

Greenleys Junior School

Pupil Premium Strategy Statement – Last Edit Sept 2025



Pupil Premium Strategy Statement 2024-25 Review and 2025-26 Proposed Expenditure

This statement details our school's use of pupil premium and any recovery 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.

1. School Overview: Sept 2025

Detail	Data
School name	Greenleys Junior School
Number of pupils in school	187 (Sept 2025)
Proportion (%) of pupil premium eligible pupils	57% (Sept 2025)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	Sept 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Governing Body
Pupil premium lead	Mr M Talbot
Governor / Trustee lead	Mrs S Folkard

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£184,277 (April 2025 – March 2026)
Recovery NTP funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year (April 2025 – March 2026)	£184,277

The pupil premium grant per pupil is as follows (2024-25 figures):

Disadvantaged or Service pupils at GJS	Pupil premium per pupil
Pupils in year groups Year 3 to Year 6 recorded as 'Ever 6 Free School Meals' (FSM6)	£1,480
Looked-after Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,570
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order (PLAC)	£2,570
Pupils in year groups Year 3 to Year 6 recorded as 'Ever 6 Service Child' or in receipt of a child pension from the Ministry of Defence	£340

3. Historic Numbers vs Current Numbers

Eligibility	2022 to 2023 budget year (Oct '21 census)	2023 to 2024 budget year (Oct '22 census)	2024 to 2025 budget year (Oct '23 census)	2025 to 2026 budget year (Oct '24 census)	
Number of 'Deprivation' FSM6 pupils	114	116	119	121	
Number of looked after children	0	1	0	0	
Number of post-looked after children	7	4	9	10	
Number of service children	1	0	0	0	
Total	122	121	128	131	

4. Part A: Pupil Premium Strategy Plan 2025-26

4.1 Statement of intent:

Our ultimate objectives for disadvantaged pupils **are that they achieve at least as well, in all areas of their academic and social development, as non-disadvantaged pupils.** We will deliver this through our curriculum mission (Learning for Life) and **GIVERS** curriculum aims, creating pupils who are: **G**lobal citizens; **I**ndependent, confident learners; **V**ocabulary immersed; **E**xperience rich; **R**espectful and well-equipped for being part of their community and **S**econdary ready.

We will ensure that all our disadvantaged pupils are well fed with breakfast, lunch and healthy snacks each day. We will ensure that the pastoral care of our disadvantaged pupils is comprehensive. We will ensure that a team of additional teaching and support staff are deployed to work with disadvantaged pupils. We will continue to invest in dedicated time for our Head of School to promote and ensure excellent attendance. The aim is for pupils to keep up within their lessons not continually be catching up with others. However, we are very aware of the Covid-19 impact on disadvantaged pupils versus their non-disadvantaged peers.

4.2 Challenges:

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

Challenge Number	Detail of Challenge
1	<ul style="list-style-type: none">An exceptionally high number of disadvantaged families and pupils present with ongoing emotional and social needs
2	<ul style="list-style-type: none">Significantly high safeguarding requirements occur daily
3	<ul style="list-style-type: none">Reading, writing and maths attainment gaps (FSM6 vs Non-FSM6) have widened significantly during Covid-19 disruption
4	<ul style="list-style-type: none">A large proportion of pupils have limited vocabulary skills (speaking & reading skills) and poor early reading experiences
5	<ul style="list-style-type: none">Attendance of FSM6 pupils is lower than non-FSM6 – low attendance and persistent absence significantly impacts attainment
6	<ul style="list-style-type: none">Low parental engagement and a perceived lack of value/importance in education is evident
7	<ul style="list-style-type: none">Pupils frequently arrive hungry and not properly prepared for the demands of school
8	<ul style="list-style-type: none">Pupils often have very limited life experiences beyond the local area
9	<ul style="list-style-type: none">Pupils are often caring for younger siblings

10	<ul style="list-style-type: none"> • Gang related violence disrupts the local area
11	<ul style="list-style-type: none"> • Domestic violence/abuse cases are extremely high in the local area
12	<ul style="list-style-type: none"> • Drug and alcohol abuse in the home and surrounding area are common
13	<ul style="list-style-type: none"> • Poverty and the cost of living is significantly impacting on the quality of life
14	<ul style="list-style-type: none"> • School hopping once issues arise is evident
15	<ul style="list-style-type: none"> • House swapping is rising (which also results in a change of school)
16	<ul style="list-style-type: none"> • Homelessness is an ongoing reality for some

4.3a 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: By July 2026
Outcomes: Disadvantaged pupils close the attainment gap to their non-disadvantaged peers in end-of-year assessments in Yr6 reading, writing and maths SATs tests.	The percentage gap between FSM6 and 'National' pupils closes from July 2025 figures: <ul style="list-style-type: none"> • Reading 14% gap to National in July '25 • Writing 4% gap to National in July '25 • Maths 21% gap to National in July '25
Attendance: Disadvantaged pupils' attendance is in-line with their non-disadvantaged peers and national measures.	Whole school attendance target: 96% or higher for all groups of pupils. Attendance for FSM6 pupils is rising compared to the previous year (92.5% July '25)
Pastoral Care: Disadvantaged pupils have been well fed.	High numbers of disadvantaged pupils have accessed our free breakfast club and have taken the lunch option.
Pastoral Care: Staff have met the complex pastoral needs and demands of our disadvantaged pupils.	Pupil surveys show that disadvantaged pupils feel happy, safe and well supported at our school.
Safeguarding: Staff have met the complex safeguarding needs and demands of our disadvantaged pupils.	Analysis of safeguarding systems show rapid and robust reporting, consulting, liaising, managing and resolving of all types of safeguarding concerns.

