



Pupil premium strategy statement 2025-2026

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	277
Proportion (%) of pupil premium eligible pupils	13.3% (37 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sarah Fuller
Pupil premium lead	Emily Hair
Governor / Trustee lead	Chriss Barr

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,250
Recovery premium funding allocation this academic year	£550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led Tutoring funding allocation this academic year	£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	£60,800

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 School is a primary school for children from ages four to eleven years in the west area of Leeds. Children begin school in the September of the school year in which they become five. Children stay at the school for seven years, Reception and Key Stage One (R, Years 1 and 2) and Key Stage Two (Years 3 to 6). We have 10 registration classes for 277 children. The children are taught in a range of different groupings within their tier groups. There is one Reception classes, 1 Year 1 class, x2 Year 2 classes, Year 3, Year 3/4, Year 4, Year 5, Year 5/6 and Year 6 classes. No KS1 class has more than 30 children.

- Of the 276 pupils, 85.51% are of White British and 14.49%% of children representing other ethnic groups. 7.97% pupils have a language believed to be other than English.

- 13.3% pupils are eligible for free school meals.
- 48% of PP pupils have Special Education Needs provision of which 13.5% have an Education Health Care Plan (EHCP) and 16% 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. Currently, the Co-Deputy is responsible for leading the curriculum and ensuring that it meets the needs of the pupils at Greenside and supports pupils in personalised learning, with the SENCO having responsibility ensuring Pupil Premium Pupils are tracked for both academic progress and wellbeing support, working closely with a Pupil Premium Governor. Senior leaders have a shared ambition to improve outcomes for disadvantaged learners under the school's ethos of "Where Children Come First" and want to see outcomes for disadvantaged learners further improve. The Co-Deputy SENCo lead will continue to take up the role of Pupil Premium Leader and ensure that links are made to the SEND systems and are firmly embedded.

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 SLT, 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 development of speaking, listening and oracy
- Little value given to reading for pleasure
- Lack of resilience and low levels of confidence
- High levels of additional special educational needs for many disadvantaged learners
- Increased SEND and SEMH needs and anxieties, which impacts behaviour in class.
- Socio-economic/demographic Pudsey is predominantly white British with an average to high quality of life, which masks a number of 'pockets' of deprivation across the area. These 'pockets' are neighbourhoods that are characterised by lower skills levels, health problems and poor education attainment.

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSEs in English and Maths.

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

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

- To allocate 'Catch Up' support to each Year Group - providing small group work with an experienced teaching assistants focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Transition from primary to secondary and transition internally and into EYFS.
- Support for parents to pay for activities, educational visits and residential visits. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Funding of specialist learning software and specialist interventions
- Extension of PE provision by providing more club and tournament opportunities
- Support children who wish to learn a musical instrument and sing in the school choir.
- Behaviour and nurture support during lunchtimes and by providing activities to engage and promote school values and thus enhance learning.
- Targeted Learning mentor support to address SEMH needs
- Targeted 'Cluster' support including access to parenting programmes, art therapy and counselling
- Review of attendance data and approaches to improve lateness and poor attendance
- Quality first teaching is in place for all children, including effective use of teaching assistants
- The SENCO and Family liaison officer a strategy and effective interventions to support pupils with SEMH needs

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 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.
	Embedding a reading culture – pleasure for reading and developing early reading, children phonics
2 SEND/SEMH/Pastoral support needs	Some pupils who qualify for Pupil Premium funding have specific SEND needs and/or requiring SEMH support. Many children have substantial SEMH needs and find daily integration in lessons, challenging. Cluster referrals for SEMH needs are high. 54% of PP children are also on the SEN register and of those, 30% have SEMH needs with 5 Suspensions. Children in current years 4 and 6 have the most challenging SEMH needs
3 Extracurricular	Lack of opportunities/limited life experiences/access to technology
4 Attendance	The attendance of pupils in receipt of pupil premium is below that of peers. Attendance of PP children in 2024-25 was 91.82%% as opposed to 96.15% for the whole school.

