

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Greville Primary School
Number of pupils in school	654
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025 2021/2022 to 2024/2025
Date this statement was published	December 2021; last updated May 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Duncan Steele Headteacher
Pupil premium lead	Louise Hammond
Governor / Trustee lead	Trevor Hood, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£114,090
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£114,090

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas at The Greville Primary School. The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Our Pupil Premium strategy is one which takes into consideration the challenges other children may face who are vulnerable, but might not be eligible for the Pupil Premium grant. This has been done to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and thrive academically, socially and also with regard to personal development.

We use our Pupil Premium funding to support pupils through targeted academic and well-being interventions lead by practitioners who personalise learning and development to accelerate progress with the aim to reduce the attainment gap between the schools disadvantaged pupils and their peers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point support is needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
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1 Attendance	Our attendance data last academic year indicates that attendance amongst disadvantaged pupils was 93.89% lower than non-disadvantaged pupils (96.30%). Persistent absence PP pupils is 23.17% compared to 6.4% persistent absence Non-PP pupils.																
2 Attainment	<p>Assessments, observations and discussions with disadvantaged pupils indicate lower attainment than non-disadvantaged peers in reading, writing and maths (it should be noted that those PP without SEND attained at least in line with national all children for RWM).</p> <table border="1" data-bbox="424 501 1299 701"> <thead> <tr> <th data-bbox="424 501 639 595">% PP expected</th> <th data-bbox="639 501 855 595">% Non-PP expected</th> <th data-bbox="855 501 1070 595">% PP and non-SEND expected</th> <th data-bbox="1070 501 1299 595">% National 24-25</th> </tr> </thead> <tbody> <tr> <td data-bbox="424 595 639 629">68% reading</td> <td data-bbox="639 595 855 629">89% reading</td> <td data-bbox="855 595 1070 629">79% reading</td> <td data-bbox="1070 595 1299 629">73% reading</td> </tr> <tr> <td data-bbox="424 629 639 663">69% writing</td> <td data-bbox="639 629 855 663">84% writing</td> <td data-bbox="855 629 1070 663">79% writing</td> <td data-bbox="1070 629 1299 663">71% writing</td> </tr> <tr> <td data-bbox="424 663 639 696">64% maths</td> <td data-bbox="639 663 855 696">88% maths</td> <td data-bbox="855 663 1070 696">71% maths</td> <td data-bbox="1070 663 1299 696">73% maths</td> </tr> </tbody> </table> <p>23-24 data</p>	% PP expected	% Non-PP expected	% PP and non-SEND expected	% National 24-25	68% reading	89% reading	79% reading	73% reading	69% writing	84% writing	79% writing	71% writing	64% maths	88% maths	71% maths	73% maths
% PP expected	% Non-PP expected	% PP and non-SEND expected	% National 24-25														
68% reading	89% reading	79% reading	73% reading														
69% writing	84% writing	79% writing	71% writing														
64% maths	88% maths	71% maths	73% maths														
3 Vocabulary	Assessments, observations and discussions with disadvantaged pupils indicate underdeveloped oral language skills and vocabulary gaps, which affects reading and writing attainment. As a result, reading and writing attainment (including GPS) among disadvantaged pupils is below that of non-disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.																
4 Additional Needs	Assessments and observations indicate that disadvantage pupils frequently have a co-occurrence of additional vulnerabilities which can further impact their learning e.g. Special Educational Needs and Disabilities (SEND) (24%), Adverse Childhood Experiences (ACEs), safeguarding concerns etc. This has resulted in significant gaps leading to pupils falling further behind age related expectations both emotionally and academically.																
5 Personal Development – Opportunities	Variable emotional wellbeing. Our assessments and observations have identified social and emotional issues for 32% of pupils which impacts their attendance and their ability to reach their full potential and therefore their progress academically.																
6 Personal Development – Extra Curricular	Assessments, observations and discussions with pupils and families have identified reduced engagement and participation with/access to learning and curriculum opportunities (inc. clubs, school trips parental workshops, parents evening attendance) which support the development of their cultural capital and overall wellbeing. This has resulted in knowledge gaps leading to pupils falling further behind age related expectations.																
	<p>Internal club data shows that a number of our disadvantaged pupils are not accessing extra-curricular activities, when compared to nondisadvantaged pupils. As a result, this has a negative impact on their social and cultural capital.</p> <p>Summer 2024 PP 65% compared to Non-PP 74%</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (23-24 data – PP 93.89%, Non-PP 96.30%). • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being reduced and well below national average and our current school figure.
Improved reading attainment among disadvantaged pupils.	A greater percentage of PP children will achieve GLD, pass the phonics screening check, achieve EXP or above at KS1 and KS2.
Improved writing attainment among disadvantaged pupils.	At least in line with national non-PP average and the gap between PP and non-PP reduces internally.
Improved maths attainment among disadvantaged pupils.	At least in line with national non-PP average and the gap between PP and non-PP reduces internally.
Improved oral language skills and vocabulary among disadvantaged pupils.	At least in line with national non-PP average and the gap between PP and non-PP reduces internally.
To improve progress of our disadvantaged children who also have additional vulnerabilities.	90% of children who are in receipt of pupil premium and also on the SEND register will achieve at least expected progress against their SMART School Support Plan (SSP) targets each term.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from Thrive, student voice, student and parent surveys and teacher observations • an increase in participation in enrichment activities (including clubs), particularly among disadvantaged pupils.

