

# Pupil premium and Covid recovery strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Greenmount Primary School		
Number of pupils in school	<b>24/25</b> 415 (YR-Y6)		
Proportion (%) of pupil premium eligible pupils	<b>24/25</b> 38.5% 159 pupils		
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027		
Date this statement was published	December 2024		
Date on which it will be reviewed	Autumn 2025/26/27		
Statement authorised by	Lisa Dixon		
Pupil premium lead	Angela Lee		
Governor / Trustee lead	Sajid Majeed		

## Funding overview

Detail	Amount		
Pupil premium funding allocation this academic year	<b>24/25</b> £219,420		
Recovery premium funding allocation this academic year	<b>24/25</b> £3753		
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0		
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>24/25</b> £223,173		

# Part A: Pupil premium strategy plan

## Statement of intent

- By combining the PP funding and Covid recovery funding, our disadvantaged pupils will make as much progress as other pupils and the gap will continue to close thus closing the gap with national data.
- At Greenmount Primary School we have high aspirations and ambitions for our children, and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential; mainly communication skills and low levels of parental involvement. At Greenmount, we are committed to 'diminishing the gap' between vulnerable pupils and their peers. The pupil premium forms a vital part of this process.
- Furthermore, we aim to provide them with an engaging and broad curriculum and access to a variety of enrichment opportunities.
- We take a graduated approach and support all our pupils through quality first wave teaching and then through targeted support for our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Communication skills, especially the development of early oral language, tend to be lower for pupils eligible for PP than for other pupils, which slows progress in other years.
2	Reduced social and emotional development of PP pupils impacts on their readiness to learn.
3	Persistent Absence and lower punctuality rates are higher for PP pupils than for other pupils, this affects their attainment.
4	Higher proportion of pupils presenting with complex needs and parents seeking a diagnosis
5	Parents lack the knowledge and skills to parent effectively with boundaries.
6	Pupils have access to devices from birth but have limited access to books, toys and parental interaction. Thus, parental engagement for some PP pupils is not as strong as for other pupils, and this affects attainment. Parental awareness and opportunities to support children in English is limited due to parent's first spoken language may not be English.

7	Pupils have limited cultural experiences beyond their home life and immediate community.
8	Pupils live in one of the 2% most deprived areas in the country. They are exposed to anti-social behaviour, gangs, drugs and alcohol.

## 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
<p>Pupils with early communication difficulties will be quickly identified and support put in place to close the gap with those pupils on track.</p> <p>Ensure targeted pupils receive high-quality interventions monitored by EYFS leader and SENDCo.</p>	<p>Speech and Language tracker will show the vast majority of pupils have made expected or accelerated progress in the area of Speech and Language.</p> <p>Analysis of interventions will show that they have had a positive impact on the pupils' speech and language skills and have helped in accelerating their progress in this area.</p>
<p>Pupils with identified social and emotional needs are well supported by school staff so that the needs are removed or alleviated</p>	<p>Teachers, SENDCo and family support workers identify and support pupils to alleviate barriers to learning through counselling, art therapy, social interaction groups and the use of outside agencies.</p>
<p>To increase attendance rates for Pupil Premium pupils.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves to beyond 96%.</p>
<p>Pupils with complex SEND needs will be identified quickly and appropriate provision put in place.</p> <p>Parents will be supported in understanding their child's individual needs and in the process of gaining a diagnosis if/when needed.</p>	<p>Continual analysis of support and interventions will show that pupils are receiving the most successful adaptations to their learning and environment. Data from SENITDJs and BSquared will show that pupils are achieving the best possible outcomes.</p> <p>Parents will be supported by class teachers, SENDCo and outside agencies where appropriate.</p>
<p>Parents will be supported in understanding their child's behaviour and, in turn, will support the behaviour policy followed in school.</p>	<p>Families will be supported and guided by class teachers, SENDCo, family support workers and the JESS cluster to develop healthy routines and boundaries at home.</p>
<p>Parents will be supported by class teachers, SENDCo and family support workers to increase engagement with pupils' learning through books, play and conversation and to understand the benefits of such interactions.</p>	<p>Records will show the majority of targeted parents attended curriculum meetings, 'Stay and Play' sessions and workshops led by outside agencies. 100% of parents will have attended parent consultations.</p> <p>Class teachers will show that the vast majority of pupils have read at home and homework tasks have been completed.</p> <p>Vulnerable and 'hard-to-reach' parents will be supported by family support workers and signposted to the JESS cluster.</p>

