

Pupil premium strategy statement – Green End Primary

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	488
Proportion (%) of pupil premium eligible pupils	49.5%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	10/7/25
Statement authorised by	Lisa Vyas
Pupil premium lead	Jeff Harriott
Governor / Trustee lead	Sarah Marshall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,260
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>	£293,260

Part A: Pupil premium strategy plan

Statement of intent

The intent for our Pupil Premium strategy is that our children from a disadvantaged background will close the gap on their peers and reach their potential. We have identified areas of challenge and will target these to support our children to close the gap with their peers both emotionally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Academic performance On entry to Nursery our disadvantaged pupils arrive below or well below age related expectations compared to other pupils. This gap results in children being significantly behind their peers academically and as a result, reaching their potential is significantly more challenging. This has also been seen nationally.
2	Reading On entry assessments into school show that children begin with their access to books and early reading ability significantly behind their peers. This results in a significant gap between disadvantaged children and their peers on reading attainment. This has also been shown nationally.
3	Attendance Attendance is always a key component for children achieving to their capabilities. Internal and national data shows attendance of disadvantaged children to be lower than that of their peers. This then results in missed learning opportunities, creating further gaps in academic performance. The role of the attendance worker and the parental support worker are vital in this.
4	Missed enrichment opportunity Children from disadvantaged backgrounds have often had less enrichment opportunities than their peers outside of school. This has resulted in children not having the range of language and experience to support their oral development and their academic achievement, resulting in them falling further behind. With the cost-of-living crisis, we are seeing a further gap between disadvantaged children and their peers of their opportunities to access enrichment opportunities outside of school.

5	<p>Parent engagement</p> <p>Parent engagement to support children achieve effectively can be a challenge. We have identified that parent engagement with some of our disadvantaged children to be lower than their peers. This results in the support from home for their academic achievement to be lower than that of their peers.</p> <p>Cost of living is having a large impact on our families. Families are struggling to find the correct support to ensure that they have a home environment for the children to have their needs met.</p>
6	<p>Range of need within the classroom</p> <p>Supporting staff to ensure that classroom practice is inclusive through training to understand and have strategies to support children with ASD, ADD and ACES, to ensure they reach their potential.</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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <p>The overall absence rate for all pupils</p> <p>Matching national averages and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</p>
Improved maths, reading and writing attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes to show that the outcomes for disadvantaged pupils are in line with their peers for the expected standard in maths, reading and writing.
Increased parental engagement	<p>Increased participation in children's learning at home.</p> <p>Families supported effectively with cost-of-living support.</p> <p>Families clear on where they can find support both in school and out of school.</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

Budgeted cost: £159,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional year 6 teacher to create smaller class	<p>This is an approach we have done for several years. Staff feedback reports they have a far greater knowledge of individual children’s needs, strengths and areas for development. They report they have more time to support children effectively; they have more time to support children pastorally, including being able to target the emotional wellbeing of year 6 children to support them throughout the preparation for SATs and through the transition into high school. Teachers have also reported they have more ability to cover the whole curriculum. SATS results have shown that our pupil premium has consistently closed the gap on their national peers. Year 6 teachers also report the workload is more manageable and therefore are happy to stay in year 6. This has also supported the children’s wellbeing and transition to high school; through developing new relationships and with lower class numbers the teachers able to more effectively support the children’s emotional needs, both throughout SATs and transition to high school. Pupil voice have shown that this has added to the children’s confidence and reduced anxiety.</p>	1, 2
Large contribution towards the cost of KS2 Teaching Assistants – Year 3,4,5 to support English and maths delivery including in class support, challenge and targeting	<p>This approach has been taken in the previous year as a result we have seen that the teacher and the TA have been able to target pupil premium children, allowing them to build confidence, develop fluency and apply knowledge. The internal data has shown impressive progress from starting points and a closing of the gap between the disadvantaged children and their peers. Lesson observations have shown that teaching</p>	1, 2

	<p>assistants allow teachers to adapt teaching effectively to the needs of the children in class.</p> <p>Teaching assistant interventions EEF (education endowment fund.org.uk)</p>	
ASD, ADD and ACES training	<p>Developing staff knowledge of ASD, ADD and ACES to support teacher knowledge to effectively support both mental and academic progress.</p> <p>EEF- Effective Professional development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	6

Targeted academic support

Budgeted cost: £97,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS / KS1 /KS2 - reading</p> <p>Teaching Assistants Reading teaching assistants to ensure every child in Reception and KS1 is heard read twice a week, with pupil premium children having an additional reading slot. KS2 pupil premium children are also listened to read twice a week.</p>	<p>The Reading Teaching Assistants model means that disadvantaged children are heard read several times a week. This has shown to make a significant difference to reading progress and attainment for these children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE.</p> <p>Reading Comprehension strategies EEF (education endowment foundation.org.uk)</p>	1,2
<p>Speech and Language TA</p>	<p>Teaching assistant to target speech and language provision across the school through assessment, intervention and supporting staff to develop provision within the classroom. We have seen over a number of years that children come into school with a number of speech and language needs. This approach has allowed these children to bridge the gap to their peers.</p>	

