Pupil Premium Strategy Statement 2025–2028

Academic Year 2026–2027

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at pupils from disadvantaged backgrounds to ensure they benefit from the same opportunities as pupils from less deprived families.

School Overview

Detail	Data
School name	Greenhill Primary School
Number of pupils in school	251 (current school roll; published census data records 239)
Proportion (%) of pupil premium eligible pupils	9.62% (latest published school context data)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025–2028 Academic Year 2026–2027
Date on which it was reviewed	August 2026
Date on which it will next be reviewed	July 2027
Statement authorised by	Sue Stanford (Head of School)
Pupil Premium Lead	Sue Stanford (Head of School)
Governor / Trustee lead	Adnan Akram

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	2025–2026 £34,845 2026–2027 TBC 2027–2028 TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	TBC
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	2026–2027 TBC

Part A: Pupil Premium Strategy Plan

Statement of Intent
At Greenhill Primary School, we are committed to ensuring that every pupil, regardless of background or barrier, has access to an ambitious curriculum, consistently high-quality teaching and the wider opportunities that enable them to thrive. Our Pupil Premium strategy is fully aligned with the 2026–27 School Improvement Plan and is rooted in the principle that disadvantage must not limit achievement, participation, belonging or readiness for the next stage of education. High-quality teaching remains at the heart of our approach. During 2026–27, this includes securing consistent implementation of the FA1 Teaching and Learning Strategy, strengthening explicit instruction, responsive assessment and adaptive teaching, and ensuring that pupils who are at risk of falling behind receive timely 'keep up, not catch up' support. Mathematics is a particular academic priority following 2026 outcomes, with a sharper focus on arithmetic fluency, calculation accuracy, retrieval, overlearning, precision and checking. Our strategy also reflects Greenhill's changing inclusion profile. The proportion of pupils receiving SEND Support has increased and the proportion with an EHCP is now above the local average. We therefore use a clear barrier → provision → impact approach, triangulating attainment, attendance, behaviour, safeguarding/contextual information and pupil voice so that support for disadvantaged and other vulnerable pupils is precise, coordinated and adjusted in response to impact rather than assumption. Attendance remains a whole-school strength, but disadvantaged attendance and persistent absence continue to require focused action. Alongside academic support, we will strengthen pupils' confidence, resilience, independence, self-regulation and participation in the wider life of school, ensuring equitable access to enrichment, leadership, visits, music, sport and other personal development opportunities. Through this joined-up approach, all staff share responsibility for disadvantaged pupils. Leaders will rigorously monitor progress and wider outcomes, identify barriers early, evaluate the difference provision is making and adapt support promptly where impact is insufficient.

Challenges

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

Challenge number	Detail of challenge
1	Mathematics outcomes in 2026 were lower than the school had anticipated. School analysis identifies arithmetic fluency, calculation accuracy, retrieval and overlearning, precision and checking as key areas for improvement. For disadvantaged pupils, gaps in fluency and confidence can reduce independence and success in reasoning and problem-solving.
2	Attendance for disadvantaged pupils remains above national average for disadvantaged pupils but below that of the whole school. Current disadvantaged attendance is 932%, and disadvantaged persistent absence is 35.% (10/28 pupils). Although individual medical, safeguarding and exceptional circumstances significantly affect this small cohort, persistent absence remains a barrier to sustained learning and participation.
3	Some disadvantaged pupils experience overlapping barriers linked to SEND, EAL, safeguarding/contextual factors or other vulnerability. The school's changing inclusion profile means that provision must be precisely matched to need, consistently implemented and evaluated for impact so that pupils can access the full curriculum, make appropriate progress and develop increasing independence.
4	Some disadvantaged pupils require additional support to develop confidence, resilience, self-regulation, positive learning behaviours and a strong sense of belonging. Barriers can also affect participation in enrichment, leadership and wider personal development opportunities, limiting the experiences and cultural capital that support readiness for the next stage.