<p>To improve parental engagement to ensure children access enrichment opportunities.</p>	<p>The majority of parents and carers of disadvantaged children:</p> <ul style="list-style-type: none">• attend parents' consultations and where they don't they will be contacted• attend workshops and assemblies which support children's learning and assemblies which celebrate children's learning• are aware of the additional support their children are entitled to and receive• attendance at clubs and engagement with enrichment opportunities increases.
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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: £25,053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continual Professional Development (CPD) Coaching Programme for all teaching and support staff to ensure quality first teaching. This CPD is undertaken by applying The WalkThrus by Tom Sherrington. The WalkThrus are a selection of evidence based teaching strategies rooted in deep understanding of how learning works.</p>	<p>Supporting high quality teaching is pivotal in improving classroom practice and pupil outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF – Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/effective-professionaldevelopment</p> <p>WalkThrus – Professional Development https://walkthrus.co.uk/how-does-it-work</p> <p>EEF – Tiered Approach – High Quality Teaching https://educationendowmentfoundation.org.uk/education-evidence/using-pupilpremium</p>	<p>2, 3, 4, 5</p>
<p>Embed dialogic activities, including Word Aware, across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4, 5</p>
<p>Professional development to implement our curriculum that focuses on a secure understanding of vocabulary. The Deliberate Vocabulary WalkThru CPD and the use of Widgets will further support vocabulary development.</p>	<p>Robust strategies for teaching vocabulary and modelling language use in the classroom are essential to build pupils' repertoire and understanding of the meaning and usage of words.</p> <p>EEF – Vocabulary https://educationendowmentfoundation.org.uk/reading-house/vocabulary</p>	<p>2, 3</p>

<p>Continue to embed and upskill staff across the school on Read Write Inc (DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>2, 3, 4</p>
<p>Professional development to implement EEF recommendations – See SEND Action Plan.</p>	<p>The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. The evidence tells us that teachers should prioritise familiar but powerful strategies, like scaffolding, modelling and explicit instruction, to support their pupils with SEND. This means understanding the needs of individual pupils and weaving specific approaches into every day, high-quality classroom teaching—being inclusive by design. EEF – SEND in Mainstream Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	<p>2, 4</p>
<p>Training for staff on deployment of additional adults.</p>	<p>The evidence on effective TA deployment, training and use can be summarised in one clear principle – ‘Use TAs to supplement what teachers do, not replace them’. There are also clear benefits to schools re-framing the way TAs are used, in terms of pupil outcomes, school outcomes and overall staff satisfaction and morale. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 3, 4</p>