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
Over the course of the next 3 years, any attainment gaps that	Our assessments will demonstrate that disadvantaged pupils are achieving at least in line with their peers across the school. This will be evident in Pupil Progress meeting

<p>have arisen of our disadvantaged children 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.</p>	<p>minutes, internal tracking systems, and both internal and external summative assessments. Rigorous monitoring of their attainment and progress will highlight improvements from their individual starting points. The attainment gap in combined outcomes will reduce to below 10% in Year 6 for consecutive years.</p> <p>The gap in writing between pupil premium (PP) and non-PP pupils will be narrowed to 10% or less by 2027.</p> <p>The school's extra-curricular provision will expand, offering a broader and more diverse range of activities. This will encourage greater engagement from pupil premium children and positively impact their school attendance.</p> <p>At least 75% of PP pupils will take part in one or more extra-curricular activities each term.</p>
<p>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.</p>	<p>The attendance rate for disadvantaged pupils will improve from 91.82%% (2024–25) to:</p> <p>At least 93% by July 2026</p> <p>At least 94% by July 2027</p> <p>The number of pupil premium (PP) pupils with persistent absence (attendance below 90%) will decrease from 10 pupils to:</p> <p>No more than 6 pupils by July 2026</p> <p>No more than 4 pupils by July 2027</p> <p>The attendance gap between PP and non-PP pupils will reduce from approximately 10% to 3% or less by July 2027.</p>
<p>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.</p>	<p>Suspensions for children with high SEMH needs will reduce from 6 in 2025 to:</p> <ul style="list-style-type: none"> • No more than 3 by July 2026 • Zero by July 2027 <p>Incidents involving physical restraint will show a year-on-year decline, with a clear reduction from 2025 levels, supported by improved staff training and proactive behaviour strategies.</p> <p>Staff confidence and competence in using enhanced de-escalation and restorative practices will increase, as evidenced by:</p> <ul style="list-style-type: none"> • Completion of targeted CPD sessions

	<ul style="list-style-type: none"> • Staff feedback and self-assessments • Fewer behaviour-related incidents requiring escalation <p>Curriculum adaptations will be implemented to better meet the needs of pupils with SEMH, including:</p> <ul style="list-style-type: none"> • Personalised learning plans • Increased access to therapeutic interventions and nurture provision • Greater flexibility in lesson delivery and assessment <p>Family engagement will improve, with more families accessing emotional and practical support services, as tracked through pastoral team records and case studies.</p> <p>Pupil voice will reflect increased feelings of safety, belonging, and readiness to learn, gathered through regular surveys and structured conversations.</p>
<p>Further improve the consistency of the teaching and learning of English and Maths across school.</p>	<p>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.</p> <p>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.</p> <p>Oracy outcomes for PP pupils will improve, demonstrated through:</p> <ul style="list-style-type: none"> • Increased participation in structured talk activities across subjects • Improved confidence and clarity in spoken language, measured through pupil voice and teacher observation • Inclusion in oracy-focused enrichment opportunities (e.g., debate clubs, performances) <p>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.</p> <p>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.</p> <p>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.</p>
<p>Improve the quality of OPAL - outdoor play and learning</p>	<p>Increased participation of PP pupils with SEMH needs in outdoor play activities, evidenced by:</p> <ul style="list-style-type: none"> • Observational records showing regular engagement during OPAL sessions

	<p>Reduction in behaviour incidents during outdoor play among PP pupils, including:</p> <ul style="list-style-type: none"> • Fewer recorded incidents requiring adult intervention <p>Improved emotional regulation and social interaction among SEMH PP pupils, supported by:</p> <ul style="list-style-type: none"> • Staff reports and behaviour logs showing more positive peer interactions • Greater use of restorative approaches during conflict resolution outdoors <p>Curriculum adaptations that integrate outdoor learning opportunities for PP pupils, including:</p> <ul style="list-style-type: none"> • Targeted interventions and play-based learning linked to SEMH support plans • Use of outdoor spaces to deliver sensory, therapeutic, or skills-based activities <p>Staff training and confidence in supporting SEMH PP pupils during OPAL, demonstrated by:</p> <ul style="list-style-type: none"> • Completion of CPD on de-escalation, inclusive play, and restorative practice
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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
Family Liaison role for attendance and provides release time to carry out the role, review and improve practice and develop positive links with parents	The DfE guidance has been informed by engagement with schools that have a significantly reduced levels of absence and persistent absence	4

