslexia Assessments | Use of dyslexia solutions to provide dyslexia assessments for PP pupils with significant SpLD needs, which will support with specialist interventions, teaching, resources and extra time for SATs | 2 |
| Speech and language interventions following on from assessments | High Impact, low cost from extensive evidence (+6 months)<br>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions | 1,2 |
| Intervention programmes (learning and SEMH) that are tried and tested and | Moderate Impact, moderate cost from limited evidence (+4 months)<br>https://educationendowmentfoundation.org.u | 2 |

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| show a marked impact on pupil outcomes | k/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions | |
| **Targeted EF interventions:** Implement structured programs such as Zones of Regulation, Think Social, or Brainology to teach skills like impulse control, working memory, flexible thinking, and emotional regulation.<br>**Visual supports and routines:** Use visual timetables, checklists, and step-by-step guides to help pupils plan, organize, and transition between tasks.<br>**Scaffolded tasks:** Break down learning activities into manageable steps with clear expectations and timeframes to reduce cognitive overload.<br>**Metacognitive coaching:** Embed opportunities for pupils to reflect on their thinking, choices, and problem-solving strategies through guided questioning and journaling.<br>**Safe spaces and sensory breaks:** Provide access to calming environments and sensory tools to help pupils self-regulate and re-engage with learning.<br>**Staff training:** Equip staff with strategies to model EF skills, use consistent language, and respond to dysregulation with | Studies indicate that targeted EF interventions can lead to improvements in academic performance, behaviour, and emotional regulation (Diamond & Lee, 2011). | 2 |

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| restorative and trauma-informed approaches. | | |

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

Budgeted cost: £10,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Embedding the principles of good practice as set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures | The DfE guidance has been informed by engagement with schools that have a significantly reduced levels of absence and persistent absence | 4 |
| Family Liaison officer will work with vulnerable pupils to ensure they can access learning<br><br>Lunchtime Support to provide high quality games and activities to engage pupils<br><br>Family Liaison officer to deliver SEMH support both in groups and 1:1 | More frequent behaviour difficulties meaning PP pupils are more likely to be placed on Red which impacts on their academic progress. However existing interventions have had an impact on behaviour incidents.<br><br>The introduction of OPAL (Outdoor Play and Learning) has transformed playtimes and lunchtimes, providing pupils with a wider range of high-quality play opportunities that support physical development, social interaction, creativity and emotional wellbeing. Lunchtime staff have developed their roles as Play Leaders, actively facilitating and enriching play experiences rather than solely supervising pupils.<br><br>Targeted nurture provision remains available through the Cloud Room for pupils who require additional support with regulation and social interaction. The combination of enhanced outdoor | 1, 2, 3 |

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| | play opportunities and nurture support enables pupils to return to lessons calm, regulated and ready to learn. This approach supports the development of key foundational skills, including communication, cooperation, resilience, independence and self-regulation, whilst promoting positive relationships and inclusion for all pupils, particularly those who are disadvantaged. | |
| Family Laison Officer /Attendance Team<br><br>Cluster Services are bought in by the Family of Schools to support school<br>Data Analysis | Attendance and Punctuality issues. Attendance figures are currently lower for Pupil Premium pupils and this is something we are addressing. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils. The Cluster services allows us access to support with regard to Attendance services, Mental Health, Punctuality.<br>Pupil premium pupils are more than likely to have lower attendance to school. Identification, monitoring and reward systems have had a positive impact on individual attendance and whole school figures.<br><br>Governors appreciate the level of detail that goes into these reports and the meetings that follow including the Full Governing Body | 1, 2, 4 |
| Financial support to access extra-curricular activity etc<br><br>Residential Costs/School Trips<br><br>Music –Tuition | For many of our PP pupils only time away from home during the year is on school residentials. It is essential for their own wellbeing that they experience different settings before writing about it. All trips and residentials are linked to Topics that they are studying.<br>Y5 go to Whitby – Coastal Study<br>Y6 go to Weardale as a teambuilding exercise pre High School Every child | 3, 4 |

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| | has the right to learn to play an instrument<br>EEF – The guide to pupil premium: A tiered approach to spending. | |
| Breakfast Provision provides a free breakfast for any children to start their day, who have not had breakfast | Although Food deprivation is not high at Greenside, we do have some children who have not eaten due to having SEMH needs or parents struggling to manage their child's behaviour. When we have identified child is upset or not had a breakfast we have some in school ready to give them.<br>Research shows hungry children do not perform as well.<br>Pastoral intervention logs to more closely monitor the impact of provision made for pupils. Half termly Pastoral reports monitor impact of intervention and provision | 1, 3, 4 |
| Parental Involvement | To invite parents/carers to celebrate children's weekly achievements. | 1 |
| Family Support Worker Supporting Attendance<br>Taxis costs -<br>Petrol costs - | Payment for taxis to allow families with low attendance to attend school regularly. FSW supporting families to attend school due to parents struggling with transport or illness by SLT providing pick up and drop service. | 1,3 |
| Introduce of outdoor provision – OPAL | Pupil voice feedback indicating enjoyment, inclusion, and a sense of belonging | 2,3 |