4.3b Review of last year: July 2024 compared to July 2025

Intended outcome	Success criteria
Outcomes: Disadvantaged pupils close the attainment gap to 'National' Yr6 outcomes in end-of-year assessments in Yr6 reading, writing and maths SATs tests.	The percentage gap between FSM6 and 'National' pupils closes from July 2024 figures: <ul style="list-style-type: none"> Reading July 2024 = 13% gap to National vs Reading July 2025 = 14% gap to National Writing July 2024 = 19% gap to National vs Writing July 2025 = 4% gap to National Maths July 2024 = 12% gap to National vs Maths July 2025 = 21% gap to National
Attendance: Disadvantaged pupils' attendance is in-line with their non-disadvantaged peers and national measures.	Whole school attendance target: 96% or higher for all groups of pupils (result 93.8%) Attendance for FSM6 pupils is rising compared to previous year (91.5% July '24) (92.5% July '25)
Pastoral Care: Disadvantaged pupils have been well fed.	High numbers of disadvantaged pupils have accessed our free breakfast club and have taken the lunch option.
Pastoral Care: Staff have met the complex pastoral needs and demands of our disadvantaged pupils.	Pupil surveys show that disadvantaged pupils feel happy, safe and well supported at our school.
Safeguarding: Staff have met the complex safeguarding needs and demands of our disadvantaged pupils.	Analysis of safeguarding systems show rapid and robust reporting, consulting, liaising, managing and resolving of all types of safeguarding concerns. Safeguarding is effective

4.4 Activity in this academic year:

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2025-2026) to address the challenges listed above.

4.4a Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £66,907

Activities	Evidence that supports this approach	Challenge number(s) addressed
To train/retrain staff in the teaching resources used by GJS to ensure everyone has the best opportunities. £2,565 (57% of training budget E09) To deploy an additional 'mornings only' teacher in Yr5 to aid high quality teaching and transition from LKS2 to UKS2.	<ul style="list-style-type: none"> The Education Endowment Foundation (EEF) evidence advises: <ul style="list-style-type: none"> Approaches that support developing high-quality teaching: <ul style="list-style-type: none"> Professional development, training and support – continual development Early Career Teacher support, development and training Recruitment and retention of effective teachers. Pupil assessment and feedback: 	1. 3. 4. 8.

<p>£21,750 (62% of costs – remainder charged to SEND budget)</p> <p>To deploy an additional full-time teacher in Yr6 to aid quality teaching and transition to secondary school. £41,092 (57% of costs – remainder charged to SEND budget)</p> <p>To deploy a specialist Read, Write, Inc. teacher to continually train staff who deliver the package. £0 (Already in above)</p> <p>To invest in excellent curriculum resources to support great teaching. £1,500</p>	<ul style="list-style-type: none"> ○ Additional teachers/Leadership able to support individuals/groups with clear feedback and gather assessment information to inform teaching. ● Transition support: <ul style="list-style-type: none"> ○ The Pastoral HLTA works heavily in this area at GJS. ○ Additional Yr3 teacher (T1 & T2 am only) to support transition into GJS in Yr3. ● Historic research at GJS shows disadvantaged pupils gain from Immersive Room engagement. Pupils can be given virtual experiences to support learning. ● The Immersive Room supports great teaching. 	
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4.4b Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To facilitate a HLTA delivering a mix of 1:1/small group support and learning opportunities targeted at specific pupils. £0 (Already in above)</p> <p>To employ pastoral support hours to support children and families break through barriers to learning (including structured non-academic interventions). £33,120</p>	<ul style="list-style-type: none"> ● The EEF evidence advises: <ul style="list-style-type: none"> ● One to one and small group tuition: <ul style="list-style-type: none"> ○ 1:1 tuition beyond the school day delivered by GJS staff. ● Intervention programmes: <ul style="list-style-type: none"> ○ Read, Write, Inc. and Fresh Start. ● GJS has had pastoral support for many years. Testimonial evidence supports the continued use of funding to this area. 	<p>1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.</p>

