

# Pupil premium strategy statement – Green Meadow Primary School

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

All schools that receive pupil premium (and recovery 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 (and recovery 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	413
Proportion (%) of pupil premium eligible pupils	39%
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> )	2021 – 2022 to 2024 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Janine Arrowsmith Head Teacher
Pupil premium lead	Kate Cross Deputy Head
Governor / Trustee lead	Louise O'Brien

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£193,515
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£19,285
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£212,800

# 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 weak oral and communication skills and language.

3	MAT disadvantaged review, assessments, observations and discussions with children show weak metacognitive skills and self-regulation.
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 2024/2025, 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 2024/2025, 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 2024/2025, the gap between disadvantaged pupils and all other pupils has closed.
To exceed nationally expected progress in RWInc Phonics from their starting points	By 2024/2025, disadvantaged pupils achieve national average expected standard in Phonic Screening Check.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, parental surveys and observations a significant improvement in learning behaviours, in particular, resilience</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being at least 97% with no attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced. Attendance for disadvantaged pupils will increase from 93% to at least 97%.</li> <li>• A significant reduction of the number of disadvantaged pupils who are persistently absent. The percentage will decrease from 14% to below the national average.</li> </ul>

## 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: £184,300

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, meta cognition, self-regulation and dual coding.</p> <p>CPG focus on Walk Thrus- metacognition and dual coding (EEF research).</p> <p>Use of iRIS to support teacher's self and coach evaluation.</p> <p>Use of release time to support paired teaching.</p> <p>Coaching for all teachers.</p> <p>Planning clinics.</p> <p>Employment of learning mentor.</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
Enhance children's metacognition and	There is some evidence to suggest that disadvantaged pupils are less likely to	

self-regulation skills using the EEF metacognition and self-regulation toolkit.	<p>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://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	
Employ an additional teacher in Year 6 each morning to teach reading, writing and maths.	<p>Due to the impact of COVID-19 affecting education between 2019-2021, children have missed a significant part of their formative education. There is still further work to be done to narrow the gaps.</p> <p><a href="#">Reducing class size   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	2,3
Use teaching assistants to enhance provision by supporting learning in class and providing small group interventions rooted in evidence-based research-BRP, reading comprehension strategies.	<p>Focussed and timely interventions in class impact on pupil outcomes and small group support and catch-up, using evidence based interventions, support all pupils to achieve more.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p>	1,2,3,4
Enhance the 'Green Meadow Offer' and wider curriculum opportunities, parental workshops and specialist	<p>There is strong evidence that there are improved outcomes for all pupils involved in arts-based activities.</p> <p><a href="#">Arts participation   EEF</a></p>	1,2,3,4

teaching of Music in year 4.	<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <a href="#">Parental engagement   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	
Enhance Oracy across the school curriculum to support pupils to express ideas and opinions, consolidate understanding, deepen learning and extend vocabulary. We will fund ongoing CPG for the Oracy Champions in school along with leadership time to support the practise of all staff. We will fund training in Let's Think in English and fund release time for the English working party to support all teaching staff to embed key elements of guidance in school and to access high quality resources and CPG to impact on standards in English.	<p>There is a strong evidence base that highquality classroom discussion is inexpensive to implement with high impacts on attainment in English:</p> <a href="#">Oral language interventions   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2,3,4
We will have a high focus on developing reading in KS1 to ensure that all readers are fluent by the end of the key stage thorough providing ongoing training and CPG for all staff with the delivery of Phonics teaching to secure	<p>There is a strong evidence base that the delivery of phonics has a positive impact on the accuracy of word reading particularly for disadvantaged pupils:</p> <a href="#">Phonics   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> <a href="#">Phonics   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2,3



<p>stronger phonics teaching for all pupils and fund release time for the reading leader to support CPG of all staff. Provide ongoing training and leadership release time to develop the teaching of comprehension. We will purchase additional resources from a DFE approved scheme for teaching Phonics.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Staff training will be provided for all teachers take part in the Mastering Number programme. We will fund release time for teachers in Reception, KS1 and KS2 to receive ongoing CPG in the Mastering Number programme. We will fund release time for the Maths Lead to support all teaching staff to embed key elements of guidance in school and to access Maths Hub resources and CPD</p>	<p>Non-statutory guidance from the DFE draws on evidence-based approaches and is produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics:</p> <p><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612522/Mathematics_guidance_key_stages_1_and_2_covers_years_1_to_6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a> (<a href="https://publishing.service.gov.uk">publishing.service.gov.uk</a>)</p> <p>The Mastering Number Programme is DFE funded and has been designed to improve pupil outcomes in EYFS, KS1 and beyond. The EEF guidance is based on a range of the best available evidence: <a href="https://www.educationendowmentfoundation.org.uk/primary/primary-maths-guidance">KS2 KS3 Maths Guidance 2017.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,2,3,4

