

# 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)	<b>25/26</b> 418 (YR-Y6)	
Proportion (%) of pupil premium eligible pupils	<b>24/25</b> 38.5% 159 pupils	<b>25/26</b> 41.4% 173 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 2025		
Date on which it will be reviewed	Autumn 26/27		
Statement authorised by	Lisa Dixon		
Pupil premium lead	Lisa Dixon		
Governor / Trustee lead	Joanne Leach-Flanagan		

## Funding overview

Detail	Amount		
Pupil premium funding allocation this academic year	<b>24/25</b> £219,420	<b>25/26</b> £241,670	
Recovery premium funding allocation this academic year	<b>24/25</b> £3753	<b>25/26</b> £0	
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	<b>25/26</b> £241,670	

# Part A: Pupil premium strategy plan

## Statement of intent

- 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.
- Our school wholeheartedly believe in the 'Whole Child Approach' and we value our children's academic development as much as their social and emotional development. This is the ethos of our school and our pupil premium strategy statement reflects this.
- 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.
- We take a graduated approach and support all our pupils through quality first wave teaching and then through targeted support for our disadvantaged pupils.
- Our teachers take full responsibility to ensure our disadvantaged children make accelerated progress. They are supported in their emotional and social wellbeing by our inclusion team and cluster support where needed and this is overseen by the SLT team.
- 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, their peers and national expectations. The pupil premium forms a vital part of this process.
- Furthermore, we aim to provide them with an engaging and broad curriculum with access to a variety of enrichment opportunities through experiences, visitors, trips and residential.

## 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. This impacts on healthy relationships, behaviour, routines, diet and sleep.

6	<p>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.</p> <p>Parental awareness and opportunities to support children in English is limited due to parent's first spoken language may not be English.</p>
7	<p>Pupils have limited cultural experiences beyond their home life and immediate community.</p>
8	<p>Pupils live in one of the most deprived areas in the country. Only 4% of neighbourhoods in England are more deprived (ranked 1,229 out of 33,755 neighbourhoods). They are exposed to anti-social behaviour, gangs, drugs and alcohol.</p> <p>The neighbourhood you selected is most deprived in relation to crime. Fewer than 1% of neighbourhoods in England are more deprived.</p> <p>Leeds 085C</p> <p>Overall (IMD) ⓘ</p> <p>Crime ⓘ</p> <p>Income ⓘ</p> <p>Living Environment ⓘ</p> <p>Employment ⓘ</p> <p>Education &amp; Skills ⓘ</p> <p>Health &amp; Disability ⓘ</p> <p>Barriers to Housing &amp; Services ⓘ</p> <p>← More deprived Less deprived →</p>

## 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 referrals to 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. Half termly online safety parent workshops to highlight how to keep children safe online and the effects of excessive screentime.</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: £ 20,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD from Leeds Galleries and Museums (Bronze package) to implement our enquiry-based curriculum across foundation subjects.</p> <p>£600</p>	<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

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. £20,000	<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>  <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>	7
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £95,819

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. £65,085</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>  <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>	4

<p>Class teachers to work with identified pupils either 1:1 or small group one half day per week in intervention time to address gaps in learning before moving forward.</p> <p>£7285</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>	1, 4
<p>A Speech and Language Therapist to work in school one day every 2 weeks to screen EYFS pupils for communication needs, and to support staff in the delivery of interventions for pupils across school.</p> <p>£6800</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>	1
<p>Overstaffing in Years 1 and 5 to enable 'catch-up' interventions and smaller teaching groups to take place.</p> <p>£15,754</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>	4

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

Budgeted cost: £125,251

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. £4500	<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, emotional and health needs £28,365	<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
The Attendance Officer to continue to support families to improve attendance across school. £25,865	<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. £440	<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 well-being, health and online safety. £500	<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



Breakfast club to run daily before school starts. Pupils offered warm food and play resources £24180	<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
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**Total budgeted cost: £ 241,670**

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

### Pupil premium strategy outcomes

#### Attainment – statutory assessments

Early Years GLD	All pupils	Pupil premium	Non-pupil premium	Attainment gap
2024	57.9%	71.4 (7 pupils)	62%	+9.4%
2025	55.9%	53.8% (13 pupils)	56.5%	-2.7%

Year 1 Phonics	All pupils	Pupil premium	Non-pupil premium	Attainment gap
2024	90%	81.3% (16 pupils)	93.2% (44 pupils)	-11.9%
2025	85%	75% (12 pupils)	87% (46 pupils)	-12%

#### KS2 Statutory assessments

KS2 Reading	All pupils	Pupil premium	Non-pupil premium	Attainment gap
2024	63%	75%	55.6%	+19.4%
2025	67%	65.5%	68.8%	-3.3%

KS2 Writing	All pupils	Pupil premium	Non-pupil premium	Attainment gap
2024	63%	75%	55.6%	+19.4%
2025	57%	44.8%	58.8%	-14%

KS2 Maths	All pupils	Pupil premium	Non-pupil premium	Attainment gap
2024	67%	66.7%	66.7%	0
2025	64%	55.2%	71.9%	-16.7%

KS2 GPS	All pupils	Pupil premium	Non-pupil premium	Attainment gap
2024	60%	62.5%	58.3%	+4.2%
2025	72%	65.5%	78.1%	-12.6%

KS2 RWM combined	All pupils	Pupil premium	Non-pupil premium	Attainment gap
2024	45%	54.2%	38.9%	+15.3%
2025	48%	41.4%	53.1%	-11.7%

Data taken from Sonar Tracker to track progress and attainment from Autumn 2024 to the end of Summer 2025

