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	215
Proportion (%) of pupil premium eligible pupils	32.1%
Academic year/years that our current pupil premium strategy plan covers.	2026-2029
Date this statement was published	October 2026
Date on which it will be reviewed	September 2027 September 2028 July 2029
Statement authorised by	Ali Williams
Pupil premium lead	Ali Williams
Trustee lead	Vicci Godbold

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89,468.33
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£89,468.33

Part A: Pupil premium strategy plan

Statement of intent

At Green Oaks Primary Academy, achievement for all is at the heart of our vision. We believe every child should have access to a rich, ambitious curriculum and receive the support required to flourish academically, socially and emotionally.

Our pupil premium strategy reflects our commitment to removing barriers to learning and ensuring disadvantaged pupils achieve highly from their individual starting points. We recognise that disadvantage can often overlap with additional challenges including SEND, attendance concerns, speech and language difficulties, social and emotional needs and wider family circumstances.

The strategy is aligned to our Academy Improvement Plan and informed by evidence from the Education Endowment Foundation Teaching and Learning Toolkit, the DfE publication *Using Pupil Premium Effectively to Improve Outcomes for Disadvantaged Pupils*, and national research highlighting the relationship between socio-economic disadvantage, attendance, language development and educational outcomes. The strategy has also been shaped by our own assessment, attendance and vulnerability data to ensure support is targeted where it will have greatest impact.

Through high-quality teaching, targeted academic support and wider strategies, we aim to improve attainment, attendance, wellbeing and life chances for disadvantaged pupils.

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 Experiences including residential visits, outdoor learning, environmental projects, pupil leadership opportunities and wider enrichment activities help develop cultural capital, resilience and aspirations for the future.

We prioritise teacher and curriculum development through instructional coaching, collaborative planning, curriculum leadership development, quality assurance processes and evidence-informed professional development because we recognise that high-quality teaching has the greatest impact on pupil outcomes.

We will engage with external evidence such as EEF guidance reports, DfE publications, trust-wide best practice, educational research and effective practice identified through professional networks in order to continually refine our provision for disadvantaged pupils.

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 reduce attainment gaps between disadvantaged and non-disadvantaged pupils in reading, writing and maths so that increasing proportions of disadvantaged pupils achieve age-related expectations from their starting points.
- To improve attendance and engagement for disadvantaged pupils.
- To strengthen speech, language, communication and reading outcomes.
- To ensure disadvantaged pupils with SEND achieve well through effective adaptive teaching and responsive support.
- To provide disadvantaged pupils with access to enrichment, leadership and personal development opportunities that broaden aspiration and cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessment demonstrates that disadvantaged pupils are more likely to be working below age-related expectations in reading, writing and mathematics. 31% of disadvantaged pupils achieved Age Related Expectations across all three subjects in 2025/26 compared with 49% for non-disadvantaged pupils.
2	Analysis of our Vulnerability Index demonstrates that disadvantaged pupils are disproportionately represented within SEND, attendance, SEMH and safeguarding cohorts. A significant proportion of disadvantaged pupils experience multiple overlapping vulnerabilities which act as barriers to learning.
3	Early Years baseline assessments, classroom observations and ongoing monitoring indicate that some disadvantaged pupils have underdeveloped speech, language and communication skills. These barriers can affect reading development, vocabulary acquisition, writing and access to the wider curriculum.
4	Participation data and parent voice surveys indicate that some disadvantaged pupils access fewer enrichment opportunities and experiences beyond school than their peers. Staff observations and parental discussions also identify financial barriers that can limit participation.
5	Attendance data for 2025-26 shows disadvantaged attendance at 88.8% compared with whole-school attendance of 92.6%. Persistent absence remains disproportionately high within the disadvantaged cohort and continues to impact learning opportunities.