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
Challenge 1: Mathematics fluency, accuracy and confidence	Disadvantaged pupils develop secure arithmetic fluency, greater calculation accuracy and increased independence in mathematics. They retrieve key knowledge efficiently, check work with greater precision and apply learning confidently to reasoning and problem-solving. Success criteria: • Pupil progress meetings and assessment show disadvantaged pupils making strong progress from their individual starting points, with gaps identified early and addressed promptly. • Learning walks and book scrutiny show consistent use of explicit instruction, worked examples, guided practice, retrieval and appropriate scaffolding. • Arithmetic assessment and weekly review identify improving fluency, accuracy and checking, with targeted pupils responding positively to same-day/next-day support. • Disadvantaged pupils increasingly work independently and can explain mathematical thinking with confidence. • Where attainment gaps remain, leaders can demonstrate a clear barrier → provision → impact cycle and evidence that provision has been adapted in response to need.
Challenge 2: Attendance and persistent absence	Disadvantaged pupils attend regularly and benefit from sustained access to learning and the wider life of school. Attendance barriers are identified early and addressed through supportive but appropriately challenging partnership with families. Success criteria: • Disadvantaged attendance improves from the current baseline and the gap with whole-school attendance narrows across the year. • Persistent absence among disadvantaged pupils reduces from the current baseline of 7/24 pupils (30.4%), with individual case tracking showing improving trajectories wherever circumstances are within the school's influence. • Weekly monitoring identifies emerging concerns promptly, with clear actions, appropriate escalation and consistent follow-up. • Case sampling demonstrates that attendance support is personalised to the identified barrier and coordinated with safeguarding, SEND and pastoral systems

	where relevant. • Pupils and families understand the importance of regular attendance and know how school can support them when barriers arise.
Challenge 3: Inclusion, curriculum access and progress	Disadvantaged pupils, including those with SEND or other vulnerabilities, access the full ambitious curriculum through high-quality adaptive teaching and precisely targeted support. Provision develops learning and independence rather than unnecessary adult dependency. Success criteria: • Pupil passports, APDRs and provision maps accurately identify strengths, barriers, intended outcomes and provision for relevant pupils. • Staff working with identified pupils understand and consistently implement agreed strategies. • Monitoring of spotlight pupils shows effective adaptations, appropriate scaffolding, strong curriculum access and increasing independence. • Pupil progress and SEND reviews demonstrate appropriate academic and/or small-step progress; provision is adjusted promptly where impact is insufficient. • Leaders triangulate attainment, attendance, behaviour, safeguarding/contextual information and pupil voice to identify barriers and coordinate support. • Leaders can explain what is working, for whom and why, using well-analysed quantitative and qualitative evidence.
Challenge 4: Wellbeing, personal development and participation	Disadvantaged pupils demonstrate increasing confidence, resilience, independence and self-regulation and participate equitably in the wider life of school. They feel known, supported and able to access opportunities that build belonging, responsibility and readiness for their next stage. Success criteria: • Pupil voice and monitoring show disadvantaged pupils increasingly demonstrating the school values of Resilience, Honesty, Engagement, Kindness and Respect. • Identified pupils show improved readiness to learn, participation, perseverance, emotional regulation and independence over time. • Participation tracking shows equitable access to enrichment, clubs, visits, performances, music, sport and pupil leadership; barriers are addressed where under-representation is identified. • Case studies demonstrate the impact of targeted pastoral/nurture support on engagement, confidence, behaviour and participation. • Pupils can identify trusted adults and explain strategies they can use to manage difficulties and seek support appropriately.

Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year 2026–2027 to address the challenges listed above. Final costings will be updated when the 2026–27 allocation and staffing/resource commitments are confirmed.

Challenge / Area	Activity	Evidence that supports this approach	Cost
Challenge 1 Mathematics fluency, accuracy and confidence	Quality of teaching / targeted academic support • Secure consistent implementation of the FA1 Teaching and Learning Strategy, including explicit instruction, modelling, worked examples, guided practice and responsive assessment. • Daily arithmetic fluency practice, with regular retrieval and overlearning of key number facts. • Weekly arithmetic assessment/review, followed by analysis of misconceptions and	The SIP identifies mathematics as a key whole-school improvement priority following 2026 outcomes: 74.3% achieved the Expected Standard and 22.9% Greater Depth, with four pupils narrowly missing EXS. Evaluation identified arithmetic fluency, calculation accuracy, retrieval/overlearning, precision and checking as priorities. The approach therefore prioritises high-quality teaching first, supplemented by diagnostic assessment and targeted support. **EEF – High-quality teaching** High-quality teaching is the most important school-level approach to improving outcomes for disadvantaged pupils. Evidence supports explicit instruction, modelling, scaffolding, retrieval practice and responsive teaching to ensure all pupils can access ambitious learning. .	Staffing/resources: TBC following 2026–27 allocation

