

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	198
Proportion (%) of pupil premium eligible pupils	29.8%
Academic year/years that our current pupil premium strategy plan covers.	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026 September 2027 July 2028
Statement authorised by	Madeline Dunckley
Pupil premium lead	Eleanor Nixon
Governor / Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,835.19
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>	£69,835.19

Part A: Pupil premium strategy plan

Statement of intent

At Green Oaks Primary Academy, we strive to ensure achievement for all; overcoming barriers to learning for disadvantaged pupils is at the heart of our pupil premium strategy. When making decisions about using pupil premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. 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.

Principles:

- We believe in achievement for all, and this is promoted through our school values. 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.
- We prioritise teacher and curriculum development as we recognise that what happens in the classroom makes the biggest difference to the attainment and life chances of pupils whether they are disadvantaged or not.
- We will engage with external evidence and choose appropriate strategies to best support disadvantaged pupils' needs.
- We acknowledge that eligibility for free school meals does not always equate to social disadvantage, and likewise, some socially disadvantaged families may not qualify. By adopting a whole-school approach, we aim to provide targeted support to those who need it most, regardless of their circumstances.

Objectives:

- To diminish the difference in attainment between disadvantaged and non-disadvantaged children in national data and internal data.
- To ensure that all pupils can thrive in all aspects of school life, regardless of their personal or family context by promoting equity of opportunity.
- To improve attendance for disadvantaged pupils to ensure they access high-quality teaching and enrichment opportunities consistently.

Challenges

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

Challenge number	Detail of challenge
1	The majority of 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.

	Percentage of PP pupils with SEND 36% Percentage of Non-PP pupils with SEND 18%
3	Some of our PP children have gaps in learning in the core subjects of reading, writing and maths. Some of our PP children have speech, language and communication difficulties. Weaker language and communication skills have been identified which impacts on acquisition of phonics in early years and KS1 but also their use and understanding of vocabulary in KS2.
4	Some of our PP children have limited cultural experiences and access to wider opportunities. Participating in additional enrichment opportunities, embedded within our curriculum, add to the development of the whole child. For example, Sports, Music, School Trips including residentials and other enrichment activities.
5	Our attendance data indicates that pupil premium pupils' attendance is below national average therefore they are more likely to become persistent absentees. 2024/2025 PP 92.2% (National 92.7%) Non-PP – 95.8%

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
PP pupils to make good progress and diminish/close the attainment gap from their starting point in reading, writing and maths.	<ul style="list-style-type: none"> - Internal data and pupils' learning outcomes reflect the strong progress that they have made. - Target setting discussions with teachers sets ambitious targets for all pupils. - Termly pupil progress and intervention planning meetings have impact on the focused provision for pupils. - Pupils have been well supported in all lessons and receive a range of additional support to diminish/close the attainment gap. - Quality first teaching is effective or better, and pupils have made strong progress – evidenced in their books and through pupil discussions. - A range of interventions are used to support the specific needs of pupils.
Ensure that attendance improves and persistent absence reduces for disadvantaged pupils.	<ul style="list-style-type: none"> - Attendance for disadvantaged pupils is in line with other pupils. - There is a reduction in the number of pupils eligible for pupil premium who are persistently absent. - Attendance for disadvantaged pupils improves on previous year and shows an upward trend. - Working with the local authority will support vulnerable children.
Additional needs of PP children are clearly identified and support is implemented.	<ul style="list-style-type: none"> - Children with additional needs are identified and assessed ensuring support is in place

	<p>and all children make progress to meet their target.</p> <ul style="list-style-type: none"> - SENDCo co-ordinates specific support for teachers and teaching assistants to provide suitable resources and intervention for identified children. - Speech and language concerns are identified early to address oral language skills and vocabulary ensuring appropriate interventions are in place. -Speech and language interventions show measurable progress (e.g., through SALT assessments or teacher observations).
<p>Pupils will develop knowledge and skills and participate in experiences that will support their future lives.</p>	<ul style="list-style-type: none"> -Pupils will benefit from a well-sequenced curriculum that focuses on key knowledge, vocabulary and skills. - Pupils are able to make links between previously taught content and build upon it. - Pupils enjoy a range of experiences that enhance their learning and promote a greater awareness of their locality and the wider world.
<p>Pupils will develop strong oracy skills that enable them to communicate confidently and effectively across the curriculum.</p>	<ul style="list-style-type: none"> -Improved speech, language, and communication skills to support understanding and expression. -Enhanced vocabulary acquisition to strengthen comprehension and writing in KS2. -Secure phonics knowledge in early years and KS1 through targeted language development. -Closing gaps in reading by embedding oral language strategies that underpin learning in core subjects. -PP child voice indicates increased confidence in speaking and expressing ideas.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD through The National Thinking Classrooms Programme – focussing on:</p> <ul style="list-style-type: none"> >Developing oracy, metacognition, critical thinking, and self-regulation. >Embedding questioning strategies and collaborative learning approaches. >Improving oral language development from EYFS to KS2 to close attainment gaps for PP children. 	<p>Education Endowment Foundation (EEF) research identifies:</p> <ul style="list-style-type: none"> • Metacognition and Self-Regulation as the top intervention, adding up to 7 months of additional progress. • Oral Language Development (Communication and Language in EYFS) adds 6 months of progress. • Collaborative Learning approaches add 5 months of progress. <p>These strategies are proven to impact learning, particularly for disadvantaged pupils, by improving language, reasoning, and thinking skills.</p> <p>Ofsted’s framework and the World Economic Forum highlight critical thinking, communication, and resilience as essential future skills.</p>	1 and 3
<p>CPD to continue to embed the teaching of phonics through the Little Wandle Programme.</p> <ul style="list-style-type: none"> - Added emphasis on parents reading at home with children to create love of reading. - School reading events in place and ‘stay and read’ opportunities. - Parent workshops to support reading with children. 	<p>Consistency in phonics approach is expected by the DfE based on research evidence. All children will access this programme regularly and consequently improve their phonics knowledge and apply this when reading and writing.</p> <p>Phonics EEF</p> <p>Little Wandle is a DfE-validated SSP programme, meeting statutory requirements for phonics teaching in England. This ensures alignment with national standards for early reading.</p>	1 and 3

