

Greatham Church of England Primary School

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	95
Proportion (%) of pupil premium eligible pupils	14.5
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Philip Bentham
Pupil premium lead	Nicola Dunn
Governor / Trustee lead	Philip Bentham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18,180
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>	£18,180

Part A: Pupil premium strategy plan

Statement of intent

At Greatham Church of England Primary School, we are committed to removing barriers to every child's learning and progress. Pupil Premium is 'additional funding' allocated to the above pupils with the aim of supporting and closing the attainment gap between these pupils and their peers locally and nationally. At Greatham, we do not confuse eligibility for the pupil premium with low ability. We believe that each person, from youngest to oldest, is unique and created in God's image and likeness and each individual regardless of their background should have access to the very best education, experiences and support to be able to achieve their full potential.

When making decisions about using Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges we face. Research conducted by EEF is used to support our decisions around the effectiveness and impact of different strategies and their value for money.

Our aim is to ensure that every pupil, regardless of background or barrier, makes strong progress and achieves excellence across all subjects. Through our pupil premium strategy, we prioritise support for disadvantaged pupils so they can reach their full potential, while also sustaining and extending the progress of those who are already high attaining.

At our school, high quality teaching underpins everything we do. We place particular emphasis on the areas where disadvantaged pupils need the greatest support, recognising that this approach has the most significant impact in narrowing the attainment gap. At the same time, our commitment to excellence ensures that all pupils benefit- progress for disadvantaged learners is advanced while the attainment of non-disadvantaged pupils is sustained and strengthened. Our strategy is rooted in the belief that inclusive practice raises outcomes for everyone.

We invest in the uniqueness of everyone. There can be barriers to learning for disadvantaged children at Greatham. We aim to identify these barriers and remove them for all children to flourish. Some of the potential barriers identified by school include, communication and language skills, narrow range of opportunities outside of school and social interaction skills. Another key barrier we aim to remove is ensuring there are no financial or social barriers to a child's full participation in school life.

We will respond thoughtfully to both shared challenges and individual needs, guided by rigorous diagnostic assessment rather than assumptions about disadvantage. The strategies we have chosen are designed to work in harmony, enabling all pupils to thrive. To maximise their effectiveness, we will:

- Ensure high-quality teaching by embedding consistent, evidence-based pedagogy across all classrooms.
- Provide targeted support: Identify specific gaps for disadvantaged pupils and provide tailored interventions.
- Promote and provide opportunities for opportunities outside of school including enrichment activities and extra-curricular opportunities.
- Ensure an inclusive culture to ensure equity is central to school ethos, so every pupil feels valued and supported.
- Ensure sustained progress for all, with high expectations for every pupil.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils are not achieving a Good Level of Development (GLD) at the end of EYFS, limiting their readiness for the next stage of learning and widening gaps in literacy, numeracy, and wider skills compared to their peers. children joining the nursery require direct support and interventions in relation to developing speech and language.
2	Limited enrichment experiences
3	A lower number of pupils in receipt of PP are predicted to achieve the greater depth standard at the end of KS2.

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
<ul style="list-style-type: none"> • A higher proportion of disadvantaged pupils achieve GLD at the end of EYFS, with the gap between disadvantaged and non disadvantaged pupils narrowing year on year. • More children joining the nursery require direct support and interventions in relation to developing speech and language. 	<ul style="list-style-type: none"> • A higher percentage of disadvantaged pupils achieve a <i>Good Level of Development</i> at the end of EYFS. • The attainment gap between disadvantaged and non disadvantaged pupils in GLD reduces year on year. • Disadvantaged pupils demonstrate stronger early literacy, numeracy, and communication skills, ensuring they are well prepared for KS1.

	<ul style="list-style-type: none"> • Early Years teaching and interventions are consistently high quality, with evidence of impact across all groups. • To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills
<ul style="list-style-type: none"> • To ensure disadvantaged pupils have access to high quality services, extra-curricular provision and enrichment opportunities across the school year. 	<ul style="list-style-type: none"> • Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. • All children will have access to high quality before and after school clubs and trips and visits.
<ul style="list-style-type: none"> • To ensure that more able pupils eligible for Pupil Premium funding are consistently challenged through high-quality teaching, targeted interventions, and enrichment opportunities, enabling them to make accelerated progress and achieve outcomes in line with or exceeding their non-Pupil Premium peers. 	<ul style="list-style-type: none"> • More able Pupil Premium pupils demonstrate sustained high progress across core subjects. • Increased participation in enrichment and extension activities. • Positive pupil voice feedback indicating they feel challenged and supported. • Reduction in the attainment gap between more able Pupil Premium pupils and their peers.