<p>Further develop metacognition strategies to support reading and Maths for example Teachers can demonstrate effective use of metacognitive and self regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. (Rosenshine principles)</p>	<p>Metacognition and self-regulation</p> <p>High impact, low cost, extensive evidence (+7 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1</p>
<p>To enhance the cognitive and emotional regulation capacities of SEMH pupils by explicitly teaching and embedding executive function (EF) skills across the school day.</p>	<p>Executive function deficits are common in SEMH profiles: Research shows that children with SEMH needs often struggle with EF domains such as inhibition, emotional control, and cognitive flexibility (Cooper & Cefai, 2013).</p> <p>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).</p> <p>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).</p> <p>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).</p> <p>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).</p>	<p>1, 2</p>

Children are supported to develop their writing skills through improving oracy, spelling and colourful semantics	<p>Small group tuition</p> <p>Moderate impact, low cost, moderate evidence (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	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	<p>Moderate Impact, moderate cost from limited evidence (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</p>	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
<p>RWi Phonics Booster sessions</p> <p>Phonics Parent workshop</p> <p>Cover for Phonics lead to have weekly leadership time from staffing budget.</p>	<p>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.</p> <p>Engaging Parents with their child's learning;</p> <p>Daily additional Phonics teaching for Year 3 and 4 children and other targeted pupils, identified through baseline data and in-house tracking</p> <p>Use new RWI phonic tracker, identify pupils for Specialist phonic group to catch up with phonics</p>	1,2,
<p>Times Table Rockstars – the schools maths data is down to TT and mini maths</p>	<p>Pupils have made excellent progress with their Timetables and the 'mock' Yr4 Multiplication screening showed that pupils did well, which indicates how effective this is and an essential part of learning and engagement.</p>	1, 2

<p>Extra maths and English booster lessons for 6 pupils who were ARE or needed to achieve GD</p>	<p>To continue to offer after school booster group for Yr 6 in the run up to SATs in 25/26.</p> <p>To continue to run Early Bird Reading scheme for PP who need support with reading.</p>	<p>1,2,</p>
<p>Reading Catch up through the use of SENIT devised programmes, such as Key word Readers/Fluency Model</p>	<p>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</p> <p>SENIT 'Alphabet Arc' Intervention, Active Literacy Kit & Multi-sensory maths group run by TAs.</p>	<p>1,2,</p>
<p>Pupils have access to good quality ICT intervention and support materials to use in school and at home:</p> <ul style="list-style-type: none"> -TTRockstars -Mathletics -Bug Club -Spelling Shed 	<p>Analysis will show that whole class gaps have been filled and progress has been accelerated.</p>	<p>1,2,</p>
<p>Frequent Readers – TA costing</p>	<p>Class based TAs to provide 1:1 Precision Teaching and targeted 1:1 Reading on a daily basis.</p> <p>There will be accelerated progress in targeted children's reading ages and fluency.</p>	<p>1, 2,</p>
<p>Dyslexia Assessments</p>	<p>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</p>	<p>2</p>
<p>Speech and language interventions following on from assessments</p>	<p>High Impact, low cost from extensive evidence (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions</p>	<p>1,2</p>

<p>Intervention programmes (learning and SEMH) that are tried and tested and show a marked impact on pupil outcomes</p>	<p>Moderate Impact, moderate cost from limited evidence (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions</p>	<p>2</p>
<p>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.</p> <p>Visual supports and routines: Use visual timetables, checklists, and step-by-step guides to help pupils plan, organize, and transition between tasks.</p> <p>Scaffolded tasks: Break down learning activities into manageable steps with clear expectations and timeframes to reduce cognitive overload.</p> <p>Metacognitive coaching: Embed opportunities for pupils to reflect on their thinking, choices, and problem-solving strategies through guided questioning and journaling.</p> <p>Safe spaces and sensory breaks: Provide access to calming environments and sensory tools to help pupils self-regulate and re-engage with learning.</p> <p>Staff training: Equip staff with strategies to</p>	<p>Studies indicate that targeted EF interventions can lead to improvements in academic performance, behaviour, and emotional regulation (Diamond & Lee, 2011).</p>	<p>2</p>