## Reading

2 Periods | Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 | Pupil Premium | (166 Pupils)

Less than expected progress

1.9% (3)

Expected progress (target group)

14.5% (23)

Expected progress

52.8% (84)

Better than expected progress

30.8% (49)

### Reading

2024-2025 Autumn 2 Summative		2024-2025 Summer 2 Summative						
	Total	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
No Assessment	4.2% (7)	85.7% (6)		14.3% (1)				
Significantly Below	38.0% (63)		36.5% (23)	38.1% (24)	14.3% (9)	11.1% (7)		
Below	1.2% (2)		100.0% (2)					
Just At								
Securely At	53.0% (88)			1.1% (1)	11.4% (10)	77.3% (68)	10.2% (9)	
Above	3.6% (6)						100.0% (6)	

The table above highlights the amount of progress made in reading across 2 terms for **pupil premium pupils** from Years 2-7 (including Year 6 leavers from summer 2024). Out of 166 pupils, 107 made expected progress, 3 children made less than expected progress and 49 pupils made more than expected progress.

2 Periods | Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 | Not Pupil Premium, Not Leaver | (163 Pupils)

Less than expected progress

4.5% (7)

Expected progress (target group)

11.5% (18)

Expected progress

52.9% (83)

Better than expected progress

31.2% (49)

### Reading

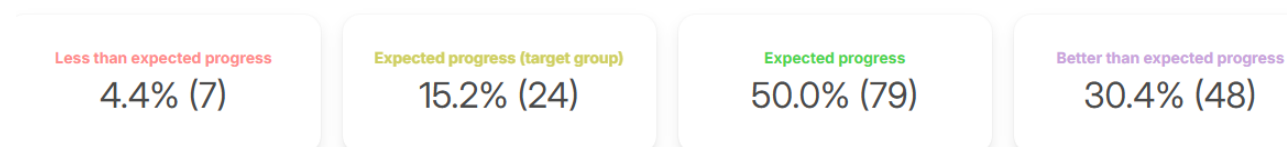
2024-2025 Autumn 2 Summative		2024-2025 Summer 2 Summative						
	Total	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
No Assessment	3.7% (6)	50.0% (3)	16.7% (1)			33.3% (2)		
Significantly Below	36.2% (59)		30.5% (18)	44.1% (26)	15.3% (9)	10.2% (6)		
Below	0.6% (1)		100.0% (1)					
Just At								
Securely At	49.7% (81)		1.2% (1)	2.5% (2)	9.9% (8)	76.5% (62)	9.9% (8)	
Above	9.8% (16)				6.3% (1)	12.5% (2)	81.3% (13)	

The table above highlights the amount of progress made in reading across 2 terms for **non-pupil premium pupils** from Years 2-7 (including Year 6 leavers from summer 2024). Out of 163 pupils, 108 made expected progress, 6 children made less than expected progress and 49 pupils made more than expected progress. The percentages for achieving expected or more progress is inline with pp pupils.

The pattern is similar in writing and maths.

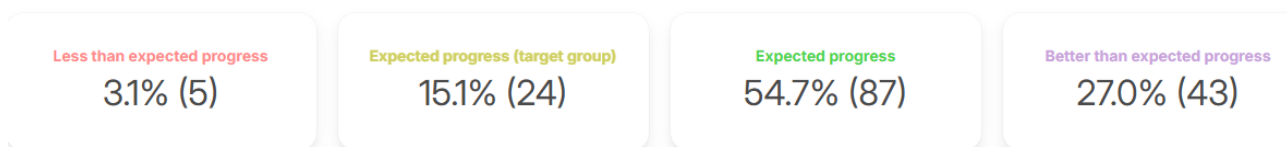
## Writing

2 Periods | Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 | Pupil Premium | (166 Pupils)



## Maths

2 Periods | Year 2, Year 3, Year 4, Year 5, Year 6, Year 7 | Pupil Premium | (166 Pupils)



## Attainment – Pupil Premium pupils

The general trend across school is that non pupil premium pupils are outperforming pupil premium children in all phases and all subjects. The percentage of PP pupils achieving the expected standard at the end of KS2 is higher than the local authority in Reading (+6.4%) and GPS (+8.3%). Many of our pupil premium pupils fall into multiple vulnerable groups which include SEN and persistent absentees. However, our progress data shows that pupil premium children make as much progress as non-pupil premium pupils over time but have lower starting points which impacts upon attainment.

KS2 Attainment Summary List DfE															DfE 2025   Disadvantaged			
Estab. No.	School	Cohort	RWM*		READING			WRITING TA		MATHS			GPS					
			<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div>&lt;Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>GDS SS</div></div>	<div><div></div><div>&lt;Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>Avg. SS</div></div>	<div><div></div><div>&lt;Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	
-	LA	3,389	42.2%	3.0%	102.2	40.0%	59.1%	19.3%	53.1%	5.8%	101.1	41.8%	56.9%	13.5%	101.9	42.0%	57.2%	16.9%
2473	Greenmount Primary School	29	41.4%	0.0%	103.1	31.0%	65.5%	17.2%	44.8%	0.0%	100.3	41.4%	55.2%	20.7%	103.2	31.0%	65.5%	13.8%

## Interventions

‘Colourful Semantics’ continues to be used as a writing intervention with pupils who need extra support to structure their sentence level work in other year groups. In Reception and Year 1, it is used as a 1:1 or small group intervention to support speech and language development. In Year 1, there is also an additional ‘early talk’ group. 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 2024-2025 were 94.2 which were in line with the previous year at 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*

Programme	Provider
'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 'band' and keyboard tuition. Woodwind lessons take place at a ratio of 1: 3.

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.