Pupils have a breadth of experiences that enable them to contextualize their learning. School will deliver an engaging, broad and varied curriculum.	Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day, including visitors, clubs, trips and residential.
Pupils are safeguarded against the potential harm and negative effects of living in the community to ensure they are able to achieve their social and academic potential.	<p>Pupils and families are supported by class teachers, SENDCO, family support workers and the JESS cluster to mitigate the risks of living in a deprived area.</p> <p>The PSHE and Computing curriculum will address the potential dangers of the community and the wider world and pupils will be able to talk about how to keep themselves safe. Pupils will know where they can go/who to speak to if they have concerns or feel unsafe.</p>

## 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: £ 13,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD from Leeds Galleries and Museums (Gold package) to implement our enquiry-based curriculum across foundation subjects.  £2200	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	7

<p>Curriculum enrichment through visitors, trips, residentials and work with 'Bushcraft John' across school from Nursery to Y6. Staff to build bushcraft into their medium-term planning to ensure tasks are meaningful and relevant to existing learning.</p> <p>£11,780</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>7</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £119,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Skilled SEND support staff to work with pupils with the most complex needs.</p> <p>Speech and language interventions such as 'Colourful Semantics' to be delivered by an SEND TA to targeted YR pupils based on the screening tool used by the Speech and Language therapist.</p> <p>£88,160</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>4</p>

Class teachers to work with identified	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1, 4
pupils either 1:1 or small group one half day per week in intervention time to address gaps in learning before moving forward. £7285		
A Speech and Language Therapist to work in school one day per week to screen EYFS pupils for communication needs, and to support staff in the delivery of interventions for pupils across school. £7875	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1
Overstaffing in Years 1 and 5 to enable 'catch-up' interventions and smaller teaching groups to take place. £15754	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4

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

Budgeted cost: £90,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Core Therapeutics' counsellors to work in school 2 hours per week to support the emotional well-being and mental health of targeted pupils. £2850	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	4
Continued use of the JESS Cluster to support pupils and families with social,	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	2, 5, 8
emotional and health needs £28,365		
The Attendance Officer to continue to support families to improve attendance across school. £15,287	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3
Family Support Workers to facilitate communication and engagement with school and thus impact children's learning. £32,861	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	5, 6, 8
D:Side to visit annually to work with pupils on online safeguarding and living healthily. £880	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	8
PSHE and Computing curriculum leaders to ensure pupils across all year groups have access to robust pedagogy and teaching surrounding	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	8



well-being, health and online safety. £500		
Breakfast club to run daily before school starts. Pupils offered warm food and play resources £9376	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	6, 8

**Total budgeted cost: £ 223,173**

## **Part B: Review of outcomes in the previous academic**

year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Unvalidated Data overview Summer 2024

