

Pupil premium strategy statement – Greenside Primary School

School overview

Detail	Data
Number of pupils in school	206 incl. Nursery 167 statutory
Proportion (%) of pupil premium eligible pupils	29%
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Darrell Butler
Pupil premium lead	Ciara Finney
Governor / Trustee lead	Katie Stobbart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,528
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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 Primary School, our ambition is for every pupil to thrive academically, socially and emotionally, regardless of background. We are committed to ensuring that disadvantaged pupils receive equitable access to an exceptional education and the same rich opportunities afforded to their peers. Our curriculum, rooted in creativity, curiosity and real-world learning, is designed to inspire, nurture and challenge all learners.

This Pupil Premium Strategy sets out how the school identifies and addresses the barriers faced by disadvantaged pupils. The approach centres on high-quality teaching in every classroom, supported by evidence-based interventions and wider strategies that remove disadvantages related to attendance, wellbeing and access to enrichment.

The strategy builds on three core principles:

1. High-quality teaching for every pupil

The most significant lever for improving outcomes is consistently excellent teaching. The school prioritises professional development, coaching, and curriculum design to ensure that all pupils - particularly those who are disadvantaged - benefit from adaptive teaching, clear modelling, and well-sequenced learning.

2. Targeted academic support

Early identification of need allows staff to deliver precise, structured support that accelerates progress. This includes small-group tutoring, subject-specific interventions, focused maths fluency work, and approaches that strengthen language and communication.

3. Wider strategies that address non-academic barriers

Attendance, wellbeing and access to cultural capital play a vital role in pupils' achievement. The strategy therefore includes actions to reduce persistent absence, strengthen pastoral provision, and ensure all pupils access enrichment such as trips, music, sport and leadership opportunities.

Across the school, there is a shared commitment to raising expectations and ensuring disadvantaged pupils are known, valued and supported to succeed. All staff take collective responsibility for their progress and for creating an inclusive environment where equity and ambition are central.

Through this three-year plan, Greenside aims to remove barriers, close attainment gaps, and ensure that disadvantaged pupils leave the school with the knowledge, skills and confidence to flourish in the next stage of their education.

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 remain lower for disadvantaged pupils
2	Variability in quality first teaching, including adaptive teaching for disadvantaged pupils
3	Inconsistent maths fluency, recall and number confidence among disadvantaged pupils
4	Reduced access to broader opportunities and cultural capital
5	Significant attainment gaps remain between disadvantaged and non-disadvantaged pupils across all core 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
Improved attendance for disadvantaged pupils	<ul style="list-style-type: none"> Disadvantaged pupils' attendance increases toward 95 percent or above, reducing the current gap with non-disadvantaged pupils. Persistent absence for disadvantaged pupils decreases by at least 1.5 percentage points. Weekly monitoring and early intervention systems show timely identification and action for at-risk pupils. Improved punctuality, with fewer late marks recorded across the year. Families report improved understanding of expectations and feel supported through targeted communication and EWO involvement.

<p>Consistent, high-quality teaching across the school</p>	<ul style="list-style-type: none"> ● Learning walks and book looks show consistent application of QFT expectations, including modelling, challenge, and feedback. ● Adaptive teaching is evident in all classrooms, ensuring disadvantaged pupils can access learning fully and independently. ● Pupil outcomes show improved progress for disadvantaged pupils, particularly in Reading, Writing and Maths. ● Staff report increased confidence in delivering adaptive strategies through CPD and coaching. ● Disadvantaged pupils demonstrate improved independence, engagement and understanding in lessons.
<p>Improved maths fluency and foundational knowledge</p>	<ul style="list-style-type: none"> ● Disadvantaged pupils make accelerated progress in fluency, as shown through arithmetic assessments and in-day fluency checks. ● Year 4 Multiplication Tables Check outcomes improve, with disadvantaged pupils meeting or exceeding internal targets. ● Lesson observations show consistent use of retrieval practice and NCETM/White Rose adaptations. ● Maths books show increased accuracy, efficiency and confidence in calculations. ● Attainment gaps in Maths begin to narrow across all year groups.
<p>Improved access to broader opportunities and cultural capital</p>	<ul style="list-style-type: none"> ● All disadvantaged pupils access at least one trip, visit or enrichment experience per term, with financial barriers removed. ● Increased participation of disadvantaged pupils in clubs, sports, leadership roles and specialist opportunities (e.g., Triborough Music Hub, cricket coaching). ● Pupil voice reflects improved confidence, aspiration and enjoyment of learning beyond the classroom. ● Behaviour, wellbeing and engagement indicators improve for pupils accessing enrichment. ● Teachers report stronger background knowledge and vocabulary from

	disadvantaged pupils during class discussions and written work.
Reduced attainment gaps in Reading, Writing and Maths	<ul style="list-style-type: none"> • Internal assessment data shows reduced gaps for disadvantaged pupils in Reading, Writing and Maths. • Disadvantaged pupils demonstrate improved outcomes in RWM combined, moving closer to national benchmarks. • Evidence from books shows strong progress: pupils can know more, remember more and do more over time. • Targeted interventions demonstrate measurable impact, with pupils meeting personalised outcomes. • End-of-year outcomes show increased proportions of disadvantaged pupils achieving age-related expectations and greater depth where appropriate.

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 consistent, high-quality first teaching across the school in every year group, including LSAs and support staff	<p>Improving the quality of teaching is the most effective way to raise outcomes for disadvantaged pupils. Research shows that high-quality modelling, structured practice and adaptive teaching have the biggest impact on closing attainment gaps.</p> <p>EEF Guide to the Pupil Premium: https://educationendowmentfoundation.org.uk/using-pupil-premium?gad_source=1&gad_campaignid=23196672467&gbraid=0AAAAABdbs8kKbCApMz78eruOkeJ3HFgQ5&gclid=EAlaIqObChMlrammmO2ykQMV6JRQBh0YLyIWEAAYASAAEgLT7_D_BwE</p>	2, 3, 5

	Narrowing the Attainment Gap (Sobel, 2018)	
Embedding effective oracy practices across the curriculum	<p>Oracy approaches improve vocabulary, reasoning and comprehension, particularly for disadvantaged pupils who may have limited exposure to structured talk outside school. The EEF identifies oral language interventions as high-impact.</p> <p>EEF Oral Language Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EEF Planned Research – Oracy “Explore” Phase</p>	2,4,5
Embedding efficient and effective formative assessment strategies to identify gaps and respond quickly	<p>EEF research shows that high-quality feedback and responsive assessment accelerate progress by identifying misconceptions early. Clear success criteria and structured feedback loops improve confidence and independence for disadvantaged pupils.</p> <p>EEF Feedback Guidance: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF Assessment for Learning report</p>	2, 3, 5
Implementing a wider range of curriculum experiences, including termly trips and enrichment activities	<p>The Social Mobility Commission highlights that enrichment opportunities significantly strengthen cultural capital, vocabulary and engagement. They also improve attendance and social confidence, particularly for disadvantaged pupils.</p> <p>An Unequal Playing Field (Social Mobility Commission): https://www.gov.uk/government/publications/an-unequal-playing-field-extra-curricular-activities-school-breaks-and-transitions</p> <p>EEF Arts Participation evidence: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1, 4, 5
Developing LSAs to identify gaps quickly and	EEF evidence shows that well-trained support staff delivering structured	2,3,5

<p>deliver high-quality targeted support</p>	<p>programmes can lead to significant gains, especially in small-group or one-to-one settings. Effective LSA deployment is crucial for disadvantaged and SEND pupils.</p> <p>EEF One-to-One Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF Small Group Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF Oral Language Interventions (for communication support): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
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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
<p>Providing multi-professional safeguarding, SEMH and attendance support for disadvantaged pupils and families with complex needs</p>	<p>A multi-agency model is recommended by DfE guidance for addressing persistent absence, safeguarding vulnerabilities and wider barriers that disproportionately affect disadvantaged pupils. Early intervention, coordinated support plans and strong relationships with families improve attendance, engagement and progress.</p> <p>DfE Working Together to Improve School Attendance: https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p> <p>EEF Guide to the Pupil Premium (Improving outcomes through targeted support)</p>	<p>1, 2, 3, 4, 5</p>

	<p>Research on metacognition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	
<p>Art therapy (1 day per week) to support emotional wellbeing, self-regulation and readiness to learn</p>	<p>Arts participation has a positive impact on pupil outcomes, including wellbeing, language development, writing and problem-solving. Art therapy supports emotional literacy, reduces anxiety and improves engagement in learning.</p> <p>EEF Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2, 4, 5
<p>Continued development of the curriculum across all subjects</p>	<p>EEF research on professional development highlights that high-quality, sustained CPD improves teaching practice and pupil outcomes. A well-sequenced curriculum that revisits key knowledge improves retention and strengthens long-term learning. This disproportionately benefits disadvantaged pupils who may have gaps in prior knowledge.</p> <p>EEF Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-report/effective-professional-development</p>	2,3,5
<p>Targeted booster groups and structured tutoring to accelerate progress and close gaps</p>	<p>Small-group tuition is one of the most effective strategies for accelerating progress and closing gaps, particularly when delivered by trained staff and linked to classroom learning.</p> <p>EEF Small Group Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EEF One-to-One Tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	4,5