<p>Continue implementation of Primary Knowledge Curriculum (PKC)</p> <ul style="list-style-type: none"> - CPD delivered to all staff. - Resources invested in to impact on pupil engagement and therefore progress; investment in whole school resources. - Development of curriculum with SLT to include external visitors and school visits. 	<p>PKC is a knowledge rich curriculum that will aim to develop pupils' vocabulary and build on what they already know.</p> <p>The importance of a knowledge-rich curriculum - GOV.UK</p> <p>Why we need a knowledge-based curriculum.pdf</p>	<p>1,3 and 4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 14,329.19

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"> - Additional 1:1 or intervention Rapid Catch-Up sessions for identified PP children. - Development of SEND Little Wandle Programme -Development of small group reading sessions across KS1 and KS2 focusing on decoding; prosody and reading comprehension 	<p>EEF Teaching and Learning Toolkit shows that:</p> <ul style="list-style-type: none"> • Phonics approaches have a moderate impact (+5 months) for very low cost, based on extensive evidence. Systematic synthetic phonics is highly effective for early reading and closing gaps for disadvantaged pupils. • Reading comprehension strategies have a high impact (+7 months) when taught explicitly and practised in small groups, supporting understanding beyond decoding. • Targeted interventions (1:1 or small group) are most effective when structured and delivered by trained staff, ensuring alignment with classroom teaching. • Programmes like Little Wandle SEND and Rapid Catch-Up follow these principles, offering tailored support for pupils with additional needs. <p>EEF – Phonics – low cost/high impact +5 months progress Phonics EEF</p> <p>EEF – 1:1 tuition – high impact/moderate cost +5 months One to one tuition EEF</p>	<p>1,2 and 3</p>

	EEF – low cost/high impact + 6 months Reading comprehension strategies EEF	
Specific intervention programmes, led by both the Teacher and Teaching Assistant.	Research and best practice show that structured, targeted interventions delivered by trained staff can accelerate progress for disadvantaged pupils. When teachers and TAs collaborate, interventions are more closely aligned to classroom learning, ensuring consistency and impact. Studies highlight that small-group or one-to-one support improves outcomes in reading, writing, and maths, particularly when sessions are frequent, focused, and evidence-based. Teaching Assistant Interventions EEF	1, 2 and 3.
Pupil Progress Meetings track progress of PP pupils and appropriate, timely interventions are put in place following this.	EEF evidence highlights that effective use of assessment and feedback is one of the most impactful strategies for improving attainment, adding up to +6 months' progress when implemented well. Regular progress meetings enable teachers to use formative assessment data to identify gaps early and plan targeted interventions. This approach ensures interventions are closely matched to need, as recommended in EEF's guidance on selecting interventions and implementing data-driven decisions. Feedback EEF Selecting interventions EEF	1, 2 and 3.
1:1 Boosters / group boosters in Year 6.	EEF evidence shows that one-to-one tuition can lead to an average of +5 months' progress, and small group tuition (2–5 pupils) can add +4 months' progress over a year. Both approaches are most effective when sessions are regular, structured, and explicitly linked to classroom learning, and when delivered by trained staff. Targeted boosters in Year 6 help address gaps before transition to secondary school, particularly for disadvantaged pupils One to one tuition EEF Small group tuition EEF	1, 2 and 3.

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

Budgeted cost: £ 15,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	Public Health England/Youth Sport Trust Unicef report 'Getting into the Game: Understanding the Evidence for Child-Focused Sport for Development' (2019) Arts Council England 'Equality and diversity in arts and culture' Point 3.7: Socio-economic status	1,2,3,4
Ensure that work of the attendance officer implements the good practice set out in government guidance to support attendance for children and families.	Missing school means missing out and the evidence suggests children who attend school regularly achieve better than those whose attendance is lower. Working together to improve school attendance (applies from 19 August 2024)	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 Behaviour interventions EEF	1 and 5
To respond to the individual needs of pupils/families. Including daily phone calls - establishing relationships and routines and early identification of needs. - Specific items needed to support learning at home - Specific items to support pupil's self-confidence where necessary (uniform) - To support access to experiences (trips)	EEF evidence shows that: • Parental engagement approaches have a positive impact (+4 months) for very low cost, based on extensive evidence. Building strong relationships and providing practical strategies/resources for home learning improves outcomes, especially for disadvantaged pupils. • Guidance recommends tailoring communication and offering sustained support where needed to avoid widening gaps. • Enrichment activities such as trips and cultural experiences help build cultural capital and engagement, which are linked to improved attainment and reduced absence. Parental engagement: very low cost, moderate impact +4 months EEF Parental engagement EEF	1 and 5

Total budgeted cost: £69,835.19

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2024/2025 can be accessed via our website as part of our previous Pupil Premium Strategy.

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
Little Wandle Phonics	Little Wandle Letters and Sounds
Physical Education curriculum and CPD	Allison PE Consultancy
Drama Workshops	Silhouette Theatre Group
PiXL	PiXL Ltd