

Pupil premium strategy statement – Greenholm

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	36%
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)	2026/2027 to 2028/2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	James Bird, Headteacher
Pupil premium lead	James Bird, Headteacher
Governor / Trustee lead	Tameka Williams, Lead Governor for PPE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£354,490.00
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>	£354,490.00

Part A: Pupil premium strategy plan

Statement of intent

At Greenholm, we are ambitious to ensure disadvantage doesn't hold back any child's attainment, experiences or future opportunities. In line with the school vision, our aim is for every pupil to leave us happy, confident, motivated and ready for success, regardless of their starting point or the challenges they face.

By the end of this three-year strategy, we want disadvantaged pupils to achieve highly from their individual starting points, attend school regularly, benefit from consistently high-quality teaching and play a full part in school life. We also want them to leave Greenholm with the knowledge, confidence and experiences they need to succeed in the next stage of their education and beyond.

This strategy is based on an understanding of the school context and current attainment picture. We have looked closely at statutory outcomes, our own assessment information, attendance data and, just as importantly, what we know about our pupils, families and community. Our evidence shows that disadvantaged pupils at Greenholm often achieve outcomes that are above disadvantaged pupils nationally. At the same time, it reflects the increasing complexity of our school community and highlights some clear priorities. These include strengthening communication, language and early literacy in the Early Years, improving outcomes in mathematics and the wider core curriculum at Key Stage 2, supporting the small number of disadvantaged pupils whose attendance is affected by complex barriers, responding to the increasing overlap between disadvantage and SEND, and making sure that financial circumstances do not prevent pupils from accessing the wider experiences that build confidence, raise aspirations and broaden horizons.

High-quality teaching is at the heart of this strategy based on our understanding that research consistently shows that it has the greatest impact on improving outcomes for disadvantaged pupils. Over recent years, we have invested heavily in developing the curriculum, developing classroom practice and supporting staff to become even more effective. Targeted academic support and wider strategies matched to pupils' needs build on this to reduce specific barriers to learning.

In line with Education Endowment Foundation (EEF) guidance, our strategy is built around a small number of clear principles. We believe every disadvantaged pupil can achieve well, and it is our responsibility to remove the barriers to this. By focusing on high quality teaching and learning, working closely with families and regularly reviewing our impact, we aim to give every disadvantaged pupil the best possible chance to thrive.

To make sure this strategy has the greatest impact, we will:

- maintain high expectations for every disadvantaged pupil
- identify barriers early and respond quickly with evidence-informed support
- keep high-quality teaching at the centre of our work
- provide targeted academic support where it is needed most
- ensure disadvantaged pupils have full access to enrichment and wider opportunities
- work closely with families to reduce barriers to learning, attendance and participation
- regularly review the impact of our strategy and adapt it as our pupils' needs continue to evolve.

Challenges

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

Challenge number	Detail of challenge
1	Early Language, Literacy and Readiness for Learning Baseline assessments and EYFS outcomes show that an increasing number of disadvantaged children start school with lower levels of development than expected for their age, particularly in communication and language, early literacy and readiness for learning. In 2025, 59.2% of disadvantaged pupils achieved a Good Level of Development compared with 70.3% of their peers, with the largest gap in literacy (60.6% compared with 71.8%).
2	Attainment in the Core Curriculum Statutory assessment outcomes show that disadvantaged pupils at Greenholm achieve outcomes above disadvantaged pupils nationally. However, attainment gaps remain within school across the core curriculum, particularly in mathematics (68.3% compared with 82.8%) and the combined Reading, Writing and Mathematics measure (55.8% compared with 71.6%) at the end of Key Stage 2.
3	Increasing Complexity of Need The proportion of pupils eligible for Pupil Premium has increased from 29% to 36% over the last year. Leaders also recognise an increasing overlap between disadvantage and SEND, alongside a growing number of families who experience similar barriers despite not meeting the eligibility threshold for Pupil Premium.
4	Attendance and Persistent Absence Attendance analysis shows that a small number of disadvantaged pupils experience significant family, social or medical barriers which increase the likelihood of persistent absence. While attendance for disadvantaged pupils remains above national disadvantaged averages, persistent absence within this group continues to be higher than the non-PP cohort.
5	Enrichment and Wider Opportunities Leaders' knowledge of pupils and families shows that financial circumstances can limit access to educational visits, residential experiences, clubs and wider enrichment opportunities for some disadvantaged pupils, potentially affecting confidence, aspirations and personal development.