	precise follow-up. • Same-day and next-day 'keep up, not catch up' intervention for pupils at risk of falling behind. • Number Sense / Mastery of Number / multiplication fluency approaches used as appropriate across phases. • Targeted small-group or 1:1 tuition where diagnostic assessment identifies specific gaps. • Use manipulatives, representations, sentence stems and scaffolds carefully to secure understanding while building independence. • CPD, WalkThrus and instructional coaching focused on identified teaching priorities, including mathematical modelling, checking and responsive assessment. • Pupil progress meetings explicitly review disadvantaged pupils' attainment, progress and barriers.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback?utm_ EEF – Improving Mathematics in Key Stages 2 and 3 Effective mathematics teaching uses assessment to identify pupils' existing knowledge, misconceptions and gaps, and adapts teaching accordingly. Developing fluency alongside conceptual understanding, using representations effectively and providing purposeful practice supports pupils to become accurate, confident and independent mathematicians. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_ EEF – One-to-one tuition Targeted tuition can accelerate progress for pupils who have specific gaps in their knowledge and understanding. It is most effective when informed by assessment, closely matched to individual need and explicitly connected to classroom teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition?utm	
Challenge 2 Attendance and persistent absence	Wider strategies • Weekly attendance analysis with explicit review of disadvantaged pupils and pupils approaching key thresholds. • Early supportive intervention where attendance begins to decline; deeper case review for persistent absence. • Supportive but appropriately challenging conversations with families, underpinned by staff training and consistent scripts/processes. • Personalised attendance plans where barriers are complex, including coordination with SEND, safeguarding, pastoral and external agency support. • First-day response, welfare follow-up and home visits/escalation where contact or safeguarding concerns require this.	The SIP records whole-school attendance as a strength but identifies disadvantaged attendance as a continuing priority. It records disadvantaged persistent absence at 30.4% (7/24 pupils) and stresses that individual medical, safeguarding and exceptional circumstances must be understood through case-level analysis. The strategy therefore combines rigorous monitoring with personalised, barrier-led support. **DfE – Working Together to Improve School Attendance** Improving attendance requires schools to identify emerging concerns early, understand individual barriers and work collaboratively with pupils and families to overcome them. Regular monitoring, early intervention and coordinated support are central to preventing and reducing persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance **EEF – Attendance Interventions Rapid Evidence Assessment** Evidence suggests that effective attendance interventions should respond to the individual barriers affecting pupils and families. Understanding the causes of absence and selecting targeted approaches supports a more effective response than relying solely on universal strategies. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm	Staffing/resources: TBC following 2026–27 allocation

	• Targeted practical support, including breakfast/soft-start provision where this directly addresses an identified barrier. • Positive re-engagement following absence, including catch-up/reconnect support. • New Admin Assistant induction in attendance procedures, monitoring, communication and escalation. • Termly strategic review of disadvantaged attendance and PA, including individual case trajectories and impact of intervention.	**EEF – Parental Engagement** Positive engagement between schools and families can improve pupil outcomes. Personalised, respectful communication and practical support can strengthen home-school relationships and help families address barriers affecting attendance and engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Challenge 3 Inclusion, curriculum access and progress	Quality of teaching / targeted academic support • Embed the SIP's barrier → provision → impact approach for disadvantaged pupils with additional barriers. • Ensure pupil passports, APDRs and provision maps are precise, current and understood by relevant staff. • Use spotlight pupils in routine learning walks, book scrutiny and planning review to evaluate curriculum access, adaptations, scaffolding and independence. • Strengthen adaptive teaching through appropriate scaffolds, manipulatives, sentence stems, live modelling and responsive assessment. • Explicitly review disadvantaged and other vulnerable pupils in whole-school pupil progress meetings. • Use dedicated SEND pupil progress/APDR review processes for pupils with SEND, with clear accountability for agreed actions. • Triangulate attainment, progress, attendance, behaviour, safeguarding/contextual information and pupil voice. • Adapt or intensify intervention promptly when evidence shows insufficient impact. • Use case studies to evaluate sustained impact	The Inclusion strand of the SIP requires leaders and staff to enhance opportunities for disadvantaged pupils, pupils with SEND and other vulnerable groups, rigorously monitor progress, address barriers swiftly and adjust strategies in response to well-analysed quantitative and qualitative evidence. This activity mirrors those expectations directly. **EEF – Special Educational Needs in Mainstream Schools** Pupils with additional needs benefit from high-quality teaching that combines explicit instruction with appropriate scaffolding and targeted support. Adaptations should enable pupils to access the same ambitious curriculum while progressively developing independence rather than creating unnecessary adult dependency. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send/?utm	Staffing/resources: TBC following 2026–27 allocation