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
Disadvantaged pupils achieve highly from their starting points in reading, writing and mathematics.	• Disadvantaged pupils make at least expected progress from their starting points. • By July 2029, attainment gaps between disadvantaged and non-disadvantaged pupils reduce by at least 50% from the 2026 baseline. • At least 60% of disadvantaged pupils achieve age-related expectations in reading, writing and mathematics by the end of Key Stage 2. • GLD and Year 1 phonics outcomes for disadvantaged pupils improve annually and remain within 10 percentage points of non-disadvantaged pupils.
Disadvantaged pupils, including those with SEND, successfully access an ambitious curriculum through high-quality adaptive teaching.	• Adaptive teaching is judged effective in at least 85% of quality assurance activities. • Teachers consistently implement academy adaptive teaching principles. • Vulnerable pupils, including disadvantaged pupils with SEND, make at least expected progress from starting points. • Pupil progress reviews demonstrate that support plans are evaluated and adapted termly.
Disadvantaged pupils develop strong language, communication, reading and writing skills.	• Year 1 phonics outcomes for disadvantaged pupils remain within 10 percentage points of non-disadvantaged pupils. • The proportion of disadvantaged pupils achieving age-related expectations in reading increases annually. • Vocabulary and communication measures demonstrate improvement from baseline assessments. • Pupil voice and lesson observations demonstrate increasing confidence in speaking and explaining learning.
Attendance for disadvantaged pupils improves significantly over the three-year strategy.	• Disadvantaged attendance improves from 88.8% to at least 92% by July 2029. • Persistent absence reduces annually from the 2025-26 baseline.

	• Attendance gap between disadvantaged and non-disadvantaged pupils reduces each year. • 100% of persistent absence cases receive targeted attendance support.
Disadvantaged pupils feel safe, valued and fully included within school life.	• Participation rates in clubs, visits, enrichment activities and leadership opportunities for disadvantaged pupils increase annually. • Participation data demonstrates disadvantaged pupils are represented proportionately within enrichment activities. • Annual pupil voice surveys show that pupils feel safe, included and valued. • Behaviour and safeguarding indicators demonstrate positive engagement with school.

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: £ 40,260.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed consistently high-quality adaptive teaching through professional development, instructional coaching, leadership support and robust quality assurance. Staff development will be aligned directly to academy priorities including adaptive teaching, responsive teaching, retrieval practice, feedback, scaffolding and inclusion.	The Education Endowment Foundation identifies high-quality teaching as the most important school-based factor in improving outcomes for disadvantaged pupils. Evidence from the Teaching and Learning Toolkit highlights Feedback (+6 months), Metacognition and Self-Regulation (+8 months) and Individualised Instruction (+4 months) as high-impact approaches when embedded within everyday classroom practice. Professional development is most effective when sustained over time, linked to classroom implementation and supported through coaching, monitoring and feedback. EEF Special Educational Needs in Mainstream Schools Guidance	1,2,3

	Report highlights the importance of high-quality teaching, scaffolding, explicit instruction and flexible grouping in securing strong outcomes for pupils with additional needs. Consistently strong adaptive teaching ensures that pupils, including those with SEND and additional vulnerabilities, can successfully access an ambitious curriculum.	
Fund curriculum development time, subject leader release, planning resources and professional development to strengthen reading, vocabulary instruction and disciplinary literacy across the curriculum.	Evidence from the Education Endowment Foundation demonstrates that Reading Comprehension Strategies (+7 months), Oral Language Interventions (+6 months) and Metacognition and Self-Regulation (+8 months) have a particularly strong impact on pupil attainment. Evidence from the Education Endowment Foundation highlights that vocabulary knowledge underpins success in reading, writing and spoken language. Explicit vocabulary instruction supports pupils to understand increasingly complex curriculum content, while disciplinary literacy approaches help pupils learn how to read, write, think and communicate effectively within different subject areas. Research suggests that these approaches are particularly important for disadvantaged pupils, who are more likely to begin school with lower levels of vocabulary and language development than their peers.	1,3,4
Strengthen leadership capacity to drive improvement through coaching, monitoring, curriculum development and responsive support for teachers.	Research from the Education Endowment Foundation highlights the importance of effective implementation in securing sustained school improvement. The EEF Implementation Guidance Report identifies strong implementation processes, ongoing monitoring and leadership support as essential factors in successful school improvement. The Education Endowment Foundation's implementation guidance identifies	1,2,3

	leadership as a critical factor in successful school improvement. Effective leaders create the conditions for evidence-informed practice through clear direction, professional development, monitoring and ongoing support. Strong implementation processes increase the likelihood that improvements become embedded and sustained, resulting in more consistent teaching and better outcomes for pupils, particularly those who are disadvantaged.	