<p>Accelerated Reader to assess reading age and suggest books that match pupils' need and interests to promote independent reading.</p>	<p>Evidence shows that Accelerated Reader appears to be effective for weaker readers as a catch-up intervention</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	<p>2, 3, 4</p>
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (via PSHE Jigsaw programme).</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>1, 5</p>
<p>Introduce Zones of Regulation across the school to:</p> <ul style="list-style-type: none"> increase self-awareness and social and emotional skills <p>create a common language for communication, problem solving and emotional understanding.</p>	<p>This supports pupils to think about their own behaviours and feelings more explicitly and teach a variety of strategies to deploy at different situations.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 5</p>

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

Budgeted cost: £51,377.97

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed Word Aware to develop vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-languageintervention1</p>	<p>2, 3, 4, 5</p>

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will follow the Read write Inc scheme and include</p>	<p>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:</p>	<p>2, 3, 4</p>
<p>regular collaboration with RWI school consultant to address specific pupil and staff training needs.</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>1:1 tutoring for PLAC/LAC who are not at their expected attainment</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</p>	<p>2, 3, 4</p>
<p>Class teacher support in class – guided teaching groups, small group intervention, etc. Targeted support within core subjects and across the curriculum, to enable pupils to make accelerated progress.</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Feedback redirects or refocuses the learner’s actions to achieve a goal, by aligning effort and activity with an outcome. Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/feedback</p>	<p>2, 3, 4</p>
<p>Reading Champion</p>	<p>Targeted 1:1 reading session for fifteen minutes, three times a week. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies</p>	<p>2, 3, 4</p>

Reciprocal reading	A structured approach to teaching strategies (questioning, clarifying, summarising and predicting) to improve their reading comprehension. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/reciprocal-reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies	2, 3, 4
Nessy club	An intervention which provides structured and personalised learning in spelling and reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics https://www.nessy.com/en-gb/shop/research/the-effects-of-the-nessy-reading-and-spelling-program-used-in-a-general-educational-setting	2, 3, 4
Ready to Progress NCETM Maths intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/teaching-assistant-interventions	2, 3, 4
Plus 1 and Plus 2 1:1 maths interventions	Supports pupils to bond the basic maths facts into their long term memory. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition	2, 3, 4
Additional teacher to reduce class size in high need year groups (supporting in English and maths)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reducing-class-size	2, 3, 4
Pre-teaching of certain skills, specific vocabulary, knowledge, and concepts that will support access and understanding in lessons.	https://educationendowmentfoundation.org.uk/support-for-schools/school-planningsupport/1-high-quality-teaching	2, 3, 4

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

Budgeted cost: 37,659.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour and relationships, including Zones of Regulation, with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/behaviour-interventions	1, 2, 3, 4, 5
Social and emotional (SEL) learning and mental health support (Thrive, Elsa, Draw and Talk).	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	1, 2, 4, 5
Engage children in enrichment opportunities. Allocation of funding to support instrumental lessons, Forest Schools, participation in excursions and access to clubs. Engage children in positions of responsibility across the school.	Limited access to extra-curricular activities can impact on aspirations and ambitions for the future. Providing access and exposure to these activities will enrich and enhance learning opportunities. https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learningtoolkit/arts-participation	6
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve time for staff to develop and implement procedures and working alongside the attendance and inclusion officers to improve attendance. The Family Support Worker will support families raising attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 2, 3, 4, 5, 6

<p>Ensure all Pupil Premium parents attend parents' consultation. Ensure Pupil Premium children's parents are able to attend school events such as workshops and trip meetings supported by the Family Support Worker.</p>	<p>Parental engagement https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>To ensure PP children with high level of SEND have their needs met. An Educational Psychologist will undertake an assessment and monitoring to clarify an individual's strengths and areas of development regarding their learning, thinking and social and emotional development.</p>	<p>EEF – SEND in Mainstream Schools https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send</p>	<p>1, 2, 3, 4, 5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £114,090

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 2024 to 2025 academic year.