	for pupils experiencing significant or overlapping barriers.		
Challenge 4 Wellbeing, personal development and participation	Wider strategies • Maintain targeted relational, nurture and pastoral support for pupils where emotional or social barriers affect readiness to learn. • Use My Happy Mind, Jigsaw, restorative approaches and school values to strengthen self-regulation, reflection, resilience and responsibility. • Provide targeted opportunities for identified pupils to develop confidence through leadership, performance, speaking, teamwork and unfamiliar experiences. • Track participation in clubs, enrichment, educational visits, music, sport, performances and pupil leadership half-termly. • Remove financial or practical barriers to participation for disadvantaged pupils where needed. • Use pupil voice to evaluate belonging, confidence, independence and access to support. • Maintain case studies for pupils where confidence, participation or independence has been a barrier. • Triangulate personal development evidence with behaviour, attendance and safeguarding information to identify pupils needing further support.	The Personal Development SIP priority moves pupils from knowing the school values to living them through confident, resilient, independent and responsible behaviour. It also requires participation tracking to ensure equitable access for disadvantaged pupils, pupils with SEND and other vulnerable groups, and evaluates impact through pupil voice, monitoring and case studies. **EEF – Improving Social and Emotional Learning in Primary Schools** Evidence-informed social and emotional learning can strengthen pupils' self-awareness, emotional regulation, relationships and decision-making. Effective approaches explicitly teach these skills and reinforce them through everyday classroom practice and the wider school culture. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_	Staffing/resources: TBC following 2026–27 allocation

Monitoring and Evaluation

Monitoring approach
• Weekly: review disadvantaged attendance and emerging barriers; use routine teaching and learning monitoring to evaluate identified spotlight pupils; ensure immediate actions are followed through. • Half-termly: pupil progress meetings explicitly review disadvantaged pupils' attainment, progress and wider barriers; participation tracking identifies any gaps in enrichment and leadership; relevant APDR/provision is sampled for precision and impact. • Termly: leaders undertake a strategic Pupil Premium/Inclusion review, triangulating attainment and progress, attendance, behaviour, safeguarding/contextual information, participation and pupil voice. Provision is evaluated through the question: What barrier was identified? What did we do? What difference has it made? What needs to change? • Across the year: governor oversight will include appropriate review and challenge of disadvantaged outcomes, attendance, participation and the impact of spending.

Part B: Review of outcomes in the previous academic year (2025–2026)

This review draws on the 2026 School Improvement Plan evaluation and current school data. Because the disadvantaged cohort is small, percentages are interpreted alongside individual pupil circumstances and qualitative evidence.

Challenge / intended outcome	Actual outcomes / review
1. Mathematics	Mathematics remains a priority for 2026–27. In 2026, 74.3% of Year 6 pupils achieved the Expected Standard and 22.9% Greater Depth. Four pupils narrowly missed EXS by one or two marks. School evaluation concluded that curriculum design was secure but implementation needed to strengthen arithmetic fluency, calculation accuracy, retrieval and overlearning, precision and checking. This has therefore become a central SIP and Pupil Premium priority for 2026–27.
2. Reading	Reading outcomes remain a significant whole-school strength. In 2026, 85.7% of Year 6 pupils achieved the Expected Standard and 42.9% Greater Depth. The three-year phonics picture also remains strong. Reading will continue to be monitored for disadvantaged pupils through pupil progress and inclusion systems, but it is no longer identified as a standalone Pupil Premium challenge for 2026–27 because the current SIP evidence points to mathematics as the sharper academic priority. However school leaders will closely monitor reading provision and outcomes through half termly monitoring and evaluation cycle.
3. Attendance	Whole-school attendance improved and remains above national figures. Disadvantaged attendance also improved by approximately 2.2 percentage points; however, it remains below whole-school attendance. Disadvantaged persistent absence is 30.4% (7/24 pupils). School analysis shows that most of these cases are affected by significant medical, safeguarding or exceptional family circumstances. Attendance therefore remains a priority, with a stronger focus on individual case trajectories, early intervention and barrier-led support rather than headline percentages alone.
4. Wellbeing, inclusion and wider participation	The school continues to provide strong pastoral and inclusive support and has further developed systems for transition, early identification, APDR, adaptive teaching and coordinated safeguarding/pastoral response. For 2026–27, the strategy is sharpened further through the SIP's barrier → provision → impact model and through explicit participation tracking for disadvantaged pupils. This will allow leaders to demonstrate more clearly whether provision is improving curriculum access, independence, confidence, belonging and equitable participation over time.

Externally Provided Programmes

Please include the names of any non-DfE programmes purchased during the academic year. This list should be updated as 2026–27 purchasing decisions are confirmed.

Programme	Provider
Read Write Inc.	Ruth Miskin
Pathways to Read / Pathways to Write	The Literacy Company
Power Maths	Pearson / ActiveLearn
Number Sense	Number Sense Maths
Jigsaw PSHE	Jigsaw
My Happy Mind	myHappymind
TT Rock Stars	Maths Circle

Service Pupil Premium Funding

Measure	Details
How will you spend your service pupil premium allocation this academic year?	NA
How will you evaluate the impact of that spending on service pupil premium eligible pupils?	Impact will be evaluated through pupil progress, attendance, engagement, pupil voice, transition information and case-level review, with provision adapted where evidence shows insufficient impact.