

Pupil premium strategy statement – Greenside Primary School

School overview

Detail	Data
Number of pupils in school	220
Proportion (%) of pupil premium eligible pupils	22.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Philippa Saving
Pupil premium lead	Leonard Sarkis
Governor / Trustee lead	Jem Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,528
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£77,528

Part A: Pupil premium strategy plan

Statement of intent

At Greenside, we proudly inspire, nurture and challenge our pupils through an innovative food, film and fun learning model. We intend to ensure that all of our pupils, especially those in receipt of the Pupil Premium Grant (PPG), make accelerated progress in their learning and achieve high outcomes across the curriculum, and for pupils to have exceeded their potential by the end of this academic year.

We have high aspirations for all pupils in our school community and believe that they should all be given the best opportunities to achieve their best. We aim to provide personalised learning opportunities and targeted support to allow every child to engage positively in their learning and flourish at all times. We consider the challenges faced by our vulnerable pupils, including those who have a social worker and young carers; and the activities that we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. At Greenside, we use the pupil premium funding to improve the quality of teaching and outcomes for disadvantaged pupils. By doing this, we also benefit non-eligible pupils, including families with no recourse to public funds or multiple levels of deprivation.

Quality first teaching is central to our approach, focusing on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on diminishing the difference and closing the disadvantage attainment gap, while simultaneously benefitting the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in building upon our targeted support through the National Tutoring Programme for pupils, including non-disadvantaged pupils, whose education has been worst affected over the Covid-interrupted academic years (2019-20 and 2020-21).

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories that are aligned with the Education Endowment Foundation's pupil premium guide which include:

1. Teaching - Spending on improving teaching which includes professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving.
2. Targeted academic support - providing targeted academic support for one-to-one or small group intervention to classroom teaching for disadvantaged pupils.

3. Wider strategies – identifying and supporting significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

We will also:

- Ensure disadvantaged pupils are challenged in their learning and in the learning that they are set.
- Act early, decisively, and significantly, to intervene at the point that any need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes while raising expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of pupils are below school and national expectations.
2	Address non-academic barriers to attainment such as behaviour, mental health and well-being.
3	A greater range of wider opportunities is needed, for example, extracurricular experiences both during the school day and as a club offer.
4	Providing targeted academic support for pupils who are not making expected progress from their starting points.
5	Continuing to close the attainment gap between disadvantaged pupils and their peers and ensure that they meet national expectations in all subjects.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance and punctuality for all pupils, especially disadvantaged pupils.	<ul style="list-style-type: none"> • Pupils' attendance is improved and the total of unauthorised absences is reduced and pupils achieve the attendance target of 96%.

	<ul style="list-style-type: none"> ● Attendance data indicates that attendance and punctuality are improving. ● An improved focus on tracking attendance. ● Pupils who may be disadvantaged or have additional needs or barriers to attending school are identified quickly. ● Attendance policy is up-to-date and in place. ● Attendance board and trophy reestablished. ● Use the TEFAT tracking grids to track the attendance and punctuality of disadvantaged pupils' attendance is in line with non-disadvantaged pupils nationally. These groups are tracked regularly and meetings are held with families alongside the Educational Welfare Officer to target poor attendance, persistent absence and poor punctuality. ● Regular correspondence is sent out to families regarding pupils attendance and punctuality. ● The school engages with the school attendance officer for Hammersmith and Fulham.
<p>The school has a culture of positive mental wellbeing and pupil's mental health is a priority. All pupils are equipped with the knowledge, skills and tools to thrive in the modern world.</p>	<ul style="list-style-type: none"> ● Pupils will be more regulated and incidents recorded on Scholarpack will be reduced. ● Trends on Scholarpack will be identified with measures taken to support pupils. ● Pupils know who they can talk to when they need support. ● There is a consistent approach to mental health and well-being across the school. ● Staff support pupils to understand their emotions and respect the feelings of those around them. ● The inclusion team works closely with families to support all pupils. ● There is a Senior Mental Health Lead at the school. ● Key pupils attend the breakfast and after-school clubs which support their mental health and well-being. ● MyHappyMind is embedded within teachers' practice, sessions are taught weekly and language is being correctly modelled. This is monitored by staff.

