



## Greenhaugh Primary School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	13
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2023 - 2026
Date this statement was published	10 December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Clare Crow
Pupil premium lead	Mrs Clare Crow
Governor / Trustee lead	Ms Sarah Barnes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3030
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£3030</b>
<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>	

## Part A: Pupil premium strategy plan

### Statement of intent

Our objective for our disadvantaged pupils is to prioritise their achievement and maximise their potential. We have followed EEF Guidance relating to Pupil Premium and will use our funding to ensure that every class benefits from effective teaching and that children receive targeted academic support where needed. We will also address any other barriers to success, such as SEND, attendance, behaviour, EAL and social and emotional support. We want to ensure that all of our pupils have access to a wide range of experiences that will enhance their learning and deepen their understanding of the wider world and we will use some of our budget to fund this for pupils in receipt of pupil premium.

### Challenges

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

Challenge number	Detail of challenge
1	Some children are not at ARE for reading and writing
2	Access to a wide range of enrichment activities
3	The majority of our pupil premium children have a SEND need

### 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
Children will make good progress in English	Children will be able to access the curriculum. Half termly assessments will show progress made.
Children will be at ARE in reading and writing	By the end of Year 5 (the oldest children we will have in school by 2026) children will be at ARE
Children will have accessed a wide range of enrichment activities	“Entitlement curriculum” is in place and will continue. 100% of pupil premium children will have taken part in extra curriculum activities.
Children will understand some of the range of careers available to them	Visitors to school will have shared their own careers experience with children. School staff will have begun work with the North East Primary Careers Network.

## 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: £1800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small class size ensures personalised support in every lesson	This will enable children to fill any gaps in their understanding and creates strong foundations for future progress. RWI used with Year 2 and is an accredited phonics scheme. The EEF toolkit for high impact strategies (Reading comprehension strategies)	1 & 3
Range of curriculum related enrichment trips and activities	The Greenhaugh Charter lists the range of experiences all the children will have during their time at Greenhaugh	2
Children will take part in metacognition and self-regulation activities. Teacher to lead half-termly metacognition staff meetings and monitor use in classes.	The EEF toolkit for high impact strategies (Metacognition and Self-Regulation).	1 & 3
Children will take part in lessons with an oracy focus. Headteacher and teacher to attend Voice21 sessions across the year and disseminate training in half-termly staff meetings	EEF toolkit for high impact strategies (Oral Language Interventions) Voice21	1 & 3

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI interventions	Additional RWI support will ensure children are on track (led by teacher and TA) The EEF toolkit for high impact strategies (Reading comprehension strategies)	1 & 3

SNIP Literacy intervention	Additional reading support focusing reading and spelling of high frequency words – led by TA The EEF toolkit for high impact strategies (Reading comprehension strategies)	1 & 3
Executive function intervention	Designed to develop executive function skills to enable pupils to better access the curriculum – led by TA The EEF toolkit for high impact strategies (Metacognition and Self-Regulation)	1 & 3

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

Budgeted cost: £230

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Trips throughout the year	Trips will enhance self-esteem through participation in a range of activities. Cultural capital developed	2
Children will understand some of the range of careers available to them	Sutton Trust research has found that lack of good quality careers education disproportionately impacts students from disadvantaged backgrounds	2
PP children will have taken part in an extra-curricular activity	Extra-curricular activities help build self-confidence and social skills as well as developing relationships with staff	2

**Total budgeted cost: £ 1980**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our end of year data showed that 50% of pupil premium children reached ARE at the end of KS1 assessments.

Children not working at ARE for reading have made progress through the RWI reading levels.

All pupil premium children were offered a place at extra-curricular clubs – 100% of children took up the offer.

Children took part in trips to Bellingham Heritage Centre, Northern Stage Theatre and a city tour, a school sleepover, Hexham Abbey, Low Eals Farm visit and swimming lessons. All children took part in partnership PE competitions.

All pupil premium children have undertaken some research into careers that interest them and written to members of their local community asking them to share information about their careers in school.

### Externally provided programmes

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

Programme	Provider
N/A	

### Service pupil premium funding (optional)

We do not receive this at Greenhaugh Primary School