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
Disadvantaged pupils consistently experience high-quality teaching.	Monitoring, lesson visits, book scrutiny and pupil voice demonstrate that disadvantaged pupils experience consistently high-quality teaching, characterised by high expectations, effective

	adaptation and responsive assessment. Teachers know their disadvantaged pupils well, identify barriers early and respond quickly through classroom practice.
Disadvantaged children get off to the strongest possible start in the Early Years.	At least 70% of disadvantaged pupils achieve a Good Level of Development by the end of Reception, with the gap to non-disadvantaged pupils reducing year on year. School assessment demonstrates improving communication and language, early literacy and readiness for learning. Lesson observations, pupil voice and assessment evidence demonstrate increasing confidence, independence and engagement in learning.
Disadvantaged pupils achieve highly across the core curriculum.	By the end of Key Stage 2, at least 78% of disadvantaged pupils achieve the expected standard in Reading, 75% in Writing and 78% in Mathematics. At least 70% achieve the expected standard in Reading, Writing and Mathematics combined. Internal attainment gaps continue to reduce, particularly in mathematics and the combined measure, while disadvantaged pupils continue to achieve outcomes above national disadvantaged averages.
Disadvantaged pupils receive the right support at the right time to overcome barriers to learning.	Assessment, monitoring and pupil progress meetings demonstrate that barriers are identified early, support is matched precisely to need and interventions are reviewed and refined where impact is limited. Increasing proportions of disadvantaged pupils, including those with SEND, make strong progress from their starting points and successfully access the full curriculum. Leaders can demonstrate the measurable impact of targeted support.
Disadvantaged pupils attend school regularly and persistent absence continues to reduce.	Disadvantaged pupil attendance improves to at least 95% , with the gap to non-disadvantaged pupils reducing over time. Persistent absence falls to below 15% . Attendance analysis, case studies and monitoring demonstrate that barriers are identified early, families receive effective support and disadvantaged pupils attend school more consistently.
Disadvantaged pupils participate fully in the wider life of the school.	All disadvantaged pupils have equitable access to the Greenholm Guarantee . Participation in educational visits, residentials, clubs, leadership opportunities and enrichment activities continues to increase, with barriers to participation identified and removed. Participation data, pupil voice and parent feedback demonstrate increased confidence, aspirations, engagement and a strong sense of belonging.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver curriculum consistently across the school so disadvantaged pupils build secure knowledge over time. Leadership time will continue to be prioritised to work alongside teachers in planning, team teaching, coaching and monitoring to ensure high-quality curriculum implementation.	The EEF highlights that a well-sequenced curriculum, taught consistently, enables pupils to build and retain knowledge over time. High-quality curriculum implementation is particularly important for disadvantaged pupils.	2
Embed Greenholm's teaching sequence and planning model so disadvantaged pupils experience consistently high-quality teaching every day. Teachers will use adaptive teaching, assessment for learning and high expectations to identify misconceptions quickly and ensure pupils keep up rather than catch up.	High-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils. Consistent classroom practice benefits all pupils while having the greatest impact on those from disadvantaged backgrounds.	1, 2, 3
Develop teachers' expertise through instructional coaching, collaborative planning, NPQs, subject leadership time and evidence-informed professional development, including continued partnership with the Maths Hub, Little Wandle and external school improvement partners, so disadvantaged pupils benefit from consistently strong teaching.	The EEF's <i>Effective Professional Development</i> guidance identifies sustained, evidence-informed professional development as a key driver of improved teaching and pupil outcomes.	1, 2, 3
Develop disadvantaged pupils' communication, language and confidence as speakers through Voice 21, a language-rich curriculum, explicit vocabulary teaching and high-quality classroom discussion, with a particular focus on pupils entering school with weaker communication and language skills.	Oral language approaches consistently demonstrate positive impact, particularly for disadvantaged pupils. High-quality classroom discussion improves language development, reading comprehension and attainment across the curriculum.	1, 2
Prioritise early reading through high-fidelity implementation of Little Wandle. Targeted Keep-up, Rapid Catch-up, additional reading practice, Reading Plus, one-to-one reading and continued investment in high-quality texts will	Phonics approaches have a strong evidence base, particularly for disadvantaged pupils. Regular assessment, targeted support and frequent reading practice improve	1, 2

ensure disadvantaged pupils become confident, fluent readers.	reading accuracy, fluency and confidence.	
Strengthen mathematics through our mastery curriculum, continued partnership with the Maths Hub and ongoing investment in Maths — No Problem! resources and professional development. Assessment for learning will enable teachers to identify misconceptions quickly and prevent gaps from widening.	The EEF's <i>Improving Mathematics</i> guidance and NCETM evidence support mastery approaches, careful sequencing and responsive teaching to improve mathematics outcomes.	2
Use assessment to identify barriers and learning needs early. Standardised assessments, Sonar, formative assessment and teacher judgement will be used to identify knowledge gaps, adapt teaching and provide timely support, with an increased focus on communication, language and the foundational skills that underpin future success in Reception and Key Stage 1.	Effective diagnostic assessment enables teachers to identify misconceptions early and adapt teaching accordingly. Early identification has the greatest impact when linked directly to high-quality classroom teaching.	1, 2, 3
Develop inclusive classroom practice so disadvantaged pupils receive the right support, challenge and adaptations to succeed alongside their peers. Ongoing professional development, the Greenholm Inclusion Toolkit and close partnership with the SEND team will help teachers remove barriers to learning while maintaining high expectations for every pupil.	The EEF's <i>Special Educational Needs in Mainstream Schools</i> guidance highlights the importance of high-quality teaching, adaptive practice and early identification of need for pupils facing additional barriers to learning.	2, 3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions that build on classroom practise and are matched to identified need. Provision will include phonics, reading, precision teaching, mathematics, speech and language, nurture, gross and fine motor development and handwriting, with interventions planned, reviewed and evaluated through Provision Map and termly pupil progress meetings.	The EEF states that targeted academic support is most effective when it complements high-quality teaching and is carefully matched to identified need. Interventions should be evidence-informed, time-limited and regularly reviewed.	1, 2, 3
Prioritise disadvantaged pupils who require additional support in early reading through Little Wandle Keep-up, Rapid Catch-up, SEND provision, one-to-one reading and additional decoding practice. Regular assessment will	Phonics approaches have a strong evidence base, particularly for disadvantaged pupils. Targeted support is most effective when delivered regularly alongside high-quality classroom teaching.	1, 2

ensure pupils receive timely support and catch up quickly.		
Further strengthen the early identification of disadvantaged pupils by refining the tracking of communication and language, literacy and wider foundational skills, particularly in Reception and Key Stage 1. Early intervention will ensure pupils receive additional support before gaps widen.	Evidence consistently shows that early identification and intervention have the greatest impact when support is targeted before gaps widen.	1
Sharpen the focus on disadvantaged pupils during termly pupil progress meetings through the introduction of concise Pupil Premium Profiles. These will bring together attainment, attendance, barriers to learning, enrichment and pastoral information, enabling teachers to plan and evaluate support more precisely.	The EEF highlights the importance of using assessment effectively to identify need, match support appropriately and continually review impact.	2, 3, 4, 5
Track disadvantaged pupils capable of achieving greater depth to ensure high prior attainers receive the challenge, support and enrichment needed to achieve the highest standards.	The EEF highlights the importance of maintaining high expectations and ensuring support is matched to pupils' prior attainment and individual needs.	2
Evaluate the impact of targeted support each term through Provision Map, standardised assessments and pupil progress meetings. Leaders will refine provision where evidence shows it is not having sufficient impact on disadvantaged pupils' attainment or progress.	The EEF recommends that interventions are regularly monitored and adapted to maximise their impact and ensure resources are used effectively.	1, 2, 3

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work closely with disadvantaged pupils and their families to improve attendance and reduce persistent absence through personalised attendance planning and multi-agency working. We will build on this by introducing a Breakfast Club, providing a calm start to the day, access to breakfast and opportunities to strengthen relationships before learning begins.	The DfE's <i>Working Together to Improve School Attendance</i> guidance highlights the importance of early intervention, strong relationships with families and personalised support in improving attendance and reducing persistent absence. Evidence also suggests that breakfast provision can improve attendance, punctuality, readiness to learn and engagement with school.	3, 4
Support disadvantaged pupils' wellbeing through early identification, targeted pastoral support and partnership working with external agencies. This will include continued investment in play therapy, My	The EEF's <i>Social and Emotional Learning</i> guidance highlights that developing pupils' social and emotional skills has a positive impact on behaviour, wellbeing and academic outcomes, particularly	3, 4

Happy Mind, COMPASS Mental Health Support and nurture provision to help pupils overcome barriers that affect learning, attendance and wellbeing.	when delivered alongside high-quality teaching.	
Ensure disadvantage does not limit access to the wider life of the school. Financial support will remove barriers to educational visits, residentials and enrichment, while participation will be tracked to ensure disadvantaged pupils benefit fully from the Greenholm Guarantee—our commitment that every child experiences a broad, rich and ambitious education—including free extracurricular clubs, the annual swimming programme and wider leadership opportunities.	Evidence suggests that participation in enrichment, physical activity and outdoor learning can improve pupils' confidence, engagement and wider development. Removing financial barriers helps ensure disadvantaged pupils benefit from the same breadth of opportunities as their peers.	5
Strengthen transition for disadvantaged pupils by working closely with families, early years settings and secondary schools. Enhanced transition support will be provided where needed to ensure pupils are well prepared academically, socially and emotionally for the next stage of learning.	Evidence highlights that well-planned transition arrangements help reduce anxiety, improve engagement and support pupils' academic and personal development, particularly for pupils who may be more vulnerable.	3, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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