	<ul style="list-style-type: none"> • There is an art therapist that works in school for one day per week to support pupils' mental health. • School staff are trained in ELSA to support pupils' emotional literacy.
Greenside promotes a wide, rich wealth of experience for the pupils. There are opportunities for the pupils to challenge themselves academically and to develop their talents and interests.	<ul style="list-style-type: none"> • Families are supported with the cost of trips and residential (up to 50%) • Pupils go on a range of trips and visit each term. • Whole school experiences are on offer for all pupils to access with arrangements made to support specific pupils. • Pupils are encouraged and selected to take part in learning which develops their own interests and talents.
Improved oral language and vocabulary skills are evident among disadvantaged pupils.	<ul style="list-style-type: none"> • Observations and informal assessments indicate significantly improved oral language and vocabulary skills among disadvantaged pupils. • NELI interventions are used in the EYFS and Year 1 to support language acquisition. All pupils are assessed and those with needs referred to the intervention. • Rosenshine's Principles of Instruction adopted across the school. • The school has an established pupil leadership team, with pupils across the school supported in developing their skills. This ensures that there is pupil voice in all areas of the school.
Disadvantaged pupils make accelerated progress from their starting points and attain at least in line with their peers.	<ul style="list-style-type: none"> • Disadvantaged pupils know more, remember more and can do more from their starting point. • High standards of work evident in books across all subjects. • Internal and external assessment data indicates that pupils attain in line with, or above their peers nationally. • Quality interventions are in place and regularly monitored for key pupils. • Targeted support for individual pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £21,247

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding quality first teaching across the school in every year group by supporting staff in delivering high-quality whole-class teaching across the curriculum including LSA's and support staff.	<p>Research suggests that the biggest impact on attainment is the quality of the teaching in class. With stronger and more skilled teachers. This will develop confidence in students and engage lessons where the children are challenged to be active learners.</p> <p>Narrowing the Attainment Gap / Inside Government – Blog / Website Sobel. D. (2018) Narrowing the Attainment Gap: A handbook for schools. London: Bloomsbury Education</p>	2,4,5
Embedding effective oracy activities across the school curriculum, and developing a staff who can explore, review and innovate regarding their teaching/pupils' learning which will support pupils in articulating key ideas, consolidating their understanding, and extending their vocabulary.	<p>The development of oracy across the curriculum will ensure that all pupils have the confidence to articulate their thoughts and ideas. The development of language around explaining and reasoning will also support all pupils in retention, confidence and taking ownership of their learning. This will also support articulating emotions and feelings.</p> <p>Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF EEF Planned Research "Explore" Phase</p>	2,4,5
Embedding efficient and effective formative assessment strategies that meet the needs of all groups of pupils. To support staff and pupils to identify strengths and areas for improvement in	<p>Clear assessment strategies will help identify gaps and provide targeted support for individual needs. Evidence shows that strong assessment further supports and grows children's attainment and confidence. We also aim to empower them to challenge themselves and select their own next steps. This is proven to</p>	2,4,5

daily learning and then act decisively.	have a higher impact and develop self-confidence and engagement. Feedback / Education Evidence / Teaching Learning Toolkit / Education Endowment Foundation / EEF	
Implementing a wider range of experiences for the children including termly trips.	External experiences will further support children in all areas of life including confidence, and self-esteem. This will also develop a love for learning and further re-engage children with school. Extra-Curricular Activities / An Unequal Playing Field – Report / UK Government / Social Mobility Commission	1,2,3
Developing LSA's to understand and identify Gaps quicker to further support the teaching	The development of LSA's will ensure high-quality responses to situations both in and out of the class which in turn will develop confidence and self-esteem. One-to-One Tuition / EEF (educationendowmentfoundation.org.uk) And in small groups: Small Group Tuition / Toolkit Strand / Education Endowment Foundation / EEF research foundation for whole school PLE research project Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF EEF Planned Research "Explore" Phase	2,4,5

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

Budgeted cost: £21,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that PP pupils and families with complex needs are supported through a multi-professional safeguarding and attendance support team so that Persistent Absence is reduced, attendance improves and progress is tangible	Research and DfE guidance reflect that a multi-professional approach to pupil and family engagement where complex needs arise needs to be focused on a clear and concise plan to tackle longer-term disadvantaged issues. These include: Housing; Financial stability; Mental Health; Physical Health; Parent/Carer experience of school/education; and low aspirations of inclusivity in terms of school and the wider community.	1,2,3,4,5