End of Early Years	Word Reading	Writing	Number	GLD (Good Level of Development)	
2019 (pre-covid)	64%	63%	68%	63%	
<b>2022</b>	64%	61%	76%	61%	
<b>National</b>	65% (-4% difference)				
<b>2023</b>	67%	65%	68%	58%	
<b>National</b>	67% (-9% difference)				
<b>2024</b>	65%	61%	67%	58%	
<b>National</b>	67.7% (-10% difference)				
<b>Year 1 Phonics Screening check</b>					
2019 (pre covid)	71%				
<b>2022</b>	85%				
<b>National</b>	75.5% (+9.5% difference)				
<b>2023</b>	83%				
<b>National</b>	81% (+ 4% difference)				
<b>2024</b>	90%				
<b>national</b>	80% (+10% difference)				
End of KS1 outcomes	Reading	Writing	Maths	RWM combined	
2019 (pre covid)	70%	55%	71%	53%	
<b>2022</b>	61%	42%	66%	42%	
<b>National</b>	67% (-6%)	58% (-16%)	68% (-2%)		
<b>2023</b>	58%	55%	74%	52%	
<b>National</b>	69% (-11%)	61% (-6%)	72% (+2%)	56% (-4%)	
<b>Year 4 Multiplication Check</b>	<b>Number of children achieving full marks 25/25 (National)</b>	<b>Average score in Year 4 (60 pupils)</b>	<b>Percentage of pupils achieving the average score and higher</b>		
<b>2022</b>	38% (27%)	21.8	75%		
<b>2023</b>	43% (29%)	22.1 (+0.3)	70.6% (-4.4%)		
<b>2024</b>	42% (34%)	21.1 (20.6)			
End of KS2 outcomes	GPS	Reading	Writing	Maths	RWM combined
2019 (pre covid)	67%	52%	55%	65%	35%
<b>2022</b>	72%	70%	61%	67%	52%
<b>National</b>	72%	74.5% (-4.5%)	69.5% (-8.5%)	71% (-4%)	59% (-7%)
<b>2023</b>	65%	57%	65%	66%	45%
<b>National</b>	72% (-7%)	73% (-16%)	71% (-6%)	73% (-7%)	59% (-14%)
<b>2024</b>	60%	63%	63%	67%	45%
<b>National</b>	72% (-12%)	74% (-11%)	72% (-9%)	73% (-6%)	60% (-15%)

Data taken from OTrack at the end of Summer 2024

PP vs Non-PP	ARE	Reading			Writing			
		PP	Gap	Non-PP	PP	Gap	Non-PP	
Y2	(+)	S1	85.0% (17/20)	Non-PP +2.5%	87.5% (35/40)	70.0% (14/20)	PP 7.5%	62.5% (25/40)
Y3	(+)	S2	66.7% (20/30)	Non-PP +3.7%	70.4% (19/27)	51.6% (16/31)	PP 3.5%	48.1% (13/27)
Y4	(+)	S3	63.0% (17/27)	Non-PP +0.4%	63.3% (19/30)	51.9% (14/27)	PP 8.5%	43.3% (13/30)
Y5	(+)	S4	66.7% (14/21)	PP +11.1%	55.6% (20/36)	42.9% (9/21)	Non-PP +9.9%	52.8% (19/36)
Y6	(+)	S5	73.1% (19/26)	Non-PP +1.9%	75.0% (24/32)	46.2% (12/26)	Non-PP +13.2%	59.4% (19/32)
<b>Whole School</b>			70.2% (87/124)	Non-PP +0.7%	70.9% (117/165)	52.0% (65/125)	Non-PP +1.9%	53.9% (89/165)

PP vs Non-PP	ARE	Mathematics			Combined			
		PP	Gap	Non-PP	PP	Gap	Non-PP	
Y2	(+)	S1	85.0% (17/20)	PP 22.5%	62.5% (25/40)	70.0% (14/20)	PP +12.5%	57.5% (23/40)
Y3	(+)	S2	70.0% (21/30)	PP 7.0%	63.0% (17/27)	53.3% (16/30)	PP +8.9%	44.4% (12/27)
Y4	(+)	S3	66.7% (18/27)	PP 3.3%	63.3% (19/30)	48.1% (13/27)	PP +4.8%	43.3% (13/30)
Y5	(+)	S4	61.9% (13/21)	PP 3.6%	58.3% (21/36)	42.9% (9/21)	Non-PP +1.6%	44.4% (16/36)
Y6	(+)	S5	61.5% (16/26)	Non-PP +22.8%	84.4% (27/32)	46.2% (12/26)	Non-PP +13.2%	59.4% (19/32)
<b>Whole School</b>			68.5% (85/124)	PP 2.5%	66.1% (109/165)	51.6% (64/124)	PP +1.3%	50.3% (83/165)