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

Budgeted cost: £ 26,840.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver high-quality systematic phonics teaching through Little Wandle and Rapid Catch-Up provision. Additional support will be provided for pupils at risk of falling behind.	The Education Endowment Foundation identifies systematic phonics as one of the most effective approaches for early reading development, with an average impact of five months' additional progress. Evidence suggests that phonics is particularly effective when delivered consistently and supported by timely intervention for pupils who require additional practise. Securing early reading skills enables pupils to access the wider curriculum and reduces the risk of long-term underachievement.	1,3
Deliver targeted reading support through fluency programmes, reading comprehension interventions and vocabulary development. Support will be informed	The Education Endowment Foundation identifies Reading Comprehension Strategies (+7 months) and Oral Language Interventions (+6 months) as among the most effective approaches for improving attainment. Research shows that explicit teaching of comprehension strategies, vocabulary	1,3

by assessment and reviewed regularly.	development, reading fluency and structured discussion can significantly improve reading outcomes, particularly for disadvantaged pupils. Strong reading skills are essential for accessing learning across the curriculum and are closely linked with future educational success.	
Use termly pupil progress meetings, provision mapping reviews and the Vulnerability Index to identify pupils requiring additional support. Provision will be adapted through assess-plan-do-review processes and targeted intervention pathways.	The Education Endowment Foundation highlights that targeted academic support is most effective when informed by accurate assessment and used alongside high-quality teaching. Regular assessment and review enable schools to identify barriers early, respond quickly to emerging needs and ensure support remains closely aligned to pupils' individual learning requirements. Effective implementation and ongoing monitoring increase the likelihood of successful outcomes for disadvantaged pupils.	1,2,3
Deliver short-term targeted interventions where assessment identifies barriers to learning in reading, writing, mathematics or communication.	Research from the Education Endowment Foundation demonstrates that Small Group Tuition (+4 months), One-to-One Tuition (+5 months) and Individualised Instruction (+4 months) can have a positive impact when carefully targeted and linked closely to classroom learning. Evidence suggests that interventions are most effective when they address specific gaps in learning, are delivered by trained staff and are regularly evaluated for impact.	1,2,3

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

Budgeted cost: £ 22,367.08

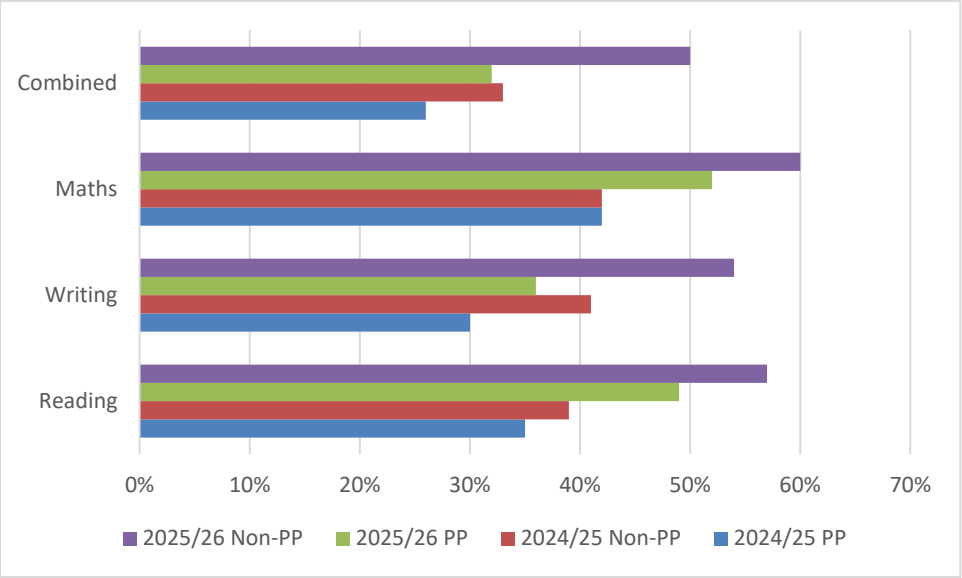
Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a graduated approach to inclusion through use of the Vulnerability Index, attendance monitoring, safeguarding systems and regular pastoral reviews to ensure barriers are identified and addressed early.	The Education Endowment Foundation highlights the importance of understanding and addressing wider barriers to learning that can prevent disadvantaged pupils from achieving well. Evidence demonstrates that social, emotional, behavioural and attendance factors can significantly influence academic outcomes. Early identification of emerging needs allows schools to implement timely support, reduce escalation and improve pupils' engagement with learning.	2,5
Provide targeted SEMH support through ELSA, therapeutic interventions, pastoral support, relational practice and family engagement.	Social and Emotional Learning approaches are associated with an average of three months' additional progress according to the Education Endowment Foundation. Evidence suggests that supporting pupils' emotional wellbeing can improve self-regulation, relationships, behaviour and engagement with learning. These approaches can be particularly beneficial for disadvantaged pupils who face additional challenges outside school that may affect their readiness to learn.	2,5
Deliver a structured attendance strategy including attendance reviews, early intervention, family engagement and	Regular attendance is essential if pupils are to benefit fully from high-quality teaching, targeted support and enrichment opportunities. National evidence consistently demonstrates a strong relationship	5

