

# Pupil premium strategy statement – Green Meadow Primary 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	412
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2026 2026-2027 2027-2028
Date this statement was published	09.12.25
Date on which it will be reviewed	09.12.28
Statement authorised by	Kate Cross
Pupil premium lead	Kate Cross
Governor / Trustee lead	Louise O'Brien

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,000.85
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£256,000.85

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is for all pupils to achieve high attainment and to make at least good progress in all areas of the curriculum, regardless of their background or barriers to learning, thus closing the gap between disadvantaged pupils and all other pupils.

We consider the challenges faced by all vulnerable pupils and support their needs irrespective of whether they are disadvantaged or not.

At the heart of our approach is the embedding of quality first teaching in all subjects. Evidence suggests that high quality first teaching has the greatest impact on closing the achievement gap. This will therefore benefit all of the children, with the focus on disadvantaged pupils attaining as well as all other pupils and that this attainment is sustained and improved upon year-on-year.

Our Pupil Premium Strategy is a key part of our wider approach to education for all disadvantaged pupils.

Our approach is based on robust and accurate assessment of individual need. Our approaches to closing the gap compliment each other and are integral to our whole school development plan. To be successful we will:

- Ensure learning is well-matched to the needs of individual child
- Employ early intervention to ensure needs are identified and met
- Raise expectations through a culture of high expectation where all staff take responsibility for outcomes for disadvantaged pupils and high standards of achievement

### Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to reception, particularly with literacy and communication skills. Many children enter reception below age-related expectations.
2	MAT disadvantaged review, assessments, observations and discussions with children show stronger staff AfL could further impact on attainment and progress of disadvantaged pupils.

3	MAT disadvantaged review, assessments, observations and discussions with children show weak disciplinary knowledge in foundation subjects.
4	MAT disadvantaged review shows that pupils have low cultural capital.
5	School attendance and punctuality.

## 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 oracy skills and vocabulary of disadvantaged pupils.	Improved oracy skills and vocabulary of disadvantaged pupils. There is a significant improvement in oracy for disadvantaged pupils along with a significant improvement in the range of vocabulary used for all forms of communication. Children are able to communicate their learning in depth. This is evident across the curriculum when triangulated with other sources of evidence, including engagement, book scrutiny and ongoing formative assessment
Improved reading attainment of disadvantaged pupils.	Improved reading attainment of disadvantaged pupils. 100% of children are fluent readers at the end of KS1. Attainment for disadvantaged pupils in reading at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2025/2026, the gap between disadvantaged pupils and all other pupils has closed.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Improved maths attainment for disadvantaged pupils at the end of KS2. Attainment for disadvantaged pupils in maths at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2025/2026, the

	gap between disadvantaged pupils and all other pupils has closed.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Attainment for disadvantaged pupils in writing at the end of KS2 is higher than national data for ARE and GD and in line with all other pupils. By 2025/2026, the gap between disadvantaged pupils and all other pupils has closed.

## 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: £ 200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed high quality teaching in all year groups for all subjects by providing bespoke CPG for all teaching staff based on pedagogical research. As part of this, we will focus on enhancing feedback, assessment, disciplinary knowledge in foundation subjects and scaffolding.</p> <p>CPG focus on disciplinary knowledge in</p>	<p>There is strong evidence that quality first teaching is pivotal in improving children's outcomes through narrowing the disadvantage gap. Research shows that promoting effective professional development improves classroom practice and pupils outcomes. High quality first teaching has the greatest impact on closing the gap between disadvantaged pupils and all other pupils. There is strong evidence to indicate that high quality feedback has a significant impact on progress and attainment of all pupils. <a href="#">Feedback   EEF</a></p> <p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	1,2,3,4