<p>in terms of positive attitudes to learning and ultimately progress across the curriculum.</p>	<p>EYFS/Y1 Attendance focus work WPA EWO Partnership EEF Guide to Pupil Premium review and linked to this plan Research project around metacognition and the thinking to learn/inner voice for both staff, parents/carers and children.</p>	
<p>Art Therapy (1 day a week) to support mental health.</p>	<p>Art therapy and participation, which may be organised as regular weekly or monthly activities, can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months of progress. Improved outcomes have been identified in English, mathematics and science.</p> <p>There is some evidence of the impact of drama on writing and the potential link between music and spatial awareness.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2</p>
<p>Continued development of the curriculum across all subjects.</p>	<p>Working with Rosenshine's principles and the national curriculum, we are ensuring that skills build upon each other. Evidence shows that regular revisiting and the building of skills will ensure retention and therefore greater attainment. The investment in professional development will then improve the quality of education for all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2,4,5</p>
<p>Supporting booster groups established across the school to further accelerate the closing of gaps.</p>	<p>Targeted booster groups are proven to support children with retention and confidence in their subjects. Boosters will support both post and pre-teaching.</p> <p>https://www.innerdrive.co.uk/blog/guide-rosenshine-10-principles/</p>	<p>4,5</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £35,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of whole-school behaviour strategies.	Using the JOGO approach to classroom management, teachers will cultivate an environment where all pupils feel welcome, valued, and supported. This approach emphasizes building positive relationships, promoting mutual respect, and fostering a culture of inclusion and kindness. By embedding the principles of JOGO—Joy, Ownership, Growth, and Opportunity—into daily interactions, pupils are encouraged to take responsibility for their actions and make positive choices. https://www.jogobehavioursupport.com/	2,4,5
Establish the free school milk subsidy scheme.	According to the World Bank, where undernutrition leads to stunted growth in the first two years of life, deficits in cognition are seen right through the teenage years, even after nutritional rehabilitation. https://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/	1,2,3,5
Continue to provide a free breakfast club through Magic Breakfast.	The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1,2,3,5
Regular monitoring of attendance.	Clear communication between home and school will ensure that both parents and adults understand the importance of regular attendance at school and the impact of this. Evidence suggests that children who attend school less than 90% of the year will have a significant impact on their progression.	1

	Improving School Attendance EEF Planned Research “Explore” Phase and https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf	
Introduce music lessons	Introducing Triborough instrumental music lessons within the school day. Learning about music and having the opportunity to play musical instruments and make music together is a vital part of a rich and rounded education. It has also been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. https://educationhub.blog.gov.uk/2022/06/25/everything-you-need-to-know-about-music-in-schools/	2,3,5
To ensure all pupils have access to school trips/visits and extra-curricular activities to enrich their learning and development while widening their personal experiences.	Research shows that the benefits of curriculum enrichment for pupils are to increase confidence, help social interaction, develop more soft skills and also bring a sense of wellbeing and belonging. As a school, we are ensuring that all students have at least one extracurricular school visit per term. These visits are reviewed to ensure students are participating in visits that are purposeful, engaging and build on learning in the classroom. We are ensuring students are having new experiences, and not visiting the same locations repeatedly. There has also been the introduction of residential for Years 4 and 5, as well as the Year 3 sleepover. Extra-Curricular Activities / An Unequal Playing Field – Report / UK Government / Social Mobility Commission	1,2,3,5
Consistent teaching of MyHappyMind and Jigsaw in all year groups.	MyHappyMind believes that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world. We combine the latest research, science and technology to help children develop lifelong habits and learn to thrive. https://myhappymind.org is backed by the NHS. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,4

<p>Introduction of a free netball club - am - and a continuation of the free morning running and fitness club.</p> <p>Increasing the number and variety of after school sports clubs on offer to students - which includes gymnastics multi sports.</p>	<p>Programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning whilst integrating physical development activities in other areas of the Early Years curriculum can be beneficial.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches?utm_source=/early-years/toolkit/physical-development-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2, 3</p>
<p>Students from socio-economic disadvantaged, BAME or SEND backgrounds attend squash sessions at Queen's Tennis Club with highly qualified squash coaches from the LTA association.</p>	<p>Programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning and integrating physical development activities in other areas of the early years curriculum can be beneficial.</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches?utm_source=/early-years/toolkit/physical-development-approaches&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2, 3</p>

Total budgeted cost: £78,238

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from the previous academic year indicates that the majority of pupils in receipt of pupil premium achieve in line or just below age-related expectations and nationally. Compared to local and national averages, Greenside pupils' attainment at the end of Key Stage 2 was above national and the local authority for most subjects.

Attendance of pupils in receipt of pupil premium for 2023/2024 was 94.9% which is below the school target of 96%, national expectations and pupils who are not disadvantaged.

This review indicates that further focus moving forwards is on the wider strategies that the school puts in place to support pupils' progress in their academic progression, behaviours and attitudes, including school attendance and their personal development.

Externally provided programmes

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

Programme	Provider
Art Therapy	Latimer Community Art Therapy
Breakfast Club	Magic Breakfast
Music Lessons	Triborough Music Hub
Squash Sessions	Queen's Tennis Club
Early Language Programme	NELI
Wellbeing Scheme	Jigsaw
Wellbeing Scheme	MyHappyMind