

Greenacres Primary Academy

Pupil Premium Strategy statement 2026-2029



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
School name	Greenacres Primary Academy
Number of pupils in school	250
Proportion (%) of pupil premium eligible pupils	60 (26%)
Academic year/years that our current pupil premium strategy plan covers	2026-27 2027-28 2028-29
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Katie Thornton
Pupil premium lead	Katie Thornton
Governor / Trustee lead	Gordon Leach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£93,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 93,000

Pupil Premium Strategy Plan

Statement of intent

At Greenacres Primary Academy, our ambition is that all pupils—regardless of their background or the challenges they may face, make strong progress and achieve highly across the curriculum. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils are supported to achieve these aims, including those who are already high attainers. This commitment to excellence for every child aligns directly with the priorities set out in our Academy Improvement Plan (AIP).

We hold consistently high expectations for every learner and are committed to providing all pupils with access to a rich, broad, and engaging curriculum. Research clearly demonstrates that high-quality teaching is the most effective way to narrow the attainment gap, while also improving outcomes for non-disadvantaged pupils. Therefore, our strategy prioritises excellent quality-first teaching, strong adult support, and high-quality resources to ensure that disadvantaged pupils make sustained progress and achieve well, while attainment for all pupils continues to rise.

Our approach is responsive and adaptive, driven by robust diagnostic assessment rather than assumptions about the impact of disadvantage. Targeted interventions and carefully selected support strategies work in harmony with classroom practice and are guided by strong evidence, particularly from the Education Endowment Foundation (EEF). Through this evidence-informed approach, we aim to secure the best possible outcomes for all learners and ensure that every child is enabled to thrive.

Our ultimate intention is to create a learning environment in which every child—disadvantaged or not—has the support, challenge, and opportunity needed to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Many of our parents lack understanding of the education system and often don't ask for help. Their lack of the English language for some often prevents them from wanting to attend events in school. Some of our mums stay at home and miss opportunities to socialise and engage fully with school.
2	The majority of our children start school without any English and many go through school without hearing high-quality English at home. Because of this, our reading attainment will always be a barrier and the chances of our children passing National Curriculum assessments in reading is low without additional, intense interventions and the opportunities for our children to access and understand rich, high-quality texts.
3	Our children with SEND often struggle to make the expected steps of progress due to their additional needs. Our children who are both disadvantaged and have SEND are a much more vulnerable group.
4	We work hard to keep on top of our attendance data and ensure all children are in school as much as possible. If we stop tracking this as rigorously, we know the attendance of our vulnerable groups will decline so this will always remain one of our priorities, especially for the most vulnerable groups.
5	Our children, in this area of high-deprivation close to the town centre of Oldham, struggle to enjoy accessing the outdoors and countryside in order to maintain a good mental health, due to over-crowded terraced housing and lack of outdoor space at home.
6	A proportion of our pupils don't have access to technology, devices or the internet at home and therefore struggle to keep up with modern learning opportunities.

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
Challenge 1 Stay and play session for the EYFS are frequent and well-attended. Family learning sessions for Years 1-6 become a regular event and are also well-attended. Parent forum meetings and coffee mornings are also regular and well-attended. Parents' confidence increases and	- We host regular stay and play sessions in EYFS - We host family learning events for every class, each half term. - We host parent workshops and parent forums - We hold regular after school clubs and open the invite to parents of the children attending. - We have a large group of mums involved in the Parents Together group

they are able to access and input on Seesaw and Google Classroom. Parents Together project continues in school to engage mums.	
Challenge 2 All pupils, including those that are disadvantaged, have continuous access to high-quality reading books and resources both at home and at school. Children attend the necessary interventions they need in order to be able to access National Curriculum tests and to read fluently and understand texts to the expected standard.	- Reading at home remains a priority across the academy. - High-quality books are available across the academy, through RWI, banded books and library books for pleasure. - The teaching of early reading is of high-quality and phonics outcomes for disadvantaged pupils are in line with non-disadvantaged pupils.
Challenge 3 Due to precision teaching for our SEND children and using the targets produced by PIVATs assessments, we aim to ensure this group can make good progress in line with their peers, particular those needing wave 2 support.	- The Principal and SENCo continue to work closely together to improve outcomes for children with SEND. - PIVATs is used as a primary assessment and target tool for all children with learning difficulties. - Principal and Vice Principal work with disadvantaged children in Year 6 for half an hour 2 x per week for maths and English
Challenge 4 All children attend school regularly and the percentage of PA remains low. Attendance for the whole academy remains high and above national averages for each vulnerable group.	- Persistent Absences for disadvantaged pupils is in line with the national average. - We provide a free breakfast club to encourage children to come to school early and this is well-attended.
Challenge 5 All children are able to access a high-quality outdoor environment which they can develop and take ownership of, on a regular basis, which means they are able to maintain a positive mental health.	- A forest schools teacher to deliver forest school provision for every child is well-used. - The forest schools teacher targets the most vulnerable children in a specialist session each week. - We regularly work with the Castleshaw centre.
Challenge 6 We are a forward-thinking school with excellent technology opportunities for blended learning.	- All classes are equipped with the very best modern technology. - Children have a blended learning curriculum where they work at home and in school. Improve attitudes and behaviours – greater motivation to learn, increased commitment to school and better classroom behaviour

