

Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Greatham Primary School
Number of pupils in school	209 (predicted) 180 years 1-6
Proportion (%) of pupil premium eligible pupils	24/180= 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Goman
Pupil premium lead	Jo Goman
Governor / Trustee lead	CoG- Sarah Phipps

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Services funding	£3150
Post looked after funding	£2630
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	£45,170

Part A: Pupil premium strategy plan

Statement of intent

Our building blocks for tackling educational disadvantage

Building Belief

We will provide a culture where:

staff believe in ALL children

there are “no excuses” made for underperformance

staff adopt a “solution-focused” approach to overcoming barriers

staff support children to develop “growth” mindsets towards learning.

Analysing Data

We will ensure that:

All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

ALL teaching staff and support staff are involved in the analysis of data and identification of pupils

ALL staff are aware of who pupil premium and vulnerable children are

ALL pupil premium children benefit from the funding, not just those who are underperforming

Underachievement at all levels is targeted (not just lower attaining pupils)

Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our leaders to:

Set high expectations

Address any within-school variance

Ensure consistent implementation of the non-negotiables, e.g. marking and presentation

Share good practice within the school and draw on external expertise

Provide high quality CPD

Improve assessment through joint moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

Ensuring good levels of attendance and punctuality

Providing earlier intervention (KS1 and EYFS)

Tackling attendance that is below 95%

Individualising support

We will ensure that the additional support we provide is effective by:

Looking at the individual needs of each child and identifying their barriers to learning

Ensuring additional support staff and class teachers communicate regularly

Matching the skills of the support staff to the interventions they provide

Going the Extra Mile - Equity

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Demographics for this academic year	% AT ARE RWM Aut	no AT ARE RWM Aut	% At ARE RWM Spring	no At ARE RWM Spring	% At ARE RWM Summer	no At ARE RWM Summer
Not Disadvantaged	64%	100/157	65%	103/158	70%	111/159
Disadvantaged	64%	14/22	64%	14/22	45%	10/22*

*one DADV child left (working at ARE) and another joined (working at WT)

Challenges

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

Challenge number	Detail of challenge –
1	Double disadvantage- A number of pupils on our PP register are also on our SEN register- needs are either cognition and learning- reading, writing and maths outcomes are below age related expectations- OR SEMH
2	Reading, writing and maths outcomes- gaps in knowledge and are working below age related expectations.
3	Mental health and well being needs- many of the children on our PP register have difficulties in managing their emotions effectively and negotiating friendships.
4	Maintaining high attendance levels

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.

Challenge Number	Intended outcome	Success criteria
1	Good progress for disadvantaged pupils with SEN (double disadvantage)	Progress of children with SEN is never less than good.
2	Achievement at national standard in RWM for disadvantaged pupils without SEN- including targeting accelerated progress.	KS2 outcomes show that all non SEN children achieve ARE or higher MTC outcomes show that 100% non SEN children attain 20+ marks 100% pupils pass phonics screening
3	Sustaining high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Progress in ELSA targets High levels of engagement with MHST for identified pupils At least proportionate attendance at school led clubs At least proportionate allocation of leadership roles in school (e.g. young governor) Low levels of negative behaviour incidents as recorded on CPOMs
4	Attendance levels that are 95% for all pupils in our school, particularly our disadvantaged pupils.	The number of children with attendance levels of 90-95% reduces by half (6 to 3) because attendance levels have increased. There are no children with attendance levels below 90%.

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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving social and emotional skills for disadvantaged pupils- improve provision for mental health support through engaging with the MHST to - teach the 5 ways to well being to all stakeholders - staff CPD using the zones of regulation	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF Also- CaMHS, NHS, Dfe	3, 4
Progress for double disadvantaged learners- continue to improve the quality of teaching through staff CPD using the OAP resources and undertaking training through PINs to increase understanding of what best practice looks like with the aim of continuing to reduce barriers to learning.	There is extensive evidence that the use of inclusive strategies improves outcomes for all. https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme#evaluating-the-pins-programme https://fish.hants.gov.uk/kb5/hampshire/directory/advice.page?id=WXsvBiZG8DU	1, 2
Progress for all children- engage with HIAS core provision for English and maths and network meetings for wider curriculum subjects, deliver high quality in-house CPD drawing on external research	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2
Improving attendance- CPD for staff on links between attendance and outcomes	Research clearly indicates that attendance levels of 95%+ lead to better educational outcomes.	4