(including Teaching for Mastery training).		
<p>Enhance the quality of emotional support available for children.</p> <p>TIASS approaches will be embedded into routine practices and supported by professional development and training for staff.</p> <p>The pastoral lead will receive ELSA training in order to support emotional needs of children in school.</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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF_Social_and_Emotional_Learning.pdf</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	3,4,5

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

Budgeted cost: £ 17,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1-1 daily reading sessions targeted at the bottom 20% of readers in all year groups. BRP for identified children led by non-class based TAs	<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' success." - DFE The reading framework</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Small_group_tuition_EEF">Small group tuition   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Teaching_Assistant_Interventions_EEF">Teaching Assistant Interventions   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,2,3,4
Additional 1:1 phonics tuition targeted at pupils	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from	1,2,3,4

who require further phonics support.	<p>disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a></p>	
Embed the availability and accessibility of online resources for pupils to engage with as homework and set up filter to monitor the engagement of disadvantaged pupils. Fund an after school homework club to support all children, with an emphasis on disadvantaged pupils. Bespoke parent workshops to ensure all available opportunities are sought to engage families with home learning.	Homework participation increases when online platforms are used. The vast majority of our pupils have access to devices and we have through the Trust ensured all pupils have access to a device.	3,4
Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">(<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a></p>	3,4

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

Budgeted cost: £ 11,000

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

mentor to provide compensatory teaching for children who have missed learning through absence. Embed the MAT policy for improving school attendance.		
Contingency fund for acute issues.	We have identified a need to set aside funding to respond quickly to emerging needs.	All

**Total budgeted cost: £ 212,800**

## 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>	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.												
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>76%</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>60%</td><td>65.4%</td></tr> </table>		National disadvantaged	Green Meadow disadvantaged	ARE	53.7%	76%		National disadvantaged	Green Meadow disadvantaged	ARE	60%	65.4%	<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>
	National disadvantaged	Green Meadow disadvantaged												
ARE	53.7%	76%												
	National disadvantaged	Green Meadow disadvantaged												
ARE	60%	65.4%												
For disadvantaged pupils to exceed national expectations for disadvantaged pupils in writing.	<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>44%</td><td>48%</td></tr> </table>		National disadvantaged	Green Meadow disadvantaged	ARE	44%	48%	<p>Pupil outcomes in writing are strong and pupils make good progress from their starting points.</p> <p>The focus now is to continue improve</p>						
	National disadvantaged	Green Meadow disadvantaged												
ARE	44%	48%												

	<p>KS2 data:</p> <table border="1"> <tr> <th></th><th>National disadvantaged</th><th>Green Meadow disadvantaged</th></tr> <tr> <td>ARE</td><td>58%</td><td>69.2%</td></tr> </table>		National disadvantaged	Green Meadow disadvantaged	ARE	58%	69.2%	<p>outcomes and close the gap between disadvantaged and non-disadvantaged groups of pupils.</p>						
	National disadvantaged	Green Meadow disadvantaged												
ARE	58%	69.2%												
<p>For disadvantaged pupils to exceed national expectations for disadvantaged pupils in maths.</p>	<p>KS1 data:</p> <table border="1"> <tr> <th></th><th>National disadvantaged</th><th>Green Meadow disadvantaged</th></tr> <tr> <td>ARE</td><td>55.6%</td><td>60%</td></tr> </table> <p>KS2 data:</p> <table border="1"> <tr> <th></th><th>National disadvantaged</th><th>Green Meadow disadvantaged</th></tr> <tr> <td>ARE</td><td>58.8%</td><td>53.8%</td></tr> </table>		National disadvantaged	Green Meadow disadvantaged	ARE	55.6%	60%		National disadvantaged	Green Meadow disadvantaged	ARE	58.8%	53.8%	<p>Pupil outcomes in maths are strong and pupils make good progress from their starting points, particularly in KS1.</p> <p>The focus now is to continue improve outcomes for disadvantaged pupils in KS2 and close the gap between disadvantaged and non-disadvantaged groups of pupils.</p>
	National disadvantaged	Green Meadow disadvantaged												
ARE	55.6%	60%												
	National disadvantaged	Green Meadow disadvantaged												
ARE	58.8%	53.8%												
<p>For disadvantaged pupils to exceed national expectations for disadvantaged pupils in phonics in Year 1.</p>	<p>National disadvantaged – 66.5%</p> <p>Green Meadow disadvantaged – 82.4%</p>	<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.</p>												
<p>Disadvantaged children's school attendance exceeds or is at least in line with</p>	<p>National attendance for 2022-2023 – 92.5%</p> <p>Attendance for disadvantaged pupils at Green Meadow – 90%</p>	<p>Attendance will remain a priority at Green Meadow.</p>												

all children nationally.		

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery 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:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<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 or recovery premium funding.*