

Pupil premium strategy statement 2026-2029

This statement details Greenway Primary School's use of pupil premium funding to help improve the attainment of our disadvantaged children.

School overview

Detail	Data
School name	Greenway Primary School
Number of children in school	223
Proportion (%) of pupil premium eligible children	6% (13 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Katharine Ellwood
Pupil premium lead	Dani Roe
Governor lead	Sheena Marsh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,620
Recovery premium funding allocation this academic year	None
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	NA

Part A: Pupil premium strategy plan

Statement of intent

At Greenway, 'the child is at the centre of everything we do'. We are passionate about all our learners. We have high expectations for all our children, socially, emotionally and academically.

High-quality teaching, effective curriculum design and adaptive teaching strategies, as well as strategic deployment of adults, to provide inclusive support is at the heart of our approach. Providing high quality teaching is given a close focus and reflects the Education Endowment Foundation's (EEF) finding that high quality teaching is the key that schools have to improve outcomes for disadvantaged children.

Our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who already attain highly.

We will consider the challenges faced by vulnerable children, such as those who have or are previously known to a social worker and young carers. The activities we have outlined in this statement, intend to support all children's needs, regardless of whether they are disadvantaged or not.

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 children excel. To ensure they are effective we will:

- ensure disadvantaged children are appropriately challenged in the work that they are set and that adults in school have high expectation and aspirations for their learning.
- act early to intervene at the point an additional barrier or potential SEND is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.
- help children to manage their feelings and behaviour for them to be emotionally and mentally in a place to learn, with increasing resilience.
- enable children to have healthy minds, positive relationships, and a positive self-image.
- ensure children have opportunities to join extra-curricular activities alongside peers who are not disadvantaged.

- ensure that staff have effective CPD so that they understand the needs of the children that they work with.

Challenges

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

Challenge number	Detail of challenge
1	Early Trauma and attachment needs All of our children who are in receipt of PPG and PPG+ have experienced early life trauma and inadequate attachment models throughout times in their lives. Most of our children in receipt of Pupil Premium Funding are Post Looked After or Looked After children (PLA/CLA) Many of these children continue to experience varying levels of anxiety, distress and dysregulation both at home and at school. Some of the social/emotional and mental health difficulties that occur can be attributed to high levels of stress and early trauma. Some children also have identified SEND and overlapping barriers to learning that impact on their academic attainment, social development and peer relationships.
2	Overlapping barriers to learning and SEND Our assessments, discussions at class reviews, and ongoing SEND analysis of needs and barriers to learning, highlight that over 50% of our children in receipt of PPG have identified SEND. Many of these children have overlapping 'barriers to learning' with SEND identified in areas of cognition and learning, communication and interaction, sensory and social emotional mental health (SEMH).
3	Experiences may be limited due to financial circumstances. Discussions with parents/carers of disadvantaged children have highlighted that 'extra-curricular' clubs and events are difficult to finance for some families.

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 wellbeing for all our children. To achieve and maintain improved mental health and wellbeing for all our children Children have secure appropriate attachments and relationship with adults in school. To ensure that children are able to access the appropriate support through: - adults are deployed appropriately to support - sensory regulation opportunities and interventions throughout the day - sensory/regulation resources - therapeutic interventions	The attendance for all children continues to be 'good'. Children feel safe and secure at Greenway Children are emotionally secure and ready to learn and access their learning from the start of the day, either independently or with the agreed and appropriate level of adult support to ensure success. Increased resilience and confidence to attempt new learning is evident from class reviews and pupil progress. Children experiencing social, emotional, and mental health difficulties and/or with trauma/distress are identified early and receive appropriate support. Children are able to identify and regulate their emotions using either adult support and/or emotional regulation tools. Children have positive and successful peer relationships. Children have positive self- image and improved wellbeing and are able to identify what is working well for them. Reduced frequency of behaviour incidents for some children in KS2 is evidenced. When an incident happens children are able to calm and return to their learning following de-escalation and appropriate support. Over time there will be a reduction in time that an individual child needs to take to return calmly to their learning.
Improved reading, writing and maths attainment among disadvantaged children.	Children' barriers to learning are identified and appropriate timely interventions put in place to accelerate progress. The gap between children who are disadvantaged and children who are not, is reduced. Disadvantaged children make the same or better progress than their peers. Children make good progress from their own starting points.