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: £9,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain a teaching assistant and effectively deploy to increase targeted interventions to redress attainment gaps	There is strong evidence that teaching assistants can provide a positive impact on pupil outcomes when effectively deployed.	1,3
Purchase a new DfE validated Systematic	Phonics approaches have a strong evidence base that indicates a	1

Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics Teaching and Learning Toolkit EEF	
Targeted phonics groups: Small-group sessions focusing on blending and segmenting sounds, especially for pupils at risk of falling behind.	EEF +4 Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1

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

Budgeted cost: £8,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language support: Collaboration with speech therapists or use of structured programmes- Wellcomm and Early talk Boost	EEF+4 Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF+4 Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	1
Targeted small-group interventions: Focus on pupils struggling with early number recognition, subitising and one-to-one correspondence.	EEF+4 NCETM Maths Mastery ensures all pupils acquire a deep, long-term, secure and adaptable understanding of the subject.	1
Targeted small group/mastery sessions:	EEF+4	1,3

<p>Provide additional workshops or seminars led by subject specialists to deepen knowledge and accelerate progress.</p> <p>Rigorous monitoring and feedback: Track progress of more able Pupil Premium pupils closely, with regular reviews and personalised feedback to sustain high achievement.</p>	<p>Evidence shows that structured interventions (e.g., small group tuition, mastery approaches) accelerate progress when linked to classroom learning.</p> <p>Tailored extension sessions or mentoring can help more able pupils deepen knowledge and sustain high achievement.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breakfast club and enrichment activities including accessing bug club and 1-1 interventions before school</p> <p>Free after school clubs offered for all</p>	<p>EEF +3</p> <p>Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. These provide stimulating environments and activities and develop additional personal and social skills.</p>	2
<p>Provide financial support to ensure all pupils can fully participate in wider curriculum opportunities, including residential visits, theatre trips, cultural experiences, and extracurricular enrichment.</p>	<p>EEF+3</p> <p>Wider curriculum experiences broaden horizons, build cultural capital, and develop confidence, resilience, and social skills. For pupils eligible for Pupil Premium, financial constraints can limit access to these opportunities. By enabling participation, the school ensures equity of experience and supports personal development alongside academic progress.</p>	2

Total budgeted cost: £ 18,180

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment is central to our pupil premium strategy. Through ongoing teacher assessment, disadvantaged pupils were systematically identified for timely, evidence-based interventions across reading, writing, and mathematics. Where appropriate, pupils received targeted 1:1 tuition to ensure they remained on track with age-related expectations. Focus was placed on the lowest 20% of readers and pupils in receipt of pupil premium, with bespoke support designed to accelerate progress in core skills such as phonics.

Interventions were closely monitored and adapted to meet individual needs, ensuring that provision was responsive and impactful. As a result, pupils receiving support demonstrated measurable progress, with assessment data evidencing improved attainment and confidence in reading and mathematics.

Pupil Premium funding was also strategically allocated to wellbeing provision. This included structured interventions and group work tailored to identified pupils. Our school's mental health and wellbeing lead provided consistent support throughout the year, ensuring that barriers to learning were reduced. Additionally, a trained Emotional Literacy Support Assistant (ELSA) delivered targeted SEMH interventions, which had a demonstrable positive impact on pupils' emotional resilience and engagement. This approach is being further strengthened through ongoing staff training.

Beyond academic and wellbeing support, enrichment opportunities were embedded into our strategy. A wide range of clubs were offered to all pupils, with 95+% participation in after-school provision each term. This ensured disadvantaged pupils had equal access to high-quality extracurricular experiences, contributing to improved self-esteem, social development, and wider outcomes.

Outcomes:

- 100% PP pupils passed phonic screening check
- 100% PP pupils achieved EXP for R,W,M in KS2.
- 100% achieved GD standard in reading in KS2.
- 66% achieved GD standard in maths and writing in KS2.