model EF skills, use consistent language, and respond to dysregulation with restorative and trauma-informed approaches.		
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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
<p>Family Liaison officer will work with vulnerable pupils to ensure they can access learning</p> <p>Lunchtime Support to provide high quality games and activities to engage pupils</p> <p>Family Liaison officer to deliver SEMH support both in groups and 1:1</p>	<p>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.</p> <p>Learning Mentor to deliver programmes, such as Draw and Talk, Zones of regulation Seasons for growth and forest schools. All these interventions have impact on pupils well being and provide them with strategies to support them in the class.</p> <p>Extra adult support over lunchtimes, such as running the indoor Nurture club that gives pupils access to keep regulated in the Cloud room. Also having the Family Liaison officer outside to engage pupils in games and develop social skills. This all</p>	1, 2, 3

	<p>leads to pupils having a good attitude to work when they come back into class.</p> <p>EEF – Guidance reports: Improving social and emotional learning in primary schools - +4 months (General) + 6 months (targeted) ‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.’ Internal school data using SDQ.</p>	
<p>Family Liaison Officer /Attendance Team</p> <p>Cluster Services are bought in by the Family of Schools to support school Data Analysis</p>	<p>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.</p> <p>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.</p> <p>Governors appreciate the level of detail that goes into these reports and the meetings that follow including the Full Governing Body</p>	<p>1, 2, 4</p>

<p>Financial support to access extra-curricular activity etc</p> <p>Residential Costs/School Trips</p> <p>Music –Tuition</p>	<p>For many of our PP pupils only time away from home during the year is on school residential. It is essential for their own wellbeing that they experience different settings before writing about it. All trips and residential are linked to Topics that they are studying.</p> <p>Y5 go to Whitby – Coastal Study</p> <p>Y6 go to Weardale as a teambuilding exercise pre High School Every child has the right to learn to play an instrument</p> <p>EEF – The guide to pupil premium: A tiered approach to spending.</p>	<p>3, 4</p>
<p>Breakfast Provision provides a free breakfast for any children to start their day, who have not had breakfast</p>	<p>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.</p> <p>Research shows hungry children do not perform as well.</p> <p>Pastoral intervention logs to more closely monitor the impact of provision made for pupils. Half termly Pastoral reports monitor impact of intervention and provision</p>	<p>1, 3, 4</p>
<p>Parental Involvement</p>	<p>To invite parents/carers to celebrate children’s weekly achievements.</p>	<p>1</p>
<p>Family Support Worker Supporting Attendance</p> <p>Taxis costs -</p> <p>Petrol costs -</p>	<p>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.</p>	<p>1,3</p>
<p>Introduce of outdoor provision – OPAL</p>	<p>Pupil voice feedback indicating enjoyment, inclusion, and a sense of belonging</p>	<p>2,3</p>

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 2023 to 2024 academic year.

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.

Intended outcome	Evidence												
To continue to improve the teaching of early reading, including phonics	We continued to embed the RWI phonics programme in 2024-2025.												
	In Year 1 the phonics screening check took place in the Summer term 2025. These children have completed two years of the RWI programme. There were only 4 children in this year group in receipt of pupil premium funding: All PP children passed the phonics screening check.												
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To ensure a broad and balanced curriculum is delivered that	In 2024-25 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,												

develops knowledge and skills.

Writing and Maths were prioritised in terms of catch up, we continued to deliver a broad and balanced curriculum.

Below is a summary of data from end:

Year 4 Multiplication Check

	2025	2024	2023	2022
100% correct	28%	17%	30%	40%
80% correct	72%	61%	70%	78%

Due to the previous downward trend, a 2024/25 SIP priority was to re-launch and focus on enhancing pupils' multiplication knowledge as it is a key foundation of Maths learning.

KS2 SATs *unvalidated data

Expected Standard +

Subject	Greenside Attainment	Leeds Attainment	National Attainment
Reading	74%	73%	75%
Writing	71%	69%	69%
Maths	82%	73%	73%
RWM Combined	62%	60%	62%

Disadvantaged (Pupil Premium) KS2 EXS+: Reading = 63%, Writing = 63%, Maths = 63%, RWM = 63%

SEND KS2 EXS+: Reading = 33%, Writing = 33%, Maths = 58%, RWM = 17%

Higher Standard

Subject	Greenside Attainment	Leeds Attainment	National Attainment
Reading	32%	32%	33%
Writing	9%	13%	13%
Maths	24%	26%	26%
RWM Combined	3%	9%	8%

Disadvantaged (Pupil Premium) KS2 HS: Reading = 36%, Writing = 18%, Maths = 18%, RWM = 0%

SEND KS2 HS: Reading = 17%, Writing = 0%, Maths = 17%, RWM = 0%

Throughout the academic year, we implemented a comprehensive programme of support including: small group tutoring, and tailored interventions across the school, with a strategic emphasis on Key Stage 2. Oracy was beginning to have impact on writing and pupils increased higher level vocabulary.

