



Pupil premium strategy statement

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

School overview

Detail	Data
School name	Kippax Greenfield Primary School
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	23 pupils 16.3% of the school population
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 - 2027
Statement first published	September 2024
Statement reviewed	August 2025
Statement to be reviewed	August 2026
Statement authorised by	Aidan Sadgrove
Pupil premium lead	Rebekah Brown
Governor / Trustee lead	Sarah Mead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,050
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£41,050

Part A: Pupil premium strategy plan

Statement of intent

At Kippax Greenfield Primary School, part of the Brigshaw Learning Partnership, our mission is to provide a transformative cradle to career education that allows all pupils to enjoy lives of choice and opportunity. This mission is encapsulated through our school motto '*Growing Greatness at Greenfield*'. Our goal is that all pupils, irrespective of their background or challenges they face, make good or better progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to ensure that disadvantaged pupils are specifically supported to achieve this goal, including those who are already high attainers.

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 strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels, whilst also being 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 within the work that they're set within the classroom and at home
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We have low numbers of disadvantaged pupils so the pupil premium funding allocation does not fully cover all the aspects outlined below. The additional funding required will come from the school's budget as, implicit in the intended outcomes detailed, is the intention that outcomes for non-disadvantaged pupils will be improved alongside the progress of their disadvantaged peers.

Challenges

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

This strategy has been reviewed and updated for the 2025–2026 academic year. Following evaluation of impact in 2024–2025, key challenges remain as identified below. Adjustments have been made to reflect current cohort needs and school priorities.

Challenge number	Detail of challenge
1	Poor Punctuality and Attendance Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils', or pupils for whom have safeguarding concerns. From 2023 - 24, our attendance showed that disadvantaged pupils's attendance was 5.82% lower than non-disadvantaged pupils.
2	SEMH and Wellbeing Our safeguarding statistics, observations and pupil surveys have identified Social, Emotional and Mental Health (SEMH) issues for many pupils. These issues can be attributed to the effects of school closures and the wider restrictions as a result of the pandemic, and have a significant impact on pupils's 'readiness to learn' and behavioural issues. This impacts particularly on disadvantaged pupils and their attainment.
3	Knowledge Gap Assessments, observations, and discussions with pupils indicate under-developed writing and maths skills among many disadvantaged pupils. These are evident from KS1 through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers.
4	Cultural Capital Previous years' assessments of participation in extracurricular activities demonstrate that our disadvantaged pupils have been more affected by limited experiences beyond their home life and immediate community.
5	Parental Engagement Our engagement statistics and parent voice demonstrate that there is less parental engagement from the parents of our disadvantaged pupils.

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
1. Improved punctuality and attendance among disadvantaged pupils.	Sustained high attendance for 2025-26 demonstrated by 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 equal.
2. Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing for 2025-26 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice surveys, and parent surveys and teacher observations. Annually assess progress to make sure we are in line with our target - a significant increase in participation in extracurricular and enrichment activities, particularly among disadvantaged pupils
3. Improved writing attainment for disadvantaged pupils by the end of KS2.	KS2 writing outcomes in 2025-26 show that at least 70% of disadvantaged pupils met the expected standard.
4. Improved maths attainment for disadvantaged pupils by the end of KS2.	KS2 writing outcomes in 2025-26 show that at least 70% of disadvantaged pupils met the expected standard.
5. Increase parental engagement with school-based activities including parents' evenings and learning showcases.	Engagement statistics and parent voice indicate significantly improved parental engagement from families of disadvantaged pupils.

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve whole-school focus on awareness of and raising attainment for disadvantaged pupils by improving monitoring and intervention.</i>	EEF guide to the pupil premium	All
<i>Embed instructional coaching for all staff aligned with trust teaching and learning strategies.</i>	EEF guide to the pupil premium and EEF teaching and learning toolkit	All
<i>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</i> <i>We will fund teacher release time to embed key elements of our Common Core approach to the teaching of writing.</i>	EEF ' improving literacy in KS1 ' and ' improving literacy in KS2 '	3
<i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i> <i>We will fund teacher release time to embed key elements of our Common Core approach to the teaching of maths.</i>	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. EEF ' improving maths in the Early Years and KS1 ' and ' improving maths in KS2 '	4
<i>Improve the quality of social and emotional (SEMH) learning.</i> <i>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff.</i>	EEF social and emotional learning guide	1, 2, 5

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fortnightly speech and language provision by 'Yorkshire Speechie' speech therapist together with school-based, weekly speech and language intervention</i>	EEF oral language intervention guidance	2,3,4
<i>Phonics tuition by school-based staff based on the RWI phonics programme including 1:1 support sessions for KS1 and small group 'Fresh Start' sessions for KS2</i>	EEF small group tuition guidance	2,3

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

Budgeted cost: £10,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Funding of a 0.5 permanent learning mentor to support with SEMH needs</i>	EEF ' social and emotional learning ' guide	1, 2, 5
<i>Subsidise extra curricular clubs, visits, residential, music lessons</i>	EEF ' extending school time '	1, 2
<i>Subsidise wraparound care</i>	EEF ' extending school time '	1, 2
<i>Embedding principles of good practice set out in the DfE's 'Working Together to Improve School Attendance' document.</i>	DfE ' Working Together to Improve School Attendance ' document	All
<i>Contingency fund for acute issues</i>	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.	All

Total budgeted cost: £41,050

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes & further information

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Our internal assessments during 2024 - 25 demonstrated that the performance of disadvantaged pupils was lower compared to non-disadvantaged but that PP pupils made good progress in some key areas:

- 100% of PP pupils passed their phonics screening check. This was in-line with non-PP pupils and 33% above the attainment of PP pupils nationally.

At KS2, the percentage of PP pupils achieving the expected standard remained below non-PP pupils. Outcomes were also below the attainment of PP pupils nationally.

Our assessment of the reasons for these outcomes, particularly Year 6, points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. School closure was most detrimental to this cohort. Engagement with on-line learning was the lowest across the school and parental engagement has continued to be a barrier for these pupils. One to one and small group interventions and support were implemented, targeted at PP children who were not on track to achieve EXS. These interventions proved to be effective: progress was accelerated for these pupils as can be seen in improvements in scaled scores from September to May. However there was not enough time to translate strong progress into expected outcomes in comparison to non-PP pupils.

Our focus on developing quality first teaching has proven to be the appropriate approach to enhance progress made for PP pupils. Teaching is inclusive through strategies such as 'I do, we do, you do' approach accompanied by sharp emphasis on subject specific vocabulary and use of stem sentences. Effective use of formative assessment within lessons has focussed teaching and informed pre and post teach sessions alongside the development of Messy marking approaches and shared marking using the visualisers to prompt correction and improvements.' Implementation of standardised tests and data analysis to create Improvement Plans for classes and cohorts, with a focus on PP children, has further enhanced learning opportunities for PP pupils.

Our assessments and observations indicated that pupil wellbeing and mental health continued to be impacted last year. The investment into a whole-school SEMH approach, including the provision of a learning mentor, is therefore vital in supporting individuals and groups of pupils.

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
Maths whole-school scheme	White Rose Maths
Times Tables Rockstars and Numbots	Maths Circle
IDL Numeracy	IDL Solutions Limited
Read Write Inc Phonics programme including Fresh Start	Ruth Miskin RWI
Kinetic Letters handwriting programme	Kinetic Letters
Speech and Language support	The Yorkshire Speechie Limited
PE whole-school scheme	Primary PE Planning
DT and Computing whole-school scheme	Kapow Primary
Music whole-school scheme	Charanga (provided by Leeds Music Services)