

# Pupil premium strategy statement – Greengate Junior 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	161
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs S Jackson
Pupil premium lead	Mrs S Jackson
Governor / Trustee lead	Mrs E Jamieson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,940
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£143,940

# Part A: Pupil premium strategy plan

## Statement of intent

2

Part A: Pupil premium strategy plan

Statement of intent

Greengate Junior School is located in an area of high social deprivation. Our numbers of pupils in receipt of free school meals (FSM) and pupil premium are significantly higher than the national average (25.7%), the majority of our families reside in Central Barrow. Studies have shown that the ward has a high rate of child poverty 36% and that the wider Barrow-in-Furness area scores poorly on measures of deprivation, with one report indicating it is the most deprived town in south Cumbria based on 2019 data.

Greengate Vision

We are committed to providing every child with the best possible education that meets the varying of need. We believe that every child and family should be made to feel welcome. We offer a warm and welcoming environment, we value our families and include them in all aspects of their child's learning journey. We aim to ensure that all the children feel like they belong, have the opportunities to achieve and are able to thrive.

When making decision about Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. There are also complex family situations that can prevent children from making progress. The challenges are all different.

We ensure that all teachers are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Ultimate aims:

- To narrow the attainment gap between disadvantaged and non-disadvantaged

pupils nationally and within school data

- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Y6 and go onto to succeed and make a contribution to society.

**The provision we consider making for this group includes;**

Targeted intervention to support pupils falling, or at risk of falling behind

Allocating support to each year group – academic and pastoral

Financial support to access wider opportunities

Offering a wide range of experiences and opportunities to broaden pupil’s understanding of the world.

## Challenges

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

Challenge number	Detail of challenge
1	Continued Gaps in learning / supporting all children to ensure inclusion for all.
2	Gaps in reading and phonics identified and appropriate intervention are provided.
3	Lack of parental support/engagement. Identifying parents who do not attend and offer informal coffee/ chat afternoons.
4	Attendance and punctuality issues. Review meetings termly and meetings with parents/ children to discuss issues.

## 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
All gaps in learning identified	Pupils catch up
Improved phonic score for those able to access phonics. Improved reading fluency	Increased score in fluency and end of KS2 reading score

Family intervention groups and increased use of Family Hubs.	More families accessing family Hubs
Pupils attendance and punctuality improve.	Attendance is in line with Nationals termly

## 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: £ 50,000

Activity/ outcome	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD -Phonics training. Little Wandle - Catch Up Programme</p> <p>All children who are below in Phonics are tracked and identified for Phonics catch up.</p>	<p>Little Wandle training will support staff to ensure that they are able to teach phonics effectively and be able to implement the Catch up Programme.</p>	1,2
<p>Ensure that all children are able to access the curriculum that allows progression from their starting point .</p> <p>CPD - Cusp Curriculum training. The curriculum is planned to be accessed for all. It is reviewed annually by subject leaders and curriculum leader.</p>	<p>CPD delivered by CV</p> <p>This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval. The new curriculum resources we have purchased will support teachers to plan and teach History, Geography, Science.</p> <p>The school will adopt a block teaching approach Careful planning making use of Rosenshine's principles of direct instruction aims to ensure the effective, specific teaching of essential vocabulary within the CUSP modules. Plans detail the etymology and morphology of words and suggest scaffolds to teach vocabulary.</p> <p>All lessons are planned to develop existing knowledge and skills.</p>	1
<p>Further support for children and their families led by</p>	<p>50% of our SEN children are FSM/PP 10 of which have an EHCP.</p>	1,2,3 &4

<p>safeguarding team, head and Senco</p> <p>Try to increase and offer more support for parents with their child's learning.</p>	<p>Drop in sessions (Informal) for parents advertised and hard to reach parents contacted.</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	
<p>EWO support identify and support families on plans</p>	<ul style="list-style-type: none"> <li>• <b><u>Parental engagement:</u></b></li> </ul> <p>School to identify fortnightly those children who are at risk of becoming PA. Attendance letters sent home or phone call from the head.</p> <ul style="list-style-type: none"> <li>• <b><u>Responsive interventions:</u></b></li> </ul> <p>School will have an holistic approach, identifying individual barriers to attendance and providing tailored support, such as offering mini bus to those who are struggling and who live out of catchment.</p> <ul style="list-style-type: none"> <li>• <b><u>Community and belonging:</u></b></li> </ul> <p>Building a strong school culture can improve attendance, as it helps children develop social skills, confidence, and a sense of inclusion. EWO to support families who are struggling and meet with families.</p> <ul style="list-style-type: none"> <li>• <b><u>Learning behaviors:</u></b></li> </ul> <p>WEO to Teach self-regulation and other learning behaviors can improve both academic achievement and attendance.</p>	<p>4</p>

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up tutoring for targeted groups. In school teacher &amp; STA led</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	<p>1,2</p>

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support, EISA, trained member of staff to work with identified children to support with SEMH. School counsellor (Young Lives) to work with children and families to support with a wide range of issues.</p>	<p>ELSA support is a program for Emotional Literacy Support Assistants (ELSAs), which are trained school staff members who help children with their emotional and social development. ELSAs work with pupils individually or in small groups to help them recognize and manage their feelings, build social skills, and develop coping strategies for issues like anxiety, anger, and loss.</p>	

**Total budgeted cost: £143,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<b><u>Pupil Premium Disadvantaged Results 2024/2025</u></b>				
<b>53.48% of the cohort were considered Disadvantaged</b>				
<b>Subject</b>	<b>National Exp</b>	<b>School Exp</b>	<b>National HS</b>	<b>School HS</b>
<b>Reading</b>	<b>62.3%</b>	<b>78.3%</b>	<b>33.5%</b>	<b>16.3%</b> <b>B</b>
<b>Writing</b>	<b>59.3%</b>	<b>73.9%</b>	<b>6.6%</b>	<b>B</b>
<b>Maths</b>	<b>60.5%</b>	<b>78.3%</b>	<b>21.7%</b>	<b>26.4%</b> <b>U</b>
<b>RWM Combined</b>	<b>47.5%</b>	<b>60.9%</b>	<b>8.4%</b>	<b>B</b>

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*