

## Pupil premium strategy statement – Green Oaks Primary Academy

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	221 (including Nursery)
Proportion (%) of pupil premium eligible pupils	18.5% (for funding) 26.6% current
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	December 2024 April 2025 July 2025
Statement authorised by	Madeline Dunckley
Pupil Premium lead	Eleanor Nixson Madeline Dunckley (Principal since Feb 24)
Governor / Trustee lead	Vicci Godbold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,680
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	£60,680

## Part A: Pupil premium strategy plan

### Statement of intent

The staff at Green Oaks are fully committed in providing the best possible support to every pupil and work hard to tailor the provision to ensure pupils are engaged and involved in their learning.

We aim for all disadvantaged pupils to achieve their full potential socially, emotionally and academically. The curriculum provides what we believe will support every pupil to succeed, especially our most vulnerable, building in aspiration and ambition into all aspects of school life.

Our disadvantaged strategy identifies the challenges that this group of pupil's face (and for a large proportion, multiple challenges) and therefore provides clear strategies to overcome and support these.

The whole staff team have a shared vision that all pupils, whatever their background and situation, will have their needs met and have access to an inclusive, knowledge and skills filled curriculum. Our curriculum is designed to prepare children for lifelong learning by offering a rich and ambitious educational experience. We go beyond the National Curriculum to provide varied opportunities that build essential knowledge, skills, and understanding for later life. Our commitment to values-based education nurtures resilience, curiosity, and creativity, promoting confident, self-motivated pupils eager for lifelong learning.

Our strategies aim to provide:

- A range of experiences and enrichment opportunities
- Opportunity to develop life skills to support their future success – in the next stage of their journey and in future education.
- Quality first teaching & learning for all pupils
- A range of CPD for all staff that impacts on provision, attainment and progress – CTs and LSAs
- Group interventions
- 1:1 support
- A strong sense of community, collaboration and respect – within the Academy and beyond the school environment.
- Pastoral support from trained GOPA staff and from the SENCO and leadership team.
- Support from our SENCO and leadership team – providing a range of wider support to families.

- A strong partnership between parents and the Academy team.

The details of the plan are outlined below.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils require additional support to achieve their potential - academically, socially and emotionally.
2	Our Pupil Premium group of pupils (and families) often have other complex needs and challenges. The impact of having significant and multiple disadvantages is clear for this large group of pupils The number of our Pupil Premium pupils who are also SEND remains significantly higher in comparison to the percentage of Non-PP with SEND.
3	Entry baseline assessment data indicates that most of our Pupil Premium pupils enter school significantly below age-related expectations and with very limited vocabulary.
4	Discussions with families and pupils indicates that many of these pupils have limited life experiences and often cannot verbalise what they would like to achieve in the future building aspiration and ambition.
5	Our attendance data indicates that Pupil Premium pupils' attendance, although increasing, is still below national average therefore they are more likely to become persistent absentees. 2021/2022 PP 93.4% Non-PP – 93.8% 2022/2023 PP 94.5% Non-PP – 93.5% 2023/2024 PP 93% Non-PP – 93%  Persistent Absentees of Pupil Premium Pupils 21/22 – 27.3%

22/23 – 17.1%
23/24 – 25.6%

## 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
<p>Pupil Premium pupils to make good progress and diminish/close the attainment gap from their starting point in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>- Internal data and pupils' learning outcomes reflect the strong progress that they have made.</li> <li>- Target setting discussions with teachers sets ambitious targets for pupils.</li> <li>- Termly pupil progress and intervention planning meetings have impacted on the focused provision for pupils.</li> <li>- Pupils have been well supported in all lessons and receive a range of additional support to diminish/close the attainment gap.</li> <li>- Quality first teaching is good or better, and pupils have made strong progress – evidenced in their books and through pupil discussions.</li> <li>- A range of interventions are used to support the specific needs of pupils, including:               <ul style="list-style-type: none"> <li>• Language</li> <li>• Phonics,</li> <li>• Reading, writing, maths</li> </ul> </li> <li>- Parents feel well supported in being able to work with their children at home.</li> </ul>