**Total budgeted cost:** £60,800

# 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 2025 to 2026 academic year.

<table>
<tr><td colspan="2">It is important to mention that we have a low amount of pupil premium children therefore when we look at data it can appear that there is a significant difference between disadvantaged and non-disadvantaged however, in some year groups, there are only 2 pupil premium children therefore representing 50% each.</td></tr>
<tr><td>Intended outcome</td><td>Evidence</td></tr>
<tr><td>To continue to improve the teaching of early reading, including phonics</td><td>We continued to embed the RWI phonics programme in 2025-2026.<br><br>In Year 1 the phonics screening check took place in the Summer term 2026. These children have completed two years of the RWI programme. There were only 3 children in this year group in receipt of pupil premium funding: 2 out of the 3 PP children passed the phonics screening check.<br><br>
<table>
<tr><th>Year Group</th><th>Greenside Pass</th><th>Leeds Pass</th><th>National Pass</th></tr>
<tr><td>Year 1</td><td>93.3%</td><td>81.8%</td><td>81.8%</td></tr>
<tr><td>Year 2<br>(following resits)</td><td>98%</td><td></td><td></td></tr>
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<table>
<tr><th>School PP children</th><th>National data for PP</th></tr>
<tr><td>66%</td><td>67%</td></tr>
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</td></tr>
<tr><td>Over the course of the next 3 years, any attainment gaps that have arisen of our disadvantaged children</td><td>In 2025-26 we continued to focus on developing our broad and balanced curriculum. Subject leaders continued to meet with members of SLT to discuss, develop and amend learning journeys alongside reviewing their action plans. Whilst Reading,</td></tr>
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| are closed, especially in writing in KS2. Our disadvantaged children will do this whilst accessing a full broad and balanced curriculum and have opportunities to explore extra-curricular activities and cultural capital with our 'Cultural Passport' plan. Writing will show accelerated progress and will be nearer to national. | Writing and Maths were prioritised in terms of catch up, we continued to deliver a broad and balanced curriculum.<br><br>Below is a summary of data from end:<br><br>**Year 4 Multiplication Check**<br><br>**2026** 100% correct: 32%; 80% correct: 52%<br>**2025** 100% correct: 28%; 80% correct: 72%<br>**2024** 100% correct: 17%; 80% correct: 61%<br>**2023** 100% correct: 30%; 80% correct: 70%<br><br>Due to the previous downward trend, a 2025/26 SIP priority was to re-launch and focus on enhancing pupils' multiplication knowledge as it is a key foundation of Maths learning.<br><br>**KS2 SATs** *unvalidated data<br><br>**Expected Standard +**<br><br>**Subject** / **Greenside Attainment** / **Leeds Attainment** / **National Attainment**<br>**Reading** 86.7% / 72.4% / 75%<br>**Writing** 77.8% / 71.1% / 73.1%<br>**Maths** 84.4% / 72.6% / 75%<br>**RWM Combined** 71.1% / 61% / 63.2%<br><br>Disadvantaged (Pupil Premium) KS2 EXS+: Reading = 40%, Writing = 20%, Maths =20%, RWM = 20%<br>SEND KS2 EXS+: Reading = 62%, Writing = 46%, Maths = 62%, RWM = 39%<br><br>**Higher Standard**<br><br>**Subject** / **Greenside Attainment** / **Leeds Attainment** / **National Attainment**<br>**Reading** 42.2% / 29% / 31%<br>**Writing** 22.2% / 13.5% / 13.2%<br>**Maths** 37.8% / 26.5% / 27%<br>**RWM Combined** 17.8% / 9.1% / 8.6%<br><br>Disadvantaged (Pupil Premium) KS2 HS: Reading = 0%, Writing = 0%, Maths = 0%, RWM = 0%<br>SEND KS2 HS: Reading = 15%, Writing = 8%, Maths = 31%, RWM = 8%<br><br>A sustained focus on high-quality teaching, explicit vocabulary instruction and oracy has supported pupils to access the curriculum successfully and achieve highly across a broad range of subjects.<br>The school's investment in developing pupils' communication and language skills is beginning to have a positive impact on |