Intended outcome	Success criteria
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (23-24 data – PP 93.89%, Non-PP 96.30%) • the percentage of all pupils who are persistently absent being below 7% and the figure among disadvantaged pupils being reduced and well below national average and our current school figure (23-24 data – PP 22.22%, Non-PP 5.87%). <p>Attendance – Pupil Premium (PP) vs Non-Pupil Premium (Non-PP)</p> <ul style="list-style-type: none"> • PP attendance: 92.5% <ul style="list-style-type: none"> ○ Below the national average for all pupils (94.8%) non-PP above national PP 89.4% (2024-2025 inc. secondary schools) • Non-PP attendance: 96.6% <ul style="list-style-type: none"> ○ Above the national average. • Attendance gap (PP vs Non-PP): 4.1% <ul style="list-style-type: none"> ○ Gap remains close to 4%, but has increased by 1.7% since 2023–24. <p>Persistent Absence (PA)</p> <ul style="list-style-type: none"> • PP persistent absence: 26.8% <ul style="list-style-type: none"> ○ Above national average for all pupils (13.5% in 2025 primary schools). ○ However, below the national PP persistent absence rate (33% in 2024-25 for all schools). ○ Without 9 children absent due to specific issues, PP PA reduces to 15.8% ○ The school fines all term-time holidays. • Non-PP persistent absence: 8% <ul style="list-style-type: none"> ○ Well below national average. <p>Key Trends and Actions</p> <ul style="list-style-type: none"> • Increase in PP persistent absence compared to 2023–24. <ul style="list-style-type: none"> ○ Largely due to term-time holidays and some other personal circumstances. ○ When these are excluded, there is a reduction in the PP/Non-PP PA gap. ○ Over 25% of PP PA chn have SEND – for some chn, this has an impact on attendance. • Ongoing interventions for PP attendance include: <ul style="list-style-type: none"> ○ Formal letters to parents ○ Targeted parent meetings

	<ul style="list-style-type: none"> ○ Reward systems ○ Inclusion Officer involvement ○ Ongoing support from the Family Support Worker ● Attendance and PA for PP pupils will remain a high priority in 2025–26, with continued focus and resource allocation. 				
Improved reading attainment among disadvantaged pupils.	A greater percentage of PP children will achieve GLD, pass the phonics screening check and KS2.				
	Early Years GLD	Early Years Word Reading	Early Years Comprehension	EYFS National 23-24 Word Reading *24-25 data currently not available	EYFS National 23-24 Comprehension *24-25 data currently not available
	PP: 100% Non-PP: 84%	PP: 100% Non-PP: 92%	PP: 100% Non-PP: 98%	79%	79%
	Early Years Foundation Stage (EYFS) – Pupil Premium (PP) Outcomes <ul style="list-style-type: none"> ● PP pupils outperformed non-PP and national pupils in: <ul style="list-style-type: none"> ○ Good Level of Development (GLD) ○ Word reading ○ Comprehension ● The percentage of PP pupils in EYFS was very low, so caution is needed when interpreting comparative data 				
	Y1 Phonics screening	Y1 Phonics screening	Y2 Phonics screening	Y1 Phonics screening National 24-25	Y2 Phonics screening National 23-24 *24-25 data currently not available
	PP%: 67% Non-PP: 91%	PP% (non SEND: 80% Non-PP: 91%	PP%: 100% Non-PP: 98%	80%	89%
	Year 1 Outcomes (2024–25) <ul style="list-style-type: none"> ● Two-thirds (66%) of PP pupils achieved the expected standard. ● This was lower than the percentage of non-PP pupils who achieved the expected standard. ● The result is in line with the national average for PP pupils (68% in 2023–24). ● PP pupils without SEND were in line with the national threshold. ● Those who did not achieve the expected standard faced additional barriers including: <ul style="list-style-type: none"> ○ Special Educational Needs (SEN) ○ Safeguarding concerns ○ Low attendance 				