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

Budgeted cost: £35,886

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing whole-school behaviour strategies and relational practice	<p>Positive behaviour approaches that emphasise relationships, consistency and emotional safety lead to improved engagement, reduced incidents and stronger learning behaviours. Approaches such as JOGO embed self-regulation and ownership, aligning with EEF evidence on SEL.</p> <p>JOGO Behaviour Support: https://www.jogobehavioursupport.com/</p> <p>EEF SEL Approaches: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2,4,5
Free school milk subsidy to support nutrition and readiness to learn	<p>Improved nutrition is linked to improved cognitive development, concentration and long-term academic outcomes.</p> <p>Diet and cognition research (Institute of Education / Educational Neuroscience): https://www.educationalneuroscience.org.uk/resources/neuromyth-or-neurofact/diet-makes-a-difference-to-learning/</p>	1,2,3,5
Continue to provide a free breakfast club through Magic Breakfast	<p>A large-scale evaluation found that breakfast provision improves outcomes in Reading, Writing and Maths, with around two months' additional progress for KS1 pupils.</p> <p>IFS & NCB evaluation (EEF summary): https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	1,2,3,5
Regular monitoring of attendance.	<p>Clear, consistent communication and early intervention are essential to improving attendance. DfE frameworks emphasise building strong relationships with families to address barriers and prevent persistent absence.</p> <p>DfE Attendance Guidance: https://assets.publishing.service.gov.uk/m</p>	1

	<p>edia/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p> <p>EEF Planned Research – Attendance “Explore” Phase</p>	
Continue music lessons	<p>Music education develops language skills, emotional literacy, motor skills and executive function. It also widens cultural capital and self-esteem.</p> <p>DfE Music in Schools Guidance: https://educationhub.blog.gov.uk/2022/06/25/everything-you-need-to-know-about-music-in-schools/</p>	2,3,5
Ensuring all pupils, particularly disadvantaged pupils, have access to trips, visits and enrichment activities	<p>Enrichment opportunities improve aspiration, confidence, vocabulary, social interaction and engagement in learning.</p> <p>Social Mobility Commission: An Unequal Playing Field report: https://www.gov.uk/government/publications/an-unequal-playing-field-extra-curricular-activities-school-breaks-and-transition</p>	1,2,3,5
Consistent teaching of MyHappyMind and Jigsaw to support emotional literacy and wellbeing	<p>SEL and metacognition approaches improve self-regulation, wellbeing and academic progress, particularly for disadvantaged pupils.</p> <p>MyHappyMind (NHS-endorsed): https://myhappymind.org</p> <p>EEF Metacognition & Self-Regulation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,4
Continue free morning fitness/running club	<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>	2, 4
Increasing the number and variety of before and after school sports clubs on offer to students - which includes gymnastics, football, Muay Thai, cricket yoga, football for multiple year groups and multi sports.		

<p>An experienced PE specialist from the South Hillingdon Sports Network will be joining us once a week for half a day. One of their sessions will be a bespoke working session tailored for students from disadvantaged backgrounds, including those who are Pupil Premium (PP) and eligible for Free School Meals (FSM). The primary focus of these sessions will be on engagement through orienteering and specialist enrichment activities.</p>		
<p>Specialist cricket coaching will be provided in school through Middlesex and Platform Cricket in the Spring and Summer terms. Although sessions are delivered to the whole class, this approach ensures that the teacher is supported by a specialist, allowing students from all backgrounds to benefit from high-quality practice. Additionally, bursary opportunities are available for talented students from Pupil Premium (PP) backgrounds, enabling them to be supported and placed into competitive teams.</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

Last year, disadvantaged pupils at Greenside made steady progress, with the majority achieving in line with or just below age-related expectations. KS2 outcomes for the whole cohort were above national and local averages, showing that high-quality teaching and targeted support continue to strengthen learning across the school.

Pastoral provision, including art therapy, MyHappyMind and enrichment opportunities, had a positive impact on pupils' confidence, wellbeing and engagement in class. Staff noted improved participation, better emotional regulation and increased resilience among many disadvantaged pupils.

Attendance for disadvantaged pupils improved in some year groups but remained below the school target and below that of their peers. This continues to be a priority, as improved attendance directly supports academic progress and consistency of learning.

Moving forward, the school will maintain a strong focus on attendance, strengthening adaptive teaching, and further refining targeted interventions to ensure that gaps close more rapidly.

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
Cricket Sessions	Middlesex Coaching and Platform Cricket
Silver Package - In school support from an experienced qualified PE teacher with QTS: 1/2 day a week	South Hillingdon Sports Network
Wellbeing Scheme	Jigsaw
Wellbeing Scheme	MyHappyMind