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<tr><td></td><td>writing outcomes. Through structured talk opportunities, explicit vocabulary teaching and a focus on articulating ideas before writing, pupils are demonstrating greater confidence, improved language choices and increased writing stamina.<br>End of Key Stage 2 outcomes in 2026 were significantly above both Leeds and national averages across all subjects. Greenside achieved 86.7% in reading, 77.8% in writing and 84.4% in mathematics, compared with national figures of 75%, 73.1% and 75% respectively. In combined Reading, Writing and Mathematics, 71.1% of pupils achieved the expected standard compared with 63.2% nationally.<br>Outcomes at Greater Depth were also notably strong, with Greenside achieving 42.2% in reading, 22.2% in writing and 37.8% in mathematics, all considerably above Leeds and national averages. The proportion of pupils achieving Greater Depth in combined Reading, Writing and Mathematics was more than double the national figure (17.8% compared with 8.6% nationally).<br>These outcomes reflect the impact of a consistent whole-school approach to high-quality teaching, the strategic development of foundational skills, a strong focus on communication and vocabulary, targeted support for disadvantaged pupils and an ambitious curriculum that enables all pupils to achieve and succeed.</td></tr>
<tr><td>Further improve the consistency of the teaching and learning of English and Maths across school.</td><td>Recap training sessions were delivered around the progression steps in the curriculum, and ensuring the knowledge and skills are taught. Staff also had training on RWI and the phonics lead met with the RWI consultation every term to evaluate and monitor RWI and early reading across school. This was followed up through the year with monitoring procedures and subject leaders checked this was taking place within each subject area.</td></tr>
<tr><td>To ensure all children who are in receipt of pupil premium funding, including those with SEND, make expected progress from their starting points through High Quality Teaching and Targeted Support.</td><td>51% of children in receipt of pupil premium funding were also on our SEND register.<br><br>Phonics screening check data for SEN including those in receipt of pupil premium funding (of the 3 Year 1 PP pupils, 2 pupils is SEND):<br><br><table><tr><th>Pupils who are PP & SEND</th><th>National data (SEND)</th></tr><tr><td>39.8%</td><td>19.4</td></tr></table></td></tr>
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<table>
<tr><td></td><td>KS2 data for SEN including those in receipt of pupil premium funding (of the 6 Year 6 PP pupils, 5 pupils are SEND):<br><br><table><tr><th>KS2</th><th>Pupils who SEND</th><th>PP</th><th>National data (SEND)</th></tr><tr><td>Reading</td><td>62%</td><td>40%</td><td>43%</td></tr><tr><td>Writing</td><td>46%</td><td>20%</td><td>34%</td></tr><tr><td>Maths</td><td>62%</td><td>20%</td><td>42%</td></tr><tr><td>Combined</td><td>39%</td><td>20%</td><td>26%</td></tr></table></td></tr>
<tr><td>To ensure all children who are in receipt of pupil premium funding are having their SEMH met through whole class, targeted and personalised support to ensure they are ready for learning.</td><td></td></tr>
<tr><td>To ensure all children who are in receipt of pupil premium funding have priority access to wider opportunities and experiences</td><td>Participated in at least 1 school trip per academic year alongside their peers<br><br>- 100% of PP children attended at least 1 school trip, with most attending more than 1<br>Had the opportunity to watch a live theatre, dance, music or show at least three times whilst at Greenside<br>- 100% of PP children watched a magic show at Greenside<br><br>Attended an extra-curricular activity in school and after school events<br><br>- There were 24 out of the 37 pupil premium children attended an after-school club last year.<br><br>The opportunity to play a tuned instrument by the end of their time at Greenside Primary and funded to support in learning a musical instrument throughout their time at Greenside Primary</td></tr>
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| | - 2 children have taken up the offer of learning a musical instrument. Additional to this, 45 children learnt a musical instrument through whole class teaching.<br><br>The opportunity to attend 2 residential visits whilst at Greenside Primary<br>- All but one PP child in Y5 & Y6 attended a residential this year<br><br>Laptops are available for all PP children to in school if required<br>- These are available for all PP children if/when required. |
| To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers. | The gap has reduced so at the end of academic year 2025-2026 this was the information:<br>Pupil premium: 87.14%<br>Non-pupil premium: 95.31%<br>This is a difference of 8.17% |

## 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 |
|---|---|
| RWI Spelling | RWI |
| RWi Handwriting | RWI |
| X Tables Rockstars | TT Rockstars |
| Speech and Language Therapists | Away with Words |
| Behaviour and Nurture Support | Cluster/Educational psychologist |
| Mentoring/SEMH | PE Partners |

## Further Information (optional)

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

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## Further information (optional)