<p>foundation subjects and habits of mind</p> <p>Use of release time to support paired teaching.</p> <p>Coaching for all teachers.</p> <p>Planning clinics.</p>		
<p>Enhance children's metacognition and self-regulation skills using the EEF metacognition and self-regulation toolkit.</p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practice and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenge themselves in the future.</p> <p><a href="#">Metacognition and Self-regulated Learning   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: £36,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional 1-1 daily reading sessions targeted at the bottom 20% of readers in all year groups. BRP for</p>	<p>Regular reading on a 1-1 has a strong impact on reading and leads to rapid and sustained progress for all readers. "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils"</p>	<p>1,2,3,4</p>

identified children led by non-class based TAs	success." - DFE The reading framework <a href="https://educationendowmentfoundation.org.uk/Small-group-tuition/">Small group tuition   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions/">Teaching Assistant Interventions   EEF</a> <a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions/">(educationendowmentfoundation.org.uk)</a>	
Additional 1:1 phonics tuition targeted at pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/Phonics/">Phonics   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/Phonics/">(educationendowmentfoundation.org.uk)</a>	1,2,3,4

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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further enhance TIASS and behaviour training with whole staff. Provide pastoral lead with ELSA training.  Enhance the provision in OPAL to develop further opportunities	This targeted intervention impacts positive on pupil wellbeing and resilience: <a href="https://www.birminghameducationsupportservices.co.uk/">https://www.birminghameducationsupportservices.co.uk/</a>  <a href="#">Home - Outdoor Play And Learning</a>	3,4

<p>for social interaction.</p> <p>Provide training for two staff members to become dog mentors.</p>		
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and also fund the learning mentor to provide compensatory teaching for children who have missed learning through absence. Embed the MAT strategy for improving school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	4,5

**Total budgeted cost: £ 256,000**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium strategy had on pupils in the 2022-2023 academic year.														
Aim	Outcome	Evaluation												
To improve the oracy skills and vocabulary of our disadvantaged pupils.	<p>Data and observations show that standards of oracy have improved for our disadvantaged pupils.</p> <p>Our recent Ofsted inspection (September 2023) highlights that oracy is well embedded across school and that this enables children to deepen their learning in different areas of the curriculum.</p>	<p>Oracy is a strength in school and our aim is to continually build on the excellent practice in school to further enhance outcomes for all pupils.</p> <p>Green Meadow has become a Voice 21 Centre of Excellence</p>												
For disadvantaged pupils to exceed national expectations for disadvantaged pupils in reading.	<p>KS1 data:</p> <table border="1"> <tr> <td></td><td>National disadvantaged</td><td>Green Meadow disadvantaged</td></tr> <tr> <td>ARE</td><td>53.7%</td><td>73%</td></tr> </table> <p>KS2 data:</p> <table border="1"> <tr> <td></td><td>National disadvantaged</td><td>Green Meadow disadvantaged</td></tr> <tr> <td>ARE</td><td>48.3%</td><td>48.4%</td></tr> </table>		National disadvantaged	Green Meadow disadvantaged	ARE	53.7%	73%		National disadvantaged	Green Meadow disadvantaged	ARE	48.3%	48.4%	<p>Pupil outcomes in reading are strong and pupils make good progress from their starting points.</p> <p>The focus now is to continue improve outcomes and close the gap between disadvantaged and non-disadvantaged groups of pupils.</p>
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	National disadvantaged	Green Meadow disadvantaged												
ARE	44%	69%												

disadvantaged pupils in writing.	<p>KS2 data:</p> <table> <tr> <th></th><th>National disadvantaged</th><th>Green Meadow disadvantaged</th></tr> <tr> <td>ARE</td><td>58%</td><td>64.5%</td></tr> </table>		National disadvantaged	Green Meadow disadvantaged	ARE	58%	64.5%	The focus now is to continue improve outcomes and close the gap between disadvantaged and non-disadvantaged groups of pupils.						
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For disadvantaged pupils to exceed national expectations for disadvantaged pupils in phonics in Year 1.	<p>National disadvantaged – 78.9%</p> <p>Green Meadow disadvantaged – 80%</p>	Although the data at Green Meadow is strong and exceeds national data, our aim is to completely close the gap between disadvantaged and non-disadvantaged pupil groups and this will remain a focus.												
Disadvantaged children's school attendance exceeds or is at least in line with all children nationally.	<p>National attendance for 2024-2025 – 92.5%</p> <p>Attendance for disadvantaged pupils at Green Meadow – 89%</p>	Attendance will remain a priority at Green Meadow.												


## 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)

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

## 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.*