targeted support for persistent absence.	between attendance and educational outcomes. The Education Endowment Foundation also identifies parental engagement as an important contributory factor in improving school engagement, attendance and achievement. Early intervention and strong partnerships with families are therefore central to improving attendance outcomes for disadvantaged pupils. .	
Ensure disadvantaged pupils have access to a broad programme of enrichment and personal development opportunities including music, environmental projects, arts programmes, leadership opportunities and outdoor learning experiences.	Research suggests that participation in enrichment activities can improve engagement, confidence, motivation and sense of belonging. A well-designed programme of extracurricular and leadership opportunities can help develop cultural capital, broaden aspirations and strengthen pupils' connection to school. Such opportunities are particularly important for disadvantaged pupils who may otherwise have reduced access to experiences beyond the classroom.	4
Remove financial barriers which may prevent disadvantaged pupils accessing educational visits, residential experiences, clubs, enrichment activities and wider opportunities.	The Education Endowment Foundation emphasises the importance of ensuring disadvantaged pupils are able to access the full educational offer available within school. Removing financial barriers supports inclusion, strengthens engagement and allows pupils to benefit from experiences that contribute to personal development, aspiration and wellbeing. When combined with strong parental engagement and attendance strategies, access to wider opportunities can strengthen pupils' sense of belonging and participation in school life.	4,5

Total budgeted cost: £89,468.33

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<table>
<tr><th>Aim</th><th>Outcome</th></tr>
<tr><td>PP pupils to make good progress and diminish/close the attainment gap from their starting point in reading, writing and maths.</td><td>
<table>
<tr><th></th><th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>Combined</th></tr>
<tr><td rowspan="2">2024/25</td><td>PP</td><td>35%</td><td>30%</td><td>42%</td><td>26%</td></tr>
<tr><td>Non-PP</td><td>39%</td><td>41%</td><td>42%</td><td>33%</td></tr>
<tr><td rowspan="2">2025/26</td><td>PP</td><td>49%</td><td>36%</td><td>52%</td><td>32%</td></tr>
<tr><td>Non-PP</td><td>57%</td><td>54%</td><td>60%</td><td>50%</td></tr>
</table>
Disadvantaged outcomes improved across reading, writing, mathematics and combined attainment compared to the previous academic year. Reading improved by 14 percentage points and mathematics improved by 10 percentage points. Despite these improvements, attainment gaps remain and continued focus on high-quality teaching, reading and targeted support is required.


</td></tr>
<tr><td>Ensure that attendance improves and persistent absence reduces for disadvantaged pupils.</td><td>
<table>
<tr><th></th><th>2024/25</th><th>2025/26</th></tr>
<tr><td>All</td><td>93.0%</td><td>92.6%</td></tr>
<tr><td>PP</td><td>90.4%</td><td>88.8%</td></tr>
</table>
Attendance remains a significant barrier for disadvantaged pupils. The gap between disadvantaged and whole-school attendance widened during 2025-26 and remains a key priority for the next strategy cycle.

As a result the Academy has prioritised attendance practices. Including the implementation of new rewards, bespoke tracking systems and strong relationships with parents to promote positive attendance.
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Additional needs of PP children are clearly identified and support is implemented.	Historical evