

Pupil premium strategy statement – *Green Park Primary and Nursery School*

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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
Number of pupils in school	238
Proportion (%) of pupil premium eligible pupils	11/248 = 5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/26 - 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Maria Burns
Pupil premium lead	Maria Burns
Governor / Trustee lead	Chris Anderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20810
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20810

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, 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 pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach as this is proven to have the greatest impact on all pupils and is the greatest tool we possess in focusing on high expectations for attainment and progress. Closing the disadvantage attainment gap will at the same time 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 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 pupils excel. To ensure they are effective we will:

- 1 ensure disadvantaged pupils are challenged in the work that they're set
- 2 act early to intervene at the point need is identified
- 3 adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts their development as readers and leads to some children leaving primary school not being at the expected standard.
2	Assessments indicate that maths attainment among our disadvantaged pupils is below that of non-disadvantaged pupils. Disadvantaged pupils will require

	additional support to ensure attainment in maths is maintained to achieve the expected standard in line with their prior attainment.
3	Baseline data shows there is an increasing number of children (including those experiencing disadvantage) starting school not ready to learn and we need to ensure everyone has the best start in life and increase the number of children achieving Good Levels of Development (GLD).
4	Pupils' emotional and social vulnerabilities impact on their readiness to learn and can impact on ability to achieve age related expectations. Some children will have experienced trauma which can prevent them from engaging with learning. For some disadvantaged pupils, the lack of enrichment opportunities impact on the pupils' aspirations.
5	Prior attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils a large proportion of PP children are identified as PAs (persistent absentees)

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 improve outcomes in reading and writing through high-quality teaching and literature	<ol style="list-style-type: none"> 1. Outcomes in reading improve, so that the percentage of children achieving expected and greater depth in KS2 rises above national average. 2. Consistent planning, pedagogy, and assessment strengthen progress in reading and writing, with clear evidence of improved fluency, accuracy, and independence. 3. Staff identify and address spelling, punctuation, and handwriting errors with greater precision, and regular moderation confirms secure and accurate teacher assessment across the school.
To improve teaching and learning of maths through a mastery approach and raise outcomes.	<ol style="list-style-type: none"> 1. Teachers apply mastery principles confidently, so that lessons are coherent and accessible for all children. 2. Mastering Number strategies are embedded, so that number fluency improves across EYFS and KS1, and supports targeted intervention in KS2. 3. Engagement with the Maths Hub leads to clear developments in practice, which are shared across the staff team and reflected in improved outcomes
To increase number of children achieving GLD through creating an evidence base of effective practice through focused and tailored approaches	<ol style="list-style-type: none"> 1. Improve knowledge and understanding of early years curriculum, pedagogy and assessment and enhance the ability of senior

	<p>leaders to ensure and assure the quality of early years provision.</p> <p>2. Explore and define values and aspirations for children with an understanding of the needs of children within the EYFS provision and the ability to articulate this.</p> <p>3. Reflect on the current curriculum and identify meaningful 'content' that ensures curriculum progression which will accumulate and deepen appropriate knowledge, skills and learning behaviours.</p> <p>4. Explore and develop a rich pedagogical repertoire that defines appropriate and effective approaches to deliver the curriculum</p> <p>5. Increase % of children achieving GDS to above national average</p>
To embed a culture of high challenge, high support through the Inclusive Learning Cultures Programme	<p>1. Staff engage confidently with research-informed, relational, restorative, and trauma-informed practices, and apply these within daily routines.</p> <p>2. Staff reflect on the school context, and implement practices that align with core values and support inclusion.</p> <p>3. A culture of high challenge and high support becomes embedded across the school, and is evident in interactions, expectations, and processes.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <p>1. The overall absence rate for all pupils being no more than 4%</p> <p>2. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£4017.34**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff to ensure consistency in phonics teaching and implementing the new systematic synthetic phonics programme. All staff to complete regular CPD through Little Wandle online.	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: Phonics Toolkit Strand Education Endowment Foundation EEF https://www.littlewandlelettersandsounds.org.uk/	1
Enhancement of teaching of reading, writing and spelling through Read to Write Programme and EDSHED	https://www.literacycounts.co.uk/ready-steady-literacy-school-success-case-studies-testimonials Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning. The carefully selected word lists and engaging activities provide opportunities to incorporate phonics and meaning to strengthen spelling skills and build vocabulary acquisition.	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Mastery Readiness and Mastering Number for Reception to Y5 and a pilot programme in Nursery).	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: https://www.ncetm.org.uk/maths-hubs-projects/mastering-number The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 https://www.ncetm.org.uk/classroom-resources/cp-curriculum-prioritisation-in-primary-maths/	2

Purchase of NFER and maths.co.uk standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2,
Provide continuous CPD through Moving The Box project that supports EYFS provision through developing a focused and tailored approach to offer equity to children in the early years, particularly with those experiencing disadvantage, and achieve increases in the number of children achieving GLD	Moving the Box NEW PROJECT.pdf	3