<p>Pupils will develop knowledge and skills and participate in experiences that will support their future lives providing them with self-belief and ambitious aspirations.</p>	<p>-Pupils have benefited from a well-sequenced curriculum that focuses on key knowledge, vocabulary and skills.</p> <p>- Pupils have enjoyed a range of experiences that have enhanced their learning and promoted a greater awareness of their locality and the wider world.</p>
<p>Pupils are well supported academically, socially and emotionally – resulting in being ready for the next stage of their learning journey</p>	<p>- Pupils have improved self-belief and a desire to achieve.</p> <p>- Pupils are sociable and interact positively with others.</p> <p>- Pupils have benefited from the emotional support that they have received and can use the strategies taught to self-regulate and remain calm.</p> <p>- Pupils are aware of their strengths and areas of focus helping them to be independent in their continued emotional development.</p>
<p>Pupils to have good attendance and punctuality.</p>	<p>- Pupils attain in line with national pupil outcomes - as a cohort and individual.</p> <p>- PA further reduced from 2022-23 figures of 17.1% (PP), 23% (all pupils) and 23-24 figures of 25.6% (PP) and 25.5% (all)</p> <p>- Where attendance has been a challenge, this has been well supported and, as a result, has improved.</p> <p>- Parents have engaged with the academy and understand the importance of strong attendance.</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: £33,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implementation of Little Wandle Phonics Scheme.</b></p> <ul style="list-style-type: none"> <li>- Resources invested in to impact pupil progress; investment in whole school resources including teaching resources (word cards, posters, sound mats) and decodable books to go home with pupils to further develop reading.</li> <li>- Added emphasis on parents reading at home with children to create love of reading.</li> <li>- School reading events in place and 'stay and read' opportunities.</li> <li>- Parent workshops to support reading with children.</li> <li>-Staff CPD for all staff for the delivery of lessons and interventions.</li> </ul>	<p>EEF – Phonics – low cost/high impact +5 months progress  <a href="#">Phonics   EEF</a></p> <p>EEF – Parental Engagement – low cost/high impact +4 months  <a href="#">Parental engagement   EEF</a></p>	1 and 3
<p>Continue Implementation of Primary Knowledge Curriculum (PKC)</p> <ul style="list-style-type: none"> <li>-External CPD delivered to all staff</li> <li>- Resources invested in to impact on pupil engagement and therefore progress; investment in whole school resources.</li> </ul>	<p>PKC is a knowledge rich curriculum that will aim to develop pupils' vocabulary and build on what they already know.</p> <p><a href="#">The importance of a knowledge-rich curriculum - GOV.UK</a></p> <p><a href="#">Why we need a knowledge-based curriculum.pdf</a></p>	1,2, 3 and 4
<p>Enhancements to maths teaching, primarily in EYFS and KS1, embedding mastery of number.</p>	<p>Mastering Number NCETM</p>	1, 2 and 3

<p>-CPD for staff -Resources invested in to ensure full engagement from all pupils.</p>	<p>This programme will build on children’s fluency so they can build firm mathematical foundations. Children will have opportunities to develop number fluency in calculation and number sense. Mastering Number will also emphasise the importance of manipulatives to build on concrete understanding of number.</p> <p>EEF – Mastery Learning- Low cost/very high impact +5 months</p> <p><a href="#">Mastery learning   EEF</a></p>	
---	---	--

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To maximise progress for all in both phonics and reading – ensuring children are reading regularly both at home and school.</p> <ul style="list-style-type: none"> <li>- Additional 1:1 or intervention Rapid Catch Up sessions for identified PP children.</li> <li>- Introduction of SEND Little Wandle Programme</li> <li>-Introduction of small group reading sessions across KS1 and KS2 focusing on: decoding; prosody and reading comprehension</li> </ul>	<p>EEF – Phonics – low cost/high impact +5 months progress <a href="#">Phonics   EEF</a></p> <p>EEF – 1:1 tuition – high impact/moderate cost +5 months <a href="#">One to one tuition   EEF</a></p> <p>EEF – low cost/high impact + 6 months <a href="#">Reading comprehension strategies   EEF</a></p>	<p>1,2 and 3</p>
<p>To further enhance the Maths provision and progress.</p> <ul style="list-style-type: none"> <li>- Access to quality resources</li> </ul>	<p>EEF – Teaching Assistant Interventions – moderate cost/high impact +4 months progress <a href="#">Teaching Assistant Interventions   EEF</a></p>	<p>1, 2 and 3</p>

<p>- Specific group interventions to address gaps in learning  - QLAs to inform feedback, alongside daily teacher assessment  Investment in PiXL assessment and intervention materials.</p>	<p>EEF – Feedback – High impact/low cost +7 months progress  <a href="#">Feedback   EEF</a></p>	
---	---	--