4.4c Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £99,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide a Pastoral HLTA to break down barriers and provide excellent pastoral care/support for children and families. £0 (Costed above)</p> <p>To provide a senior (SLT1) member of staff to coordinate robust attendance monitoring and actions. £5,200 (5% of costs)</p> <p>To subsidise educational visits (by varying amounts) to reduce the voluntary contribution required. £4,000</p> <p>To provide a laptop and technical support (including access to key resources) for each disadvantaged pupil to aid learning. £6,000</p> <p>To offer a free Breakfast Club for all disadvantaged pupils. £15,000</p> <p>To pay for a free school meal for each FSM pupil who is entitled to one. £67,000</p> <p>To pay for 1x Sports Coach to deliver free after-school clubs. £2,000</p>	<ul style="list-style-type: none"> • The EEF evidence advises: <ul style="list-style-type: none"> • Supporting parents and carers <ul style="list-style-type: none"> • Pastoral HLTA • Head of School time to tackle attendance • Paying for expensive trips • Free breakfast club • Access to technology <ul style="list-style-type: none"> • Laptop for every pupil • Immersive Room • Summer support <ul style="list-style-type: none"> • Signpost to MK Summer of Fun • Extended school time: <ul style="list-style-type: none"> • Breakfast club enables additional learning time • Additional sports coach and HLTA is delivering school clubs • GJS has provided a laptop for each child for 11 years. Internal and published data supports that this initiative supports high-quality teaching and learning. It has also proven invaluable during school closure periods and forms part of our Business Continuity Plan 	<p>1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16.</p>

Total budgeted cost: £199,227 (projected £14,950 overspend)

5. Part B: Review of outcomes in the previous academic year

5.1 Year 6 SATs test data shows us that:

Attainment - taken from ASP % achieving National age-related standard

Year	2022			2023			2024			2025													
Subject & Group	Year 6 SATs - July 2022 Scaled score 100+ Cohort 50 pupils Non FSM6 (20 pupils) FSM6 (30 pupils) 60% FSM6			Year 6 SATs - July 2023 Scaled score 100+ Cohort 60 pupils Non FSM6 (31 pupils) FSM6 (29 pupils) 47% FSM6			Year 6 SATs - July 2024 Scaled score 100+ Cohort 60 pupils Non FSM6 (22 pupils) FSM6 (38 pupils) 64% FSM6			Year 6 SATs - July 2025 Scaled score 100+ Cohort 59 pupils Non FSM6 (23 pupils) FSM6 (36 pupils) 61% FSM6													
Reading	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-	School %	National All Pupils %	+/-											
Non FSM6	95%	74%	+21%	73%	73%	+0%	55%	74%	-19%	68%	75%	-8%											
GAP to FSM6	-25			-18		+6			-7														
FSM6	70%		-4%	55%		-18%	61%		-13%	61%		-14%											
School All Pupils	80%		+6%	62%		-11%	58%		-16%	63%		-%											
Writing																							
Non FSM6	80%	69%	+11%	61%	71%	-10%	55%	72%	-17%	60%	72%	-12%											
GAP to FSM6	-37			-2		-2			+8														
FSM6	43%		-26%	59%		-12%	53%		-19%	68%		-4%											
School All Pupils	58%		-11%	60%		-11%	53%		-19%	64%		-%											
Maths																							
Non FSM6	90%	71%	+19%	77%	73%	+4%	68%	73%	-5%	80%	74%	+6%											
GAP to FSM6	-27			-11		-7			-27														
FSM6	63%		-8%	66%		-7%	61%		-12%	53%		-21%											
School All Pupils	74%		+3%	72%		-1%	63%		-10%	64%		-%											

Attainment - what the table is telling us (July 2025)

- FSM6 pupils are 14% lower than National 'All Pupils' in reading. The gap between Non FSM6 and FSM6 in reading has fluctuated by 13% (+6% to -7%)
- FSM6 pupils are 4% lower than National 'All Pupils' in writing. FSM6 pupils outperformed Non-FSM6 pupils by 8%
- FSM6 pupils are 21% lower than National 'All Pupils' in maths. The gap between Non FSM6 and FSM6 in maths has widened back to 27%

Areas of focus from the table for FSM6 pupils

- Continue to raise attainment for all FSM6 pupils.

5.2 Pastoral outcomes show us that:

Last survey: Spring 2025

- 88% of the children said that they look forward to coming to school
- 81% said they liked being in school
- 95% said that school was interesting
- 96% said they liked school activities
- 98% said that they learn a lot at school

A more detailed breakdown, including the support given to those who did not feel as positive, can be found in the survey analysis document.

6. Externally provided programmes

Programme	Provider
Read, Write, Inc.	Ruth Miskin
The Write Stuff	The Training Space
Accelerated Reader	Renaissance
Star Tests	Renaissance
myON	Renaissance
White Rose Maths	White Rose Maths
Spelling	Twinkl
Dimensions 'Learning means the World'	Dimensions
3D PSHE	Dimensions
Jigsaw RE	Jigsaw
PE curriculum	Get Set 4 PE
EduKey (Safeguarding & provision mapping)	TES
Picture News	Picture News
Class Charts (Behaviour)	Class Charts