Activity in this academic year

This details the outcomes we are aiming for **by the end of our current strategy plan**, to address the challenges listed above.

Challenge 1 Many of our parents lack understanding of the education system and often don't ask for help. Their lack of the English language for some often prevents them from wanting to attend events in school. Some of our mums stay at home and miss opportunities to socialise and engage fully with school.	
Activity	Evidence that supports this approach
Wider strategies (for example related to attendance, behaviour, well-being)	
1) Host parent workshops, parent forums and coffee mornings. their emotions, behaviour, and attention through consistent routines and positive role modelling. 2) Host family learning events for every class, each half term. 3) Host regular stay and play sessions in EYFS	 Education Endowment Foundation - Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement
	£5123

Challenge 2 The majority of our children start school without any English and many go through school without hearing high-quality English at home. Because of this, our reading attainment will always be a barrier and the chances of our children passing National Curriculum assessments in reading is low without additional, intense interventions and the opportunities for our children to access and understand rich, high-quality texts.	
Activity	Evidence that supports this approach
Teaching (for example CPD, recruitment and retention)	
Deliver high-quality, consistent daily systematic synthetic phonics across all classes from N-Y2. Deliver high-quality, consistent daily systematic synthetic phonics to a small group of children from Y3-Y6 (Fresh start phonics).	 Education Endowment Foundation – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics

Provide staff coaching and professional development to strengthen phonics teaching and consistency.	
Ongoing monitoring through half termly assessments to ensure early identification of pupils at risk of falling behind and intervene swiftly	
Targeted academic support (for example tutoring, one to one support, structured interventions)	
Provide targeted intervention for disadvantaged pupils below the expected standard through implementing regular 1:1 and small-group phonics tutoring focused on identified gaps	 Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition
Wider strategies (for example related to attendance, behaviour, well-being)	
High-quality books are available across the academy, through RWI, banded books and library books for pleasure.	
	£12,526

Challenge 3 Our children with SEND often struggle to make the expected steps of progress due to their additional needs. Our children who are both disadvantaged and have SEND are a much more vulnerable group.	
Activity	Evidence that supports this approach
Teaching (for example CPD, recruitment and retention)	
Principal and Vice Principal to work with disadvantaged children in Year 6 for half an hour 2 x per week for maths and English	Improving Mathematics in the Early Years and Key Stage 1 EEF Improving Mathematics in Key Stages 2 and 3 EEF Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Metacognition and self-regulation EEF
Targeted academic support (for example tutoring, one to one support, structured interventions)	
Use of LBQ in KS2 to support adaptive teaching and increase challenge for Greater Depth disadvantaged pupils.	

Termly monitoring and evaluation of interventions to assess impact and adjust provision.	
Wider strategies (for example related to attendance, behaviour, well-being)	
PIVATs will be used as a primary assessment and target tool for all children with learning difficulties. The Principal and SENDCo will continue to work closely together to improve outcomes for children with SEND.	 Education Endowment Foundation – Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition
	£55,980

Challenge 4 We work hard to keep on top of our attendance data and ensure all children are in school as much as possible. If we stop tracking this as rigorously, we know the attendance of our vulnerable groups will decline so this will always remain one of our priorities, especially for the most vulnerable groups.	
Activity	Evidence that supports this approach
Wider strategies (for example related to attendance, behaviour, well-being)	
-Employ an attendance officer to work every day with PA children. -Attendance officer has time each day to monitor figures and speak to absent families. -Provide a free breakfast club to encourage children to come to school early.	Supporting school attendance EEF The link between attendance and attainment in an assessment year
	£26,017