Wider strategies

Budgeted cost: £35,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent support for target disadvantaged families, PSA 4 days a week</p>	<p>The PSA supports specific disadvantaged families and through the high level of skill that she brings to the role is able to support the provision and improve outcomes for these children and families. Her remit includes supporting financially, with parenting techniques, with housing issues and with wider agency support. Families who she supports gain huge benefit from her involvement and the measures of impact: stability, welfare, attendance etc are all demonstrably improved.</p> <p>Parental engagement EEF_ (educationendowmentfund.org.uk)</p>	<p>5</p>
<p>Attendance support and challenge for targeted families 2 days a week through an Attendance Support Worker. Targeted monitoring of key families.</p>	<p>Intensive targeted work from the Attendance Support Worker has resulted in better attendance for families including those who are PP. Internal case studies have shown that when support is in place and parents are challenged the attendance of targeted children improves. We have also seen our attendance percentages are now better than national percentages and that our pupil premium children have improved percentages on previous years.</p>	<p>3</p>
<p>Enrichment opportunities through Children's Charter ensures that all children leave our schools with a minimum number of key experiences – fully funded.</p> <p>Opportunities to build confidence, independence, improve risk taking and develop</p>	<p>Our Children's Charter is a vision that aims to extend children's horizons and experiences so that by the time they leave our schools they will have experienced trips in each year group which include natural world experience: farm, forest, seaside, countryside etc alongside cultural and arts events: live orchestra, theatre and sporting events.</p> <p>This is an incredibly valued and impactful initiative and gives the children such memorable experiences that stay with them and really do broaden perspectives. These experiences have shown an increased ability for the children to be able to contextualise their learning and as a result develop a greater vocabulary which in turn</p>	<p>4</p>

<p>vocabulary are given through subsidised residential visits in year 4 and 6.</p>	<p>impacts on their ability to develop both their reading and writing.</p> <p>Pupils cite residential as their most significant memory of school and demonstrate significant impact on such a wide range, from physical, emotional and academic.</p>	
<p>Music tuition</p>	<p>Over several years, the development of knowledge, skills and success within music has shown that children’s engagement in learning improves, attendance improves, and mental health improves resulting in children reaching their potential. These are activities that children have little access to outside of school. We have seen that a number of these children continue with music into high school.</p>	<p>4</p>

Total budgeted cost: £293,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Sustained high attendance

Targeted support of families has resulted in an improvement in attendance rates in the academic year 2023/24. We have seen the overall attendance rates improving past national rates and the gap between pupil premium and non-pupil premium closing on the previous year.

Absence

Pupil premium	Whole cohort	Local all	National same ('23)	National all ('23)
6.3	5.07	5.81	8.3	5.90

Persistent absence

Pupil premium	Whole cohort	Local all	National same ('23)	National all ('23)
21.1	13.73	16.56	28.0	16.20

Attainment outcomes

Phonics – Y1

2024 outcomes for achieving expected phonics standards show that pupil premium children far exceeded their national pupil premium peers and match their national non-pupil premium peers. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
84.4	89.8	83.4	68.3	75.4

KS2 maths outcomes

2024 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are well above both their national pupil premium peers and their national non-pupil premium peers. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
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90	88	79	59	73
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KS2 reading outcomes

2024 outcomes for meeting the expected standard in reading show that the disadvantaged pupils are performing well above disadvantaged pupils nationally and in-line with their non-pupil premium peers. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
79	81	79	62	74

KS2 writing outcomes

2024 outcomes for meeting the expected standard in writing show that the disadvantaged pupils are well above both disadvantaged pupils and non-disadvantaged pupils nationally. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
86	88	78	58	72

KS2 RWM combined outcomes

2024 outcomes for meeting the expected standard as a combined measure of all 3 subjects show that the disadvantaged pupils are well above disadvantaged pupils and above non-disadvantaged pupils nationally. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
72	77	67	45	61

Parental Engagement

Parent voice activities have shown the barriers from the pandemic have been overcome, through increased access to school. Previous work with parents such as in school parent's evenings, attendance to assemblies and parental workshops continued to be re-

established throughout the year, with increased numbers resulting in an increase in parent participation in their child's learning.

Targeted work by the PSA in terms of emotional support and financial facilitation continues to have a positive impact on the parents' ability to support their children. Targeted parents can identify where they can find support both in school and out of school.