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

Budgeted cost: £12,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that work of the attendance officer implements the good practice set out in government guidance to support attendance for children and families.</p>	<p>Missing school means missing out and the evidence suggests children who attend school regularly achieve better than those whose attendance is lower.</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p>Parental engagement: very low cost, moderate impact +4 months EEF</p> <p><a href="#">Parental engagement   EEF</a></p>	<p>5</p>
<p>Extra-curricular broadening of opportunities for pupils including cultural experiences, trips and visitors planned in addition to funding a wider range of clubs and experiences</p>	<p>Public Health England/Youth Sport Trust Unicef report 'Getting into the Game: Understanding the Evidence for Child-Focused Sport for Development' (2019)</p>	<p>1,2,3,4</p>

	Arts Council England 'Equality and diversity in arts and culture' Point 3.7: Socio-economic status	
Funding for rewards for improvement in attendance across the whole school. Rewards for pupils funded as part of whole school behaviour strategy.	Behaviour interventions (approaches to developing a positive school ethos which aim to support greater engagement in learning) +4 months <a href="#">Behaviour interventions   EEF</a>	5
To respond to the individual needs of pupils/families.  - Specific items needed to support learning at home  - Specific items to support pupils self-confidence where necessary (uniform)  - To support access to experiences (trips)	Parental engagement: very low cost, moderate impact +4 months EEF <a href="#">Parental engagement   EEF</a>	1, 2, 3, 4, 5
Engagement with Behaviour Outreach Support Service	Behaviour interventions (approaches to developing a positive school ethos which aim to support greater engagement in learning) +4 months <a href="#">Behaviour interventions   EEF</a>	1,2 and 5

**Total budgeted cost: £60,680**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Aim	Outcome												
1.Improved oral skills and vocabulary is evident in Early years communication and language and in reading results (including phonics) for the disadvantaged across the academy.	<b>Reception outcomes</b>												
		<b>2022 / 2023</b>				<b>2023 / 2024</b>				<b>2024 / 2025</b>			
		All pupils 30	PP 3	Non – pp 27	Gap	All pupils 28	PP 5	Non – pp 23	Gap	All pupils 28	PP 10	non- pp 18	Gap
	Reading	60%	67%	59%	+8%	43%	40%	43%	-3%	61%	40%	72%	-32%
	Listening, Attention and Understanding	60%	67%	59%	+8%	43%	60%	39%	+21%	79%	60%	89%	-29%
	Speaking	63%	100%	59%	+41%	50%	60%	48%	+12%	82%	70%	89%	-19%
<b>National for all pupils achieving Good Level of Development in Reception in 2023 was 67%, 2024 - 68% and in 2025 it was 69%</b>													
<p>From this data we can see that for all children within the cohort, there has been an increase in children achieving reading, LA and U and Speaking since 2022 / 2023. We can see the gap is widening between Pupil Premium and Non-Pupil premium pupils over time, but it is also evident that the amount of Pupil Premium children has tripled and more from 2023 to 2025. It is also evident that children who are Pupil Premium and SEND has also increased over time. See</p>													

table below. Therefore, the impact this has on percentages and gaps are clear, even though the overall outcome for all children has increased.

	2022 / 2023				2023 / 2024				2024 / 2025			
	All pupils	PP	SEND	PP with SEND	All pupils	PP	SEND	PP with SEND	All pupils	PP	SEND	PP with SEND
<b>Reception</b>	30	3 (10%)	5 (17%)	0	28	5 (20%)	8 (29%)	3/5 (60%)	28	10 (36%)	3 (11%)	3/10 (30%)

### Phonics

	2022 / 2023				2023 / 2024				2024 / 2025			
	All pupils 30	PP 5	Non – pp	Gap	All pupils 28	PP 4	Non – pp	Gap	All pupils 28	PP 10	non- pp 18	Gap
Phonics pass	66%	60%	66%	-6%	69%	50%	72%	-22%	76%	60%	84%	-24%

**National for all pupils passing the year 1 phonics test in 2023 was 79% and 2024 and 2025 was 80%**

From this data we can see that overall, the phonics outcomes have increased over time for all children and is closing the gap towards national. We can see the gap is widening between Pupil Premium and Non- Pupil Premium children over time, but it is also evident that the amount of Pupil Premium children has doubled since 2023 to 2025. Therefore, the impact this has on percentages and gaps are clear, even though the overall outcome for all children has increased.