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

Budgeted cost: **£18,664.14**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading sessions targeted at disadvantaged pupils who require further phonics support.	DreamBox Reading Plus personalises instruction based on an in-product assessment, InSight, and a complete suite of powerful and actionable reports. The InSight Assessment is a fast and effective way to determine pupils' reading proficiency and ensure they are on the best learning path to success. It provides a clear, comprehensive picture of pupils' skills and abilities across silent reading fluency, comprehension, vocabulary and motivation. Pupil premium students using Reading Plus make 97% more progress than those not using Reading Plus. https://www.discoveryeducation.co.uk/resources/primary/dreambox-reading	1
TA deployment and interventions.	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.	1, 2, 3

	<p>The EEF guidance report on Making Best Use of Teaching Assistants EEF includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on Teaching Assistant Interventions EEF</p> <p>TAs deliver programmes such as Little Wandle Phonics and additional reading, Early Fluency, Reading and Writing Programme, booster sessions.</p>	
<p>Improve the provision for EHWP of all children Approaches will be embedded into routine educational practices and supported by professional development and training for staff. TAs trained in delivery of EHWP interventions: ELSA Drawing & Talking Lego therapy. Bespoke sessions EBSA</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) https://drawingandtalking.com/ https://www.elsa-support.co.uk/</p>	4

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

Budgeted cost: **£1550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusive Learning Cultures Programme	Through an intensive six day development course and a one-day school visit, leaders will engage with research informed relational, restorative and trauma informed practices. They will use this, and a design framework, to critically reflect on their own setting, in order to implement value-aligned practice. Moving from closed system thinking to open system thinking, this programme will equip leaders with the tools they need to embed a culture of high challenge, high support. As well as this, it will set the conditions for a network of peers to emerge and support the long-term sustainability of relational and restorative practices, with a	4

	<p>trauma-informed lens.</p> <p>Leading Inclusive Cultures info.pdf</p>	
<p>High quality social and emotional learning embedded in school ethos, the curriculum and explicitly taught in PSHE lessons. Teaching assistants deliver carefully planned and specific social and emotional interventions based on pupils' needs.</p>	<p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The Science-Based Movement Growing Happy, Resilient Minds. Founded to give every child the best start in life, myHappymind is the award-winning NHS-backed wellbeing movement teaching the science of the brain and the habits for resilience and confidence, helping children, teens, schools, and families to thrive together. We don't just teach wellbeing. myHappymind builds strong minds for life." MYH is commissioned by the NHS. This means that the NHS pays for 100% of our programme in some schools — all because myHappymind has such a big impact on the children and staff and reduces CAMHS referrals significantly.</p>	4
<p>Attend termly attendance briefings form SIL and work closely with LA partner to improve attendance.</p> <p>Clear attendance policy in place which is consistently applied.</p> <p>Rewards for high attendance and most improved. Attendance monitoring and support plans implemented when required. Increased family communication for those pupils identified with attendance concerns.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Subsidised costs for Breakfast Club, After school Clubs, Trips and curriculum enhancements</p>	<p>For some disadvantaged pupils, the lack of enrichment opportunities impact on the pupils' aspirations.</p>	4

Total budgeted cost: £24,231.48 so overspent by £3421

Outcomes for disadvantaged pupils

KS2 SATs Results:

In July 2025, one Y6 child was pupil premium.

0% of Y6 PP children achieved EXS in Reading SATS 2025.

100% of Y6 PP children achieved EXS in Writing SATS 2025.

0% of Y6 PP children achieved EXS in SPAG SATS 2025.

0% of Y6 PP children achieved EXS in Maths SATS 2025.

These figures are difficult to compare due to the small number of pupils.

Little Wandle:

Phonics results: Year 1 June 2025 - 68% of Y1 and 97% of Y2 passed phonics screening.

One Y1 child was PP and did not pass PSC.

Two Y2 children were PP and 100% passed their PSC.

TA support: Specific programmes delivered:

Early Fluency - Y1

Little Wandle Phonics Catch Up Sessions in Years 1, 2 and lower ks2.

EHWB

Pupil premium was able to improve the provision for EHWB of all children. We employed an ELSA (Emotional Literacy Support) one day a week to deliver interventions to children and trained her up in EBSA (Emotional Based School Avoidance).

PLAY THERAPY

Our Play Therapist carried out weekly sessions with one pupil premium children. Play is vital to every child's social, emotional, cognitive, physical, creative and language development. It helps make learning concrete. In these weekly sessions, the child learned to understand more about their own feelings and thoughts. Sometimes they re-enacted or play out traumatic or difficult life experiences in order to make sense of their past and cope better with their future. The child also learned to manage relationships and conflicts in more appropriate ways. The outcomes of Play Therapy were a reduction in anxiety and raised self-esteem and showed improved relations with family and friends.

Gap analysis - testing:

Standardised assessments undertaken with all PP children to identify gaps in learning and ensure intervention is in place. These provided reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.

Attendance

Attendance for disadvantaged pupils continues to be a challenge for certain families.

Intervention and support continues to be targeted to improve the attendance rates and remains a priority. Attendance remains a high priority for this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.