Challenge 5 All children are able to access a high-quality outdoor environment which they can develop and take ownership of, on a regular basis, which means they are able to maintain a positive mental health.	
Activity	Evidence that supports this approach
Wider strategies (for example related to attendance, behaviour, well-being)	

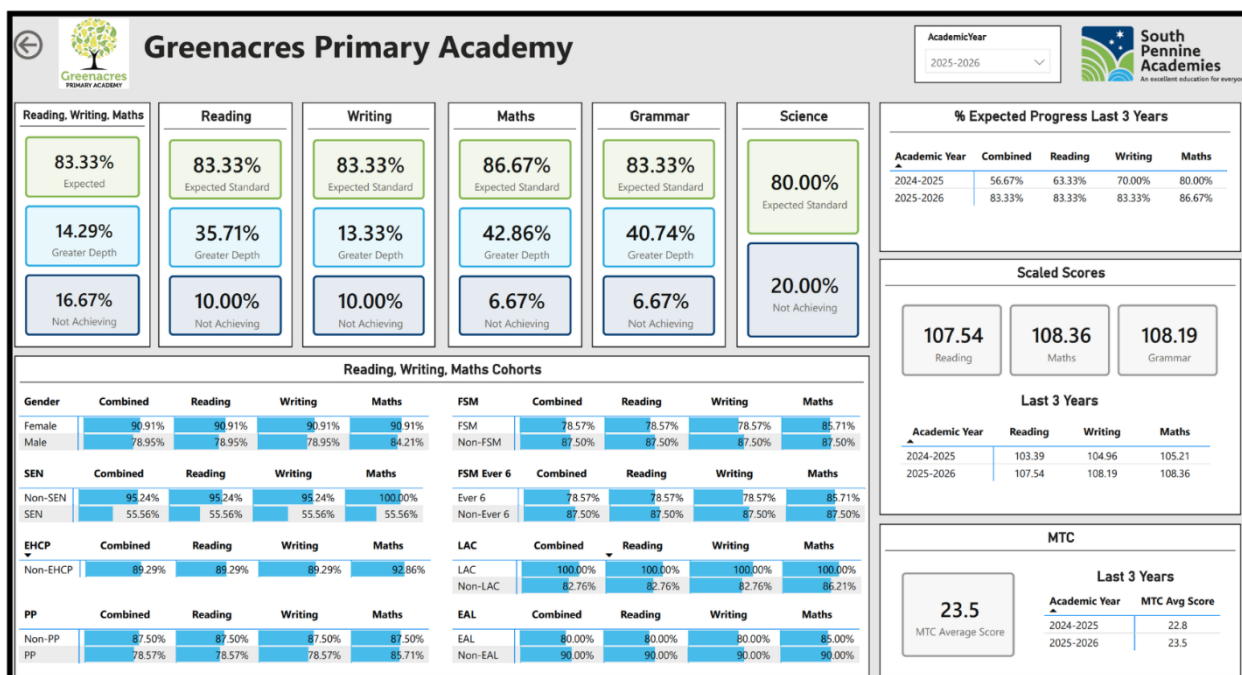
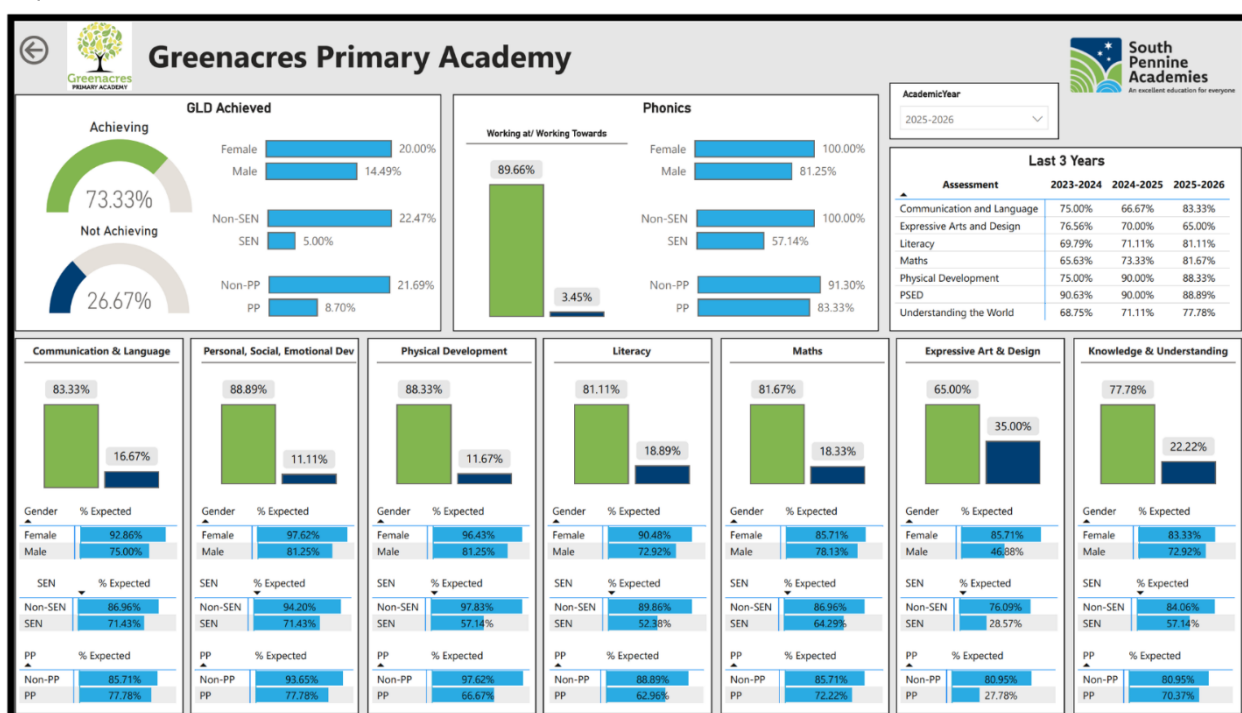
Use a forest schools teacher to deliver forest school provision for every child. Target a group of vulnerable children who are hard to reach, and engage them in a local environmental project through forest schools. Target disadvantaged children to attend trips to Castleshaw to support wellbeing.	 EEF Teaching & Learning Toolkit – Outdoor Adventure Learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning
	£12,000