	2022 / 2023				2023 / 2024				2024 / 2025			
	All pupils	PP	SEND	PP with SEND	All pupils	PP	SEND	PP with SEND	All pupils	PP	SEND	PP with SEND
<b>Year 1</b>	30	5 (17%)	6 (20%)	3/5 (60%)	30	4 (13%)	5 (17%)	0	28	10 (36%)	10 (36%)	4/10 (40%)

### Reading

	2022 / 2023				2023 / 2024				2024 / 2025			
	All pupils	PP	Non – pp	Gap	All pupils	PP	Non – pp	Gap	All pupils	PP	non- pp	Gap
Year 1	63%	60%	64%	-4%	58%	50%	58%	-8%	66%	50%	74%	- 24%
Year 2	59%	50%	63%	-13%	67%	50%	71%	-21%	67%	80%	65%	+ 15%
Year 3	69%	55%	72%	-20%	66%	50%	70%	-20%	53%	55%	53%	+ 3%
Year 4	56%	38%	57%	-19%	59%	41%	71%	-20%	74%	58%	78%	-20%
Year 5	73%	67%	75%	-8%	50%	26%	60%	-34%	72%	69%	75%	-9%
Year 6	67%	67%	67%	0%	67%	64%	69%	-5%	63%	45%	72%	-27%

**National for all pupils passing Key stage 1 reading in 2023 was 68% and in 2025 and 2024 it was 71%.**

**National for all pupils passing Key stage 2 reading in 2023 was 73%, 2024 it was 75% and in 2025 it was 75%**

Four out of six classes Pupil Premium percentages of achieving reading expectations have increased from 2023 to 2025. In 2025, two classes Pupil Premium children are now outperforming Non- Pupil Premium On average the gap is starting to close between Pupil Premium and Non- Pupil Premium as a whole. To note Pupil Premium numbers have increased over time, see table below.

	2022 / 2023				2023 / 2024				2024 / 2025			
	All pupils	PP	SEND	PP with SEND	All pupils	PP	SEND	PP with SEND	All pupils	PP	SEND	PP with SEND
Year 1	30	5 (17%)	6 (20%)	3/5 (60%)	30	4 (13%)	5 (17%)	0	28	10 (36%)	10 (36%)	4/10 (40%)
Year 2	30	5 (17%)	11 (37%)	3/5 (60%)	30	6 (20%)	5 (17%)	3/6 (50%)	28	5 (18%)	3 (11%)	0
Year 3	29	10 (34%)	6 (21%)	4/10 (40%)	29	6 (21%)	7 (24%)	3/6 (50%)	30	9 (30%)	7 (23%)	4/9 (33%)
Year 4	29	6 (21%)	10 (34%)	3/6 (50%)	30	12 (40%)	7 (23%)	4/12 (33%)	30	7 (23%)	5 (17%)	2/7 (29%)
Year 5	29	9 (31%)	9 (31%)	4/9 (44%)	30	8 (27%)	8 (27%)	3/8 (38%)	29	13 (45%)	7 (24%)	4/13 (31%)
Year 6	27	9 (33%)	9 (33%)	4/9 (44%)	28	11 (39%)	11 (39%)	6/11 (55%)	29	11 (38%)	5 (17%)	3 (27%)

2.Improved/sustained attendance.

FFT data

Internal data: Non- Pupil Premium = 91.6%, Pupil Premium = 92.0%

**FFT attendance data 2023/2024**

Whole school: 93.5%, Non- Pupil Premium: 93.7% and Pupil Premium: 93%

On par with each other and an increase from last year.

**2024 / 2025 – DFE Green Oaks Primary attendance report**

Whole school: 93.8%, Non-Pupil Premium: 94.3% and Pupil Premium: 92.6%

Pupil Premium with SEND overall attendance: 64.7%

	<p><b>National average:</b></p> <p><b>Whole school: 94.8%, Non- Pupil Premium: 95.8% and Pupil Premium: 92.2%</b></p> <p>Pupil Premium is above national however slightly less than last year. Attendance for Non- Pupil Premium has improved too, however this has increased the gap between the two groups.</p> <p><b>National average for Persistent Absence is 12.6%</b></p> <p>DFE Green Oaks Primary attendance report: Green Oaks Primary Persistent Absence: 17.9%</p> <p>Insight attendance data:</p> <p>Persistent Absentees of Pupil Premium Pupils 25.5%</p> <p>Persistent Absentees of Non-Pupil Premium Pupils 10%</p> <p>Persistent Absentees of Pupil Premium with SEND: 35.3%</p> <p>Work is still needed around holidays during term time and in particular children who are Pupil Premium and have a SEND need.</p>
<p>3. Progress in reading, writing and maths for PP to be broadly in line with all pupils.</p>	<p><b>2022 / 2023</b></p> <p>Mobility since September 2022 to July 2023</p> <p>Year 1: 5 arrivals and 3 leavers meaning 26% of cohort has changed</p> <p>Year 2: 1 leaver meaning 3% of cohort has changed</p> <p>Year 3: 7 arrivals and 6 leavers meaning 43% of the cohort has changed</p> <p>Year 4: 8 arrivals and 2 leavers meaning 34% of cohort has changed</p> <p>Year 5: 3 arrivals and 3 leavers meaning 21% of cohort has changed</p>