	<p>To further enhance outcomes, we embedded metacognitive strategies within sessions, encouraging pupils to reflect on their learning processes and develop self-regulation skills. Bespoke interventions were designed in response to individual pupil needs, informed by ongoing assessment and progress tracking. Pupil feedback indicated a marked increase in confidence and engagement, which was reflected in improved attainment and greater independence in learning.</p>																				
<p>To develop curriculum principles that underpin good teaching and learning pedagogy resulting in High Quality Teaching for all pupils</p>	<p>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.</p>																				
<p>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.</p>	<p>52% of children in receipt of pupil premium funding are also on our SEND register.</p> <p>Phonics screening check data for SEN including those in receipt of pupil premium funding (of the 4 Year 1 PP pupils, 1 pupil is SEND):</p> <table border="1" data-bbox="564 1167 973 1386"> <thead> <tr> <th>Pupils who are PP & SEND</th> <th>National data (SEND)</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>44%</td> </tr> </tbody> </table> <p>KS2 data for SEN including those in receipt of pupil premium funding (of the 11 Year 6 PP pupils, 8 pupil are SEND):</p> <table border="1" data-bbox="564 1644 1294 1980"> <thead> <tr> <th>KS2</th> <th>Pupils who are PP & SEND</th> <th>PP</th> <th>National data (SEND)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>20%</td> <td>64%</td> <td>42.3%</td> </tr> <tr> <td>Writing</td> <td>20%</td> <td>64%</td> <td>31.9%</td> </tr> <tr> <td>Maths</td> <td>20%</td> <td>64%</td> <td>39.7%</td> </tr> </tbody> </table>	Pupils who are PP & SEND	National data (SEND)	100%	44%	KS2	Pupils who are PP & SEND	PP	National data (SEND)	Reading	20%	64%	42.3%	Writing	20%	64%	31.9%	Maths	20%	64%	39.7%
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	Combined	20%	64%	23.7%
<p>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.</p>				
<p>To ensure all children who are in receipt of pupil premium funding have priority access to wider opportunities and experiences</p>	<p>Participated in at least 1 school trip per academic year alongside their peers</p> <ul style="list-style-type: none"> - 100% of PP children attended at least 1 school trip, with most attending more than 1 <p>Had the opportunity to watch a live theatre, dance, music or show at least three times whilst at Greenside</p> <ul style="list-style-type: none"> - 100% of PP children watched a pantomime show at Greenside <p>Attended an extra-curricular activity in school and after school events</p> <ul style="list-style-type: none"> - There were only 14 out of the 41 pupil premium children who didn't attend an after-school club last year. The reasons behind these children not attending are around difficulties with pick up arrangements and SEND. <p>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</p> <ul style="list-style-type: none"> - 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. <p>The opportunity to attend 2 residential visits whilst at Greenside Primary</p> <ul style="list-style-type: none"> - All but one PP child in Y5 & Y6 attended a residential this year 			

	Laptops are available for all PP children to in school if required - 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 2024-2025 this was the information: Pupil premium: 91.82% Non-pupil premium: 96.15% This is a difference of 4.33%

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
Reading – Lightning Squad	FFT
X Tables Rockstars	TT Rockstars
Maths online practise	Mathletics
Reading & Comprehension Online	Bug Club
Spelling Shed	Ed Shed
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

PP attendance has stayed the same in the last 3 years and but is not yet in line with 'others'

22-23	23-24	24-25
90.93 %	91.43%	91.82%

New systems in place for teacher monitoring attendance and attendance panels are now set up to monitor and support attendance. Staff are much more aware of this vulnerable group and pupil progress meeting throughout the year focus on success (and challenges) of each PP child.

Further information (optional)