Challenge 6 A proportion of our pupils don't have access to technology, devices or the internet at home and therefore struggle to keep up with modern learning opportunities.	
Activity	Evidence that supports this approach
Teaching (for example CPD, recruitment and retention)	
Provide every child with an Ipad to keep in school and enhance learning. Provide every child with access to a high quality on-line learning platform (Seesaw). Provide children with the accessibility and apps they need to access high quality adaptive teaching through the digital strategy. Staff are highly trained to deliver this digital strategy.	 Using Digital Technology to Improve Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital
	£18,646

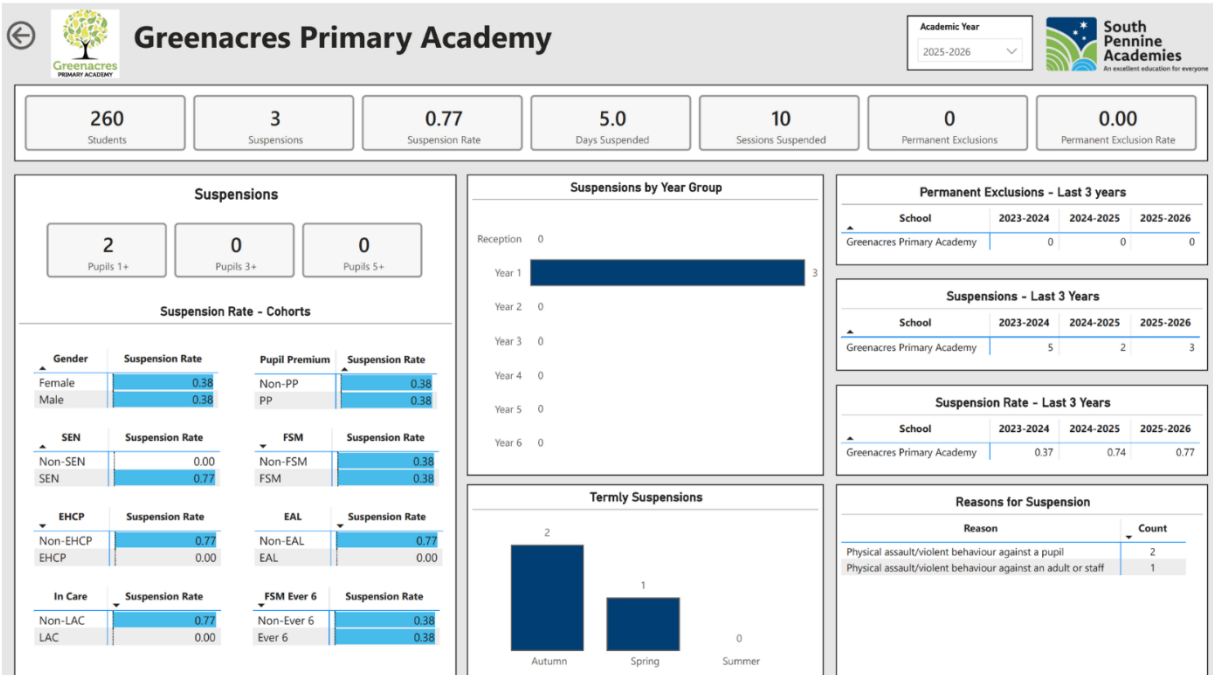
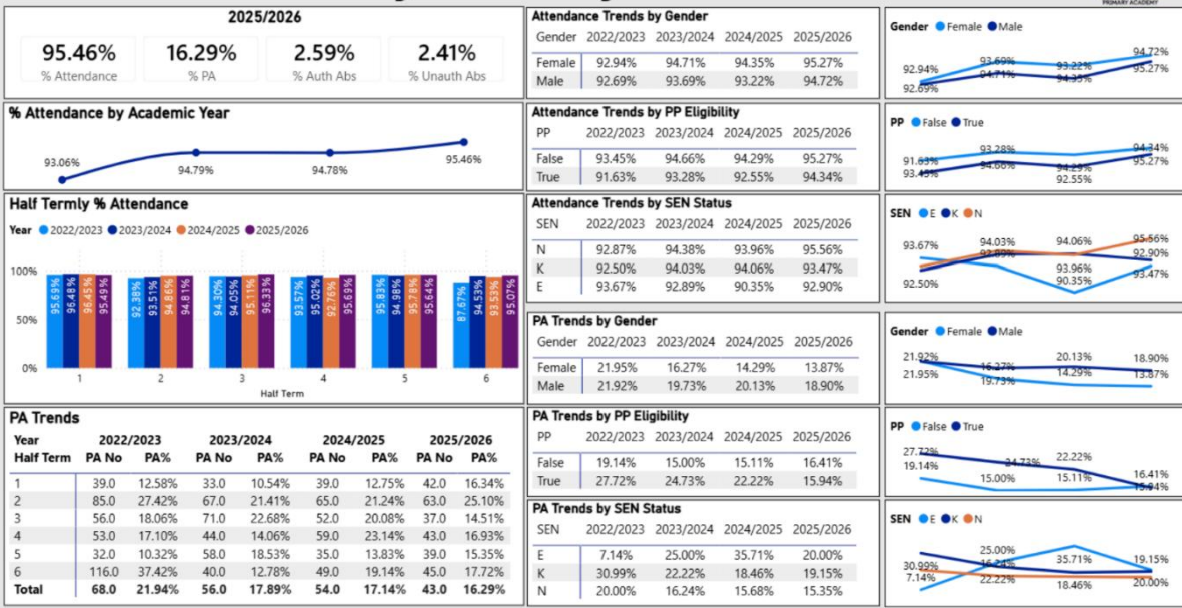
Total **£93,000**

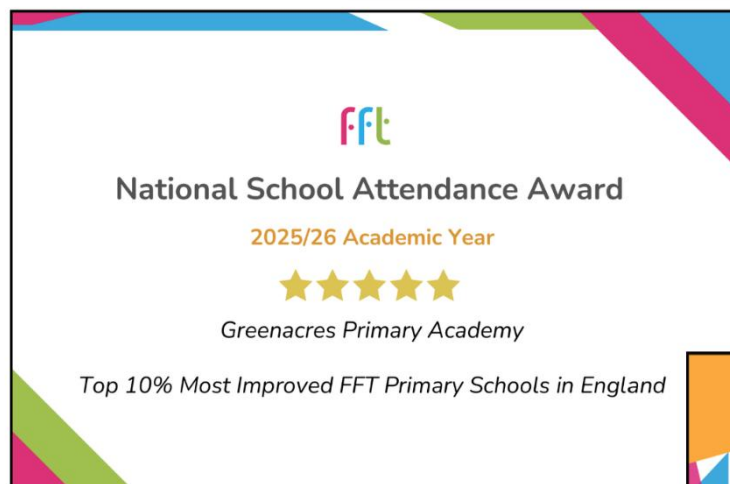
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils



Greenacres Primary Academy





**National Attendance Awards
Summer term 2026**