<p>Attainment gap is narrowed or closed.</p>	<p><b>Year 6: 3 arrivals and 2 leavers</b> meaning 19% of cohort has changed.</p> <p><b>2023/2024</b>  Mobility still quite high, impacting on progress of children. The gap is increasing between Pupil Premium and Non- Pupil Premium. This is a focus for 2024/2025</p> <p><b>2024 / 2025</b>  Mobility since September 2024 to July 2025  <b>Reception – 5 arrivals and 6 leavers</b> meaning 39% of cohort has changed  <b>Year 1 - 6 arrivals and 3 leavers</b> meaning 31% of cohort has changed  <b>Year 2 - 4 arrivals and 6 leavers</b> meaning 39% of cohort has changed  <b>Year 3 - 2 arrivals and 1 leaver</b> meaning 10% of cohort has changed  <b>Year 4 - 1 arrivals and 1 leaver</b> meaning 7% of cohort has changed  <b>Year 5 - 3 arrivals and 5 leavers</b> meaning 28% of cohort has changed  <b>Year 6 - 4 arrivals and 4 leavers</b> meaning 28% of cohort has changed</p> <p>Mobility is still quite high, impacting on progress of children. This is a continuing theme from 2022 – 2025 where across all 3 years, 25% of the whole school has changed each year due to mobility</p>
--	--

	2022 / 2023 Years 1 - 6				2023 / 2024 Years 1 - 6				2024 / 2025 Years 1 - 6			
	All pupils 168	PP 44	Non – pp 124	Gap	All pupils 171	PP 47	Non – pp 124	Gap	All pupils 175	PP 55	non- pp 120	Gap
Reading	66%	62%	67%	-5%	65%	53%	69%	-16%	67%	60%	71%	- 11%
Writing	50%	43%	52%	-9%	59%	51%	63%	-12%	65%	57%	68%	- 11%
Maths	62%	54%	64%	-10%	69%	63%	71%	-8%	70%	64%	73%	- 9%
Combined	44%	34%	48%	-14%	54%	43%	59%	-16%	54%	47%	57%	-10%

We can see that Pupil Premium children have increased by 25% over the 3 years. However, we can also see that overall, the gap is closing in combined and maths, where writing has slightly increased over the 3 years and reading has increased by 6%. However, compared to 2023/2024 and 2024/2025 the gap has decreased in 3 areas and stayed the same in one.

4 Improved engagements with parents to support children at home.	<b>2022/ 2023</b>  <b>Parents Evening:</b> November 22: 96% of Pupil Premium parents attended compared to 96% of Non- Pupil Premium parents – no Gap  February 23: 89% of Pupil Premium parents attended compared to 94% of Non-Pupil Premium parents – 5% more Non-Pupil Premium parents turned up for parents evening.
	<b>2023/2024</b>

	<p>Parent engagement has increased including attending parent’s evening, stay and plays and reading sessions. Parents also engaged well with sports days and EYFS parents engage with Tapestry. No significant difference between Pupil Premium and Non.</p> <p><b>2024 / 2025</b></p> <p><b>Parents Evening:</b>  November 24: 83% of Pupil Premium parents attended compared to 88% of non-pp parents - 5% more Non- Pupil Premium parents turned up for parents evening.</p> <p>February 25: 84% of Pupil Premium parents attended compared to 94% of Non-Pupil Premium parents – gap widens to 10% more Non- Pupil Premium parents turned up for parents evening.</p> <p>However, we have good engagement for sports days, charity events, stay and plays and reading sessions and celebration assemblies.</p>
<p>5 Equality of success and opportunity, pupils have strong belief and high aspirations they are able to make their own decisions and develop interests and talents.</p>	<p>November 2022 careers afternoon.  February 2023 careers fair  All year groups had access to inspirational speakers, authors and sports people. In addition to this, they had access to specialist musicians with small group work.  Trips such as residential (Years 3-6) and theatre trip to London (Year 6)</p> <p><b>2023/2024</b>  Careers opportunities continued throughout the year. All children have had access to specialist music teachers and musical instruments lessons. All children have had access to theatre trips, residentials and sports clubs.</p> <p><b>2024 / 2025</b></p>

	<p>All children have access to school trips including residential, theatre trips, discos, film club, educational visits and sports clubs. All children have access to free after school clubs. All children had access to musical tuition, theatre group experience and young voices. All children had access to sports people, athletes, animals and religious visitors. All UKS2 children engaged with the university of Northampton which included forest school, careers and STEM.</p>
--	--