



# Green Lane Primary Academy



## Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Green Lane Primary Academy
Number of pupils in school	2024/25 – 665 2025/26 - 668
Proportion (%) of pupil premium eligible pupils	2024/25 – 32% 2025/26 – 33%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jackie Walsh Head Teacher
Pupil premium lead	Jackie Walsh
Governor / Trustee lead	Jess Roberts - Pupil Premium Link Governor

## Funding Overview

Detail	Amount
Pupil premium funding allocation the academic year 2024/25	<b>£227,920</b>
Pupil premium funding for this academic year 2025/26	<b>£281,790</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for the academic year 2024/25</b>	<b>£227,920</b>
<b>Total budget for this academic year 2025/26</b>	<b>£281,790</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

This statement has been updated in 2025/6 and will be reviewed at the end of the academic year.

At Green Lane Primary Academy, our pupils are at the heart of everything we do. We have aspiration and ambition for every pupil and strive to provide the very best opportunities to enable them to achieve success.

Our intention is that all pupils, irrespective of their background or the challenges they may face, are given every opportunity to make good progress and achieve high attainment across all areas of the curriculum. Our intent is to deliver a Pupil Premium Strategy that ensures disadvantage is not a predictor of educational outcome.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils and outline in this statement the activities planned to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of this approach, with a focus on timely intervention for those pupils who require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time this 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 their disadvantaged peers.

Our strategy will be responsive to common challenges and individual needs and based on robust diagnostic assessment of individual pupils and not assumptions about the impact of disadvantage. The approaches we have planned aim to enable pupils to excel. We will:

- Ensure disadvantaged pupils are challenged in the work they are set
- 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.

To achieve these aims we will provide:

- High quality first teaching and learning
- A range of evidence-based interventions to support the learning needs of pupils

- Targeted intervention which focusses on narrowing gaps and overcoming barriers, including support for high-achieving disadvantaged pupils
- Specialist support for speech and language development, particularly in EYFS and KS1
- Specialist behavioural support for pupils with social, emotional and mental health needs
- Extra-curricular activities and enrichment opportunities

We will use findings from research (e.g. EEF, The Sutton Trust) to support our aims and use these principles to ensure our approach accurately identifies barriers faced by our disadvantaged pupils and actions are robust, impactful and cost-effective.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Since 2020, the proportion of pupils eligible for Pupil Premium has increased by over 10% to 33%.</p> <p>Assessment, observations and discussions with pupils indicate that poorer communication, language and vocabulary gaps are more apparent among disadvantaged pupils, particularly in EYFS and KS1.</p>
2	<p>Assessment, observations and discussions with pupils indicate that difficulties with phonics is more prevalent with disadvantaged pupils than their peers and this impacts negatively on Reading development.</p>
3	<p>Assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p><b>Summer 2 2024: Average Y2-Y6</b>  <b>All pupils 76.4% at Age Related Expectation</b>  <b>Disadvantaged pupils 69.6% at Age Related Expectation</b></p> <p><b>Summer 2 2025: Average Y2-Y6</b>  <b>All pupils 77.7% at Age Related Expectation</b>  <b>Disadvantaged pupils 71.8% at Age Related Expectation</b></p>
4	<p>Assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p>

	<p>Summer 2 2024: Average from Y2-Y6      All pupils 75.0% at Age Related Expectation      Disadvantaged pupils 67.7% at Age Related Expectation</p> <p>Multiplication Check Y4:      Above National (All Pupils)      Above National (PP Pupils)</p> <p>Summer 2 2025: Average from Y2-Y6      All pupils 79.6% at Age Related Expectation      Disadvantaged pupils 73.2% at Age Related Expectation</p> <p>Multiplication Check Y4:      Above National (All Pupils)      Above National (PP Pupils)</p>
5	<p>Our assessments, observations and communications with families have identified social and emotional issues with some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support continue to increase.</p>
6	<p>Our attendance data over the past 2 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils.</p> <p>In 2023/24 attendance of disadvantaged pupils (92.8%) was still lower than non-disadvantaged pupils (93.8%).</p> <p>In 2024/25 attendance of disadvantaged pupils (94.2%) was still lower than non-disadvantaged pupils (96.3%).</p> <p>This does show improvement in attendance of both groups      And continues to be a school priority and is included in the School Improvement Plan 25/26.</p>
7	<p>Data indicates that a greater percentage of disadvantaged pupils are also SEND.</p> <p>2023/45 17.0% compared to 13.4% for all pupils      2024/25 16.8% compared to 12.4% for all pupil</p>

## 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
Improved oral language skills and use of vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other evidence sources including engagement in lessons, work scrutiny and ongoing formative assessments.
Improved Reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2024/25 show that the percentage of disadvantaged pupils (73%) who achieve the Expected Standard is broadly in-line with all pupils (75%) and below non-disadvantaged pupils (81%) but close to average (non-sig).
To achieve and sustain improved wellbeing for all pupils at Green Lane, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"><li>Increased participation in enrichment activities among disadvantaged pupils</li><li>Increased engagement in learning</li><li>Qualitative data from student voice, pupil and parent surveys, teaching observations</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"><li>The overall absence rate for all pupils being no lower than 5%</li><li>The attendance gap between disadvantaged and non-disadvantaged pupils is reduced to 1%</li><li>The percentage of disadvantaged pupils who are persistently absent is below 5%.</li></ul>
To support SEND pupils in improving attainment and social and emotional outcomes	Assessments and observations indicate improved progress and qualitative data and case studies indicate high levels of inclusion.

## 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:

**2024/25 £192,920**

**2025/26 £221,858**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three additional 0.6 teachers to teach a fourth set for English and Maths in KS2 ensuring lower pupil numbers in each set.	There is evidence to indicate that smaller group sizes have a positive impact on pupil outcomes, particularly disadvantaged pupils. This enables increased opportunities for feedback and time for high quality interactions between pupils and teachers. <a href="https://educationendowmentfund.org.uk">TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</a> <a href="https://educationendowmentfund.org.uk">Sutton Trust: quality first teaching has a direct impact on pupil outcomes.</a>	1, 2, 3, 4, 7
Purchase of synthetic phonics resources to secure stronger phonics teaching for all pupils. Further staff training in Sounds Write approach.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2, 3, 7
Enhancement of our Maths teaching and curriculum planning in	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	4, 7

<p>line with DfE and EEF guidance.</p> <p>We will fund teacher release time to further embed key elements of guidance in school and to access Teaching for Mastery training through the Archimedes Maths Hub</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk/"><u>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</u></a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.educationendowmentfund.org.uk/resource/1030/improving-mathematics-in-key-stages-2-and-3"><u>Improving Mathematics in Key Stages 2 and 3</u></a></p>	
<p>Enhancement of CPD opportunities for all staff to enhance pedagogy – e.g. The Key online training.</p>	<p>Improved teacher knowledge and expertise has a direct impact on teaching and learning.</p> <p><a href="https://www.educationendowmentfund.org.uk/resource/1030/teaching-and-learning-toolkit-eef"><u>TeachingandlearningToolkit/EEF educationendowmentfund.org.uk</u></a></p>	

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

**Budgeted cost:**

**2024/25 £20,000**

**2025/26 £30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further support in Reception, Y1 and Y2.</p>	<p>There is a strong evidence base indicating that phonic strategies have a positive impact on pupil progress, particularly for those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered regularly over a period up to 12 weeks.</p> <p><a href="https://www.educationendowmentfund.org.uk/resource/1030/phonics-toolkit-strand-eef"><u>Phonics/ToolkitStrand/EEF educationendowmentfund.org.uk</u></a></p>	<p>1, 2, 3, 4, 7</p>
<p>Additional Reading and Phonics sessions targeted at</p>	<p>Small group support targeted at specific needs and knowledge gaps can be an</p>	<p>1, 2, 3, 4, 7</p>

disadvantaged pupils who require support in Y1 and Y2.	effective method to support low attaining pupils of those falling behind. <a href="#">SmallGroupTuition/ToolkitStrand/EEF</a>	
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## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

### **Budgeted cost:**

**2024/25 £15,000**

**2025/26 £29,932**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Therapeutic intervention for disadvantaged pupils who require support with mental health and well-being	Individual, targeted support to address social, emotional and behavioural issues which impact on learning. External provision for identified pupils.  <a href="#">SocialandEmotionalLearning/ToolkitStrand/EEF</a>	5
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.  Targeted support for pupils and families will be implemented to improve and sustain attendance. This will be provided by a new external Attendance Officer and our DHT/Pastoral Lead.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools, 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

<p>Access to high quality educational opportunities beyond the classroom. This will include clubs, activities after school and residential visits.</p>	<p>These experiences have a significant impact on the social skills, self-esteem and confidence of our children and this has a positive impact on learning in the classroom.</p>	<p>5</p>
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**Total budgeted cost:**

**2024/25 £227,920**

**2025/26 £281,790**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### Outcomes 24/25

End of year outcomes at Age Related Expectation demonstrate that progress is improving, particularly at KS2.

Year	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
Rec	61.5%	72.2%	57.7%	68.4%	61.5%	73.4%
Y1	80.0%	83.8%	80.0%	82.4%	75.0%	73.4%
Y2	77.4%	76.1%	74.2%	71.6%	75.0%	77.9%
Y3	67.7%	77.8%	61.3%	74.4%	64.5%	78.9%
Y4	66.7%	80.0%	71.8%	83.3%	71.8%	83.3%
Y5	85.7%	82.6%	85.7%	84.9%	89.3%	87.2%
Y6	73%	78%	80%	82%	83%	82%

In some year groups, outcomes for Pupil Premium pupils were lower than All pupils but broadly in-line in others: subjects also varied. Outcomes were generally cohort specific.

As previously, continued support through the Pupil Premium allocation enabled smaller class/set sizes and staff support to ensure all pupils' needs were addressed. Carefully targeted and timely interventions were a key feature of this approach.

KS2 Outcomes for PP pupils in Reading, Writing, Maths and Combined RWM in 23/24 were lower than national benchmarks: this was a focus for improvement in 24/25.

Improvements were made in all subjects and particularly in Maths where PP pupils outperformed All pupils.

#### Phonics and Early Reading

Phonics and Early reading continued to be targeted throughout the year and continued to be a key focus of work in EYFS and KS1.

Pupils were targeted for additional support which was delivered in small group interventions. The Phonic Check was carried out in Summer 25 for all Y1 pupils and those in Y2 who did not pass in the previous year.

Phonics	PP Pupils	All Pupils
Y1 Summer25	81.0%	86.0%
Y2 Summer25	83.3%	80.0%

Phonics outcomes improved on the previous year and were above national benchmarks for Pupil Premium pupils and All pupils.

### **EYFS Language and Communication**

Pupils entering EYFS had starting points well below National and therefore the focus on developing Language and Communication continued to be a priority.

NELI (Nuffield Early Language Intervention) continued to be used to provide additional support in small groups. Strategies to develop language and communication were embedded in all teaching and learning opportunities to address the increasingly low starting points.

### **Attendance**

**This is part of a Trust-wide priority and strategies to improve attendance are part of the School Improvement Plan 25/26.**

Strategies to improve attendance were a key priority throughout 24/25. Initiatives to improve attendance and punctuality were implemented and parents were kept up to date with regular newsletters and targeted information.

A review of the monitoring and support process was undertaken and the decision was made to appoint a new Attendance Team for 2025/26 to provide greater support and capacity to impact improvement.

Attendance	2024/25
Reception	90.7%
Y1	93.6%
Y2	94.5%
Y3	93.5%
Y4	94.3%
Y5	94.3%
Y6	94.2%
Average	93.9%

## **Social and Emotional Support**

An increased number of children were supported by the Bungalow Project, Educational Psychologist and Pastoral Lead in 24/25. Additional support has been provided by Relax Kids and the NHS funded programme delivered by the Mental Health Support Team.