	<p>Year 2 Outcomes (2024–25)</p> <ul style="list-style-type: none"> PP pupils outperformed non-PP pupils in Year 2. This is significantly above both the national average overall and the national average for PP pupils 			
	Year 6 outcomes (2024–25)			
	% PP expected Expected/Greater Depth	% Non-PP expected Expected/Greater Depth	% PP and non-SEND expected Expected/Greater Depth	% National 24-25 (provisional data) *Greater depth not available
	64%/32% reading	85%/55% reading	83%/42% reading	75% reading
	<p>Reading – Pupil Premium (PP without SEND)</p> <ul style="list-style-type: none"> PP (without SEND) attainment in reading at the expected standard was significantly above national data. PP (without SEND) is in line with non-PP pupils at The Greville for the expected standard. PP (without SEND) outcomes are likely to be significantly above national PP data. All PP is likely to be at least in line with the national average for PP (57% 23-24) PP greater depth attainment is significantly higher than national PP (3% in 23-24) and surpasses national non-PP (29% in 23-24). 			
Improved writing attainment among disadvantaged pupils.	At least in line with national non-PP average and the gap between PP and non-PP reduces internally.			
	Early Years GLD	Early Years Word Writing	EYFS National 23-24 *24-25 data currently not available	
	PP: 100% Non-PP: 84%	PP: 100% Non-PP: 87%	71%	
	<p>Early Years Foundation Stage (EYFS) – Pupil Premium (PP) Outcomes</p> <ul style="list-style-type: none"> PP pupils outperformed non-PP and national pupils in: <ul style="list-style-type: none"> Good Level of Development (GLD) Writing <p>The percentage of PP pupils in EYFS was very low, so caution is needed when interpreting comparative data</p>			
	Year 6 outcomes (2024–25)			
	% PP expected Expected/Greater Depth	% Non-PP expected Expected/Greater Depth	% PP and non-SEND expected Expected/Greater Depth	% National 24-25 (provisional data) *Greater depth not available
	55%/14% writing	84%/18% writing	67%/25% writing	72% writing
<p>Writing – Pupil Premium</p> <ul style="list-style-type: none"> PP attainment in writing was below the national average and below non-PP. 				

- PP (without SEND) attainment in writing was slightly below the national average and below non-PP.
- PP greater depth attainment is well above the national average for PP greater depth (3% in 23-24).
- PP greater depth attainment is in line with non-PP greater depth (13% in 23-24).
- PP greater depth (without SEND) is well above non-PP greater depth (13% in 23-24).

Improved maths attainment among disadvantaged pupils.

At least in line with national non-PP average and the gap between PP and non-PP reduces internally.

Early Years GLD	Early Years Number	Early Years Numerical Pattern	EYFS National 23-24 Number *24-25 data currently not available	EYFS National 23-24 Numerical Pattern *24-25 data currently not available
PP: 100% Non-PP: 84%	PP: 100% Non-PP: 98%	PP: 100% Non-PP: 98%	79%	79%

Early Years Foundation Stage (EYFS) – Pupil Premium (PP) Outcomes

- PP pupils outperformed non-PP and national pupils in:
 - Good Level of Development (GLD)
 - Number
 - Numerical pattern

The percentage of PP pupils in EYFS was very low, so caution is needed when interpreting comparative data

Year 4 MTC

Average Score		Full Marks		21+	
School	National	School	National	School	National
PP: 21 PP non-SEND: 21 Non-PP: 24	20.6 (23-24)	PP: 18% PP non-SEND: 27% Non-PP: 59%	34%	PP: 65% PP non-SEND: 54% Non-PP: 96%	

- PP pupils are in line with national averages for the average scaled score.
- PP pupils scored below the national average for full marks (however 1/3 of PP chn scored 24/25 so were 1 mark off full marks)
- PP pupils are above national PP for average score (18.9 in 23-24).
- PP pupils are below national PP for full marks (25% in 23-24).
- PP (without SEND) pupils are in line with national PP for full marks (25% in 23-24).