To develop children's experiences so that they can access and have the same or similar opportunities as their peers who are not disadvantaged: Children will have financial support for: • Breakfast and after school club • Equipment • Uniform • Travel • Clubs • School trips/residential	Disadvantaged children will have opportunities to attend breakfast and after school clubs and therefore develop and enhance peer relationships. All children will have breakfast before school. All children will enjoy the feeling of being part of the wider community. Through Pupil voice, parent/carer voice and views and teacher observations.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Training Staff receive regular training in the therapeutic approach through INSET, staff meetings and whole school training sessions.	A therapeutic approach to behaviour is the key ethos at Greenway. We use 'Hertfordshire Therapeutic Thinking' as a framework to support children with positive behaviour. The Hertfordshire behaviour and wellbeing strategy 'recognises that positive emotional wellbeing is an essential prerequisite to effective learning and enhances children's outcomes. School behaviour Policy 2026-2027-A therapeutic Approach to behaviour	1, 2
Whole school Refresher Attachment and Trauma training October 2026 Shared specific resources for further staff CPD.	https://www.hertfordshire.gov.uk/microsites/virtual-school/hertfordshire-virtual-school.aspx https://beaconhouse.org.uk/resources	1,2

Trauma and Attachment is a key theme at termly whole school INSET Teachers have received updates and staff meeting time to explore and implement reasonable adjustments through the use of Hertfordshire Ordinarily Available provision document/resources	https://thegrid.org.uk/send-and-additional-needs/ordinarily-available-provision	
Focus group 'Children with overlapping barriers' is a key focus for 2026-2027	School SLT and class teachers identify children for our 2026 FOCUS CHILDREN group Case studies track the impact of reasonable adjustments and provision. These children have overlapping barriers to learning including early trauma and attachment needs and or SEND/EBSNA/wellbeing and mental health or other learning needs.	
Additional staff training to support new staff at Greenway (teachers and support staff) to understand the needs of our disadvantaged children.	Through INSET and staff meetings staff will have opportunities to develop their understanding of adaptive teaching. SLT and class teachers ensure that they have the required information about the children that they work with. Information is shared between staff at key stages of transition as well as when necessary throughout the year so that adults have the most up to date information.	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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TA support on a one to one basis with disadvantaged children to provide in class and out of class learning.	Evidence states that over learning and pre-teaching consolidates children's learning over time. This helps to address gaps in children learning.	1,2
Additional reading and phonics sessions targeted at disadvantaged children Provided by specialist skilled reading teacher or other key adults	Phonics approaches have a strong evidence base with positive impact on children. As well as phonics pupil's benefit from word and comprehension work in a targeted approach. https://www.ruthmiskin.com/	1,2
Wellbeing and learning support worker	Additional wellbeing and learning support and interventions, through in class and one to one sessions for some children. Some children will have regular reassurance and time to talk throughout the week Children who are in receipt of PPG funding are prioritised for support ELSA-training will take place for key adults in Autumn term 2026 https://www.elsa-support.co.uk/	1,2,
Sensory regulation	Children will receive sensory regulation opportunities throughout the school day as required: -co-regulation time -use of sensory regulation resources are available -staff know how to offer and provide sensory breaks and regulation sessions	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counselling	Pupil's benefit from a one to one therapeutic approach with counselling sessions	1,2

	https://www.hertfordshire.gov.uk/services/schools-and-education/at-school/counselling-in-schools/counselling-in-schools.aspx	
Drawing and talking	https://drawingandtalking.com/courses/ Drawing and Talking Therapy Training is an experiential rather than theory based training programme designed for anyone working with children, young people or adults who may be suffering from trauma or poor mental health.	1,2
Protective Behaviours	https://familiesfeelingsafe.co.uk/professionals/protective-behaviours-level-1-foundation-training-course/ Children who are equipped with strategies to keep themselves safe and to manage uncomfortable situations, develop resilience.	1,2
Tooled Up Education	https://tooledupeducation.com/ Teachers and families all have access to this website, which was launched in September 2023 and continues to be accessed by parents/carers and school staff Annual update for new parents/carers at Greenway Top Tips in September.	1,2,3
Music Clubs Residential Uniform Wrap around care at school	School based evidence year on year supports that children feel part of their school community, build positive relationships with their peers and improve their social skills and confidence and engage alongside their peers who are not disadvantaged.	1,2,3

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 children in the 2026-2027 academic year.