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Additional social emotional learning sessions (ELSA) for disadvantaged children who need this support.	Evidence based research findings suggest the ELSA programme has a perceived positive impact on multiple components of pupil wellbeing. Hampshire Educational Psychology Service and ELSA network	3, 4
One to one and small group tuition (including intentional marking, additional dual coding, tutoring, feedback). Additional well-targeted small group and 1:1 sessions focussed on teacher assessment of maths and English to enable children to understand misconceptions and/ or edit and improve work so that their progress is accelerated.	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2
SALT and OT support for identified individuals Increased screening of identified pupils to establish SALT or OT needs and plan a suitable provision.	Research shows that Benefits of Speech Therapy include a development of conversational skills that helps children in their interaction with others including adults and children their age. Specific support is also highly recommended: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1
Well-being ambassadors Training of children to be well-being ambassadors.	Wellbeing Ambassadors Programmes are designed to help with early prevention of mental health problems	3, 4

	Well being ambassadors can support increased attendance	
Financial support for individuals to attend school led clubs	Building cultural capital may lead to increased engagement https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_evidence_brief.pdf?v=1726046314	

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

Budgeted cost: £5K

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on attendance for children with 90-95%. Focus on all children attending in first 10 days.	Every day at school counts. The evidence is clear - even a few days of missed school can have a significant impact on a child's education and future prospects. https://educationhub.blog.gov.uk/2025/03/why-school-attendance-matters-and-what-were-doing-to-improve-it/	4
Whole school training about the 5 ways to wellbeing	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF Also- CaMHS, NHS, Dfe	3

Total budgeted cost: £45000

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

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.

The impact of last year's pupil premium priorities and outcomes 2025-2026

Intended outcome	Success criteria
Good progress for disadvantaged pupils with SEN (double disadvantage)	Progress of children with SEN is never less than good.

Intended outcome	Success criteria
Achievement at national standard in RWM for disadvantaged pupils without SEN- including targeting accelerated progress.	KS2 outcomes show that all non SEN children achieve ARE or higher MTC outcomes show that 100% non SEN children attain 20+ marks 100% pupils pass phonics screening-- 4/6 passed the screening. 2/6 children did not pass the screening- both are on the SEN register.

2 disadvantaged children did not pass phonics screening.

In year 4, the 2 disadvantaged children both gained pass marks between 20 and 25 points.

Intended outcome	Success criteria
Sustaining high levels of wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Progress in ELSA targets High levels of engagement with MHST for identified pupils At least proportionate attendance at school led clubs At least proportionate allocation of leadership roles in school (e.g. young governor) Low levels of negative behaviour incidents as recorded on CPOMs

We have continued to analyse the attendance of vulnerable children at school clubs and on school visits. There have been 8 educational school visits throughout the term. All were part of the curriculum and therefore payment was voluntary. Every visit was attended by all disadvantaged children. School paid for one child to attend one trip and the Greatham Trust paid for two children to attend a trip each.

The number of clubs offered this term is 12. The work that we have undertaken to include disadvantaged children has continued and data shows that attendance is broadly in line with the % of non DADV children attending clubs.

AUTUMN	SPRING	SUMMER
9 clubs	13 clubs	12
151 non DADV children in attendance	193 non DADV children in attendance	194 non DADV children in attendance
9 DADV children in attendance (6%)	25 DADV children in attendance (13%)	18 (DADV children in attendance (9%))

Several children with DADV completed a programme of ELSA work. In all cases, scores increased indicating progress in target area.

Intended outcome	Success criteria
Attendance levels that are 95% for all pupils in our school, particularly our disadvantaged pupils.	The number of children with attendance levels of 90-95% reduces by half (6 to 3) because attendance levels have increased. There are no children with attendance levels below 90% - 3 children have attendance below 90%.

Of the 3 children with levels of attendance classed as persistent, 2 have had family holiday (unauthorised and penalty notice triggered) and 1 has had some emotional support needs.