Year 6 outcomes (2024–25)

% PP expected	% Non-PP expected	% PP and non-SEND expected	% National 24-25
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	Expected/Greater Depth	Expected/Greater Depth	Expected/Greater Depth	(Provisional data) *Greater depth not available
	73%/18% maths	85%/18% maths	83%/25 maths	74% maths
	Maths – Pupil Premium <ul style="list-style-type: none"> • PP pupils are in line with all pupils nationally for the expected standard in maths. • PP (without SEND) attainment was significantly above national data in maths for the expected standard. • PP (without SEND) attainment was in line with non-PP pupils at The Greville for the expected standard. • PP (with and without SEND) attainment is likely to be significantly above national PP (53% in 23-24). • PP (with and without SEND) greater depth attainment is likely to be significantly above national PP (3% in 23-24). 			
Overall end of Key 2 Stage Data	Combined Expected – Reading, Writing and Maths			
	% PP expected	% Non-PP expected	% PP and non-SEND expected	% National 24-25 (Provisional data)
	50%	75%	67%	62%
	At the expected standard, PP pupils overall performed below both non-PP pupils and national averages for combined reading, writing, and maths. However, PP pupils without SEND achieved in line with national expectations. This subgroup's performance is projected to be above the national average for PP pupils at the expected standard.			
	Combined Greater Depth – Reading, Writing and Maths			
	% PP expected	% Non-PP expected	% PP and non-SEND expected	% National 24-25 (Provisional data)
	9%	15%	17%	8%
Pupil Premium children achieved in line with national averages for combined greater depth in reading, writing, and maths. Notably, PP pupils without SEND (Special Educational Needs and Disabilities) outperformed both non-PP peers and the national average in combined greater depth. This indicates that the attainment of our PP cohort will significantly exceed national PP figures for greater depth.				
Improved oral language skills and vocabulary among disadvantaged pupils.	Improved oral language and vocabulary use among disadvantaged pupils.			
	<p>A consistent whole-school approach to vocabulary teaching has been implemented, with staff using the deliberate vocabulary 5-step model across subjects.</p> <p>Disadvantaged pupils are increasingly able to articulate subject-specific vocabulary and use new words in context, both orally and in written work.</p> <p>Pupil voice shows increased confidence in using and understanding key vocabulary, and work scrutiny indicates improving use of tier 2 and tier 3 vocabulary over time.</p> <p>While there is no national comparative data, internal qualitative evidence suggests that disadvantaged pupils are benefiting from a more</p>			

	language-rich curriculum and are closing the gap with peers in vocabulary acquisition.
To improve progress of our disadvantaged children who also have additional vulnerabilities.	90% of children who are in receipt of pupil premium and also on the SEND register will achieve at least expected progress against their SMART School Support Plan (SSP) targets each term.
	32% (26) of the PP children are also on the SEND register, including 6% who have an EHCP. 81% of SEND/PP children made progress in all their SSP targets. 93% of SEND/PP children made progress against some of their targets.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from Thrive, student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
	39% PP received individual support for emotional and well-being needs. Of those children that have received Elsa support 80% (20) made progress against their individual targets. This is in line with non-PP (80%). Of those children that have received Thrive support 67% (3) made progress against their individual targets compared to 88% non-PP. Of those children that have received Lego Therapy support 75% (8) made progress against their individual targets compared to 80% non-PP. Some mental health support can't be measured by data however progress has still been made. The positive impact has been: <ul style="list-style-type: none"> • increased understanding of their own emotions, when they are becoming dysregulated and strategies to support them • being able to share how they are feeling • improved social skills • Although not limited to solely PP the parent/carer questionnaire identified that: <ul style="list-style-type: none"> ○ 97% identified their child was happy at school ○ 98% identified their child was safe at school • <i>Enrichment outcomes in target outcome below</i>
To improve parental engagement to ensure children access enrichment opportunities.	The majority of parents and carers of disadvantaged children: <ul style="list-style-type: none"> • attend parents' consultations and where they don't they will be contacted • attend workshops and assemblies which support children's learning and assemblies which celebrate children's learning • are aware of the additional support their children are entitled to and receive • attendance at clubs and engagement with enrichment opportunities increases.

Parents' evening attendance of PP children:

- 84% Autumn term
- 83% Spring term
- Of the non-attendance 100% were contacted to arrange additional appointments on more than one occasion.

Performances:

- 86% of parents/carers attended class assemblies (KS2) and/or performances.

Extra-curricular:

- 95% of pupils attended school trips and enrichment opportunities (absences was the remaining 5%)
- 100% attended the residential
- 77% attended at least one extra-curricular club this academic year. This is in line with non-PP.
- 59% of pupils have a music lesson (available for years 3-6)