### Attainment – whole school

Outcomes in reading and writing in Early Years at the end of 2024 were slightly below those at the end of 2023 by 2% and 4% respectively. At the end of 2024, 58% of pupils achieved GLD and this was in line with 2023. 80% of Reception pupils achieved the expected standard in phonics.

The number of pupils achieving full marks in the Year 4 multiplication test results dipped by 1% from 2023 but at 42% our results are still above national for the third year in a row.

Outcomes at the end of KS2 were maintained with a RWM combined score of 45%. Writing and maths scores were broadly in line with those from 2023 and better than those pre-Covid.

### Attainment – Pupil Premium pupils

The general trend shows that whilst non-PP pupils out-perform PP pupils in reading and writing, PP pupils perform better in maths in all year groups apart from Y6. Moreover, the gap between non-PP and PP pupils in reading and writing is small at 0.7% and 1.9% respectively. Reading, writing and maths combined across school shows PP pupils out-perform PP pupils by 1.3%.

### Interventions

This is now being used as a whole school approach to improving the use of subject-specific vocabulary in daily lessons. 'Colourful Semantics' continues to be used as a writing approach in Y1, particularly in the Autumn term. The approach is also used as a writing intervention with pupils who need extra support to structure their sentence level work in other year groups. In Reception, it is used as a 1:1 or small group intervention to support speech and language development. The speech and language assessment carried out by our Sp and Lang therapist at the beginning of the school year helps us to target these pupils. Breakfast Club continues to be available to our working parents every morning at a heavily subsidised rate. Pupils are

provided with bagels and juice and have the opportunity to socialise before the start of the school day. Weekly intervention time continues with each class teacher given half a day per week to work with targeted groups of pupils. This is covered by HLTAs across a year group. Pupil progress meetings highlight pupils to target for ‘keep up’ small group sessions in reading, writing and maths or 1:1 sessions.

Attendance

Attendance figures for 2023-2024 were 94.3% for compulsory school age pupils. There were many lost sessions through leave abroad especially in the Summer term. Many of our pupils have extended family in Bangladesh and Pakistan and ticket prices are high.

We promote good attendance through a number of strategies including weekly trophies for the best class attendance, 100% club with names of pupils on display on the classroom door, attendance stickers given out weekly for 100% attendees, ‘96% plus’ initiative every term with prizes as an incentive.

**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
‘The Write Stuff’ writing program	The Training Space
Maths Mastery	White Rose maths
Mastering Number	NCETM

**Further information (optional)**

At Greenmount we know that our PP numbers are not a true representation of our potential numbers, particularly in EYFS and KS1. We endeavour to establish accurate figures through several points of contact with parents. These include home visits on entry to Nursery and Reception, curriculum meetings and letter drops at other points during the year. We see a general increase in PP numbers as pupils enter KS2 and apply for free school meals.

Enhancing the curriculum and providing enriching life experiences is always a priority for us and a range of after school clubs take place, including basketball, gymnastics, football, chess and ‘Young Voices’.

Sam Mercer from Artforms teaches music to all year groups. After school he provides ukulele and keyboard tuition. Flute lessons take place at a ratio of 1: 3 and piano lessons are 1:1.

Sports coaches work with pupils from Y1 to Y6 during lunchtimes to develop physical skills

and collaborative play.

During school holidays, Leeds United Football Foundation runs a Healthy Holiday Club, aimed at PP/FSM pupils. On average, 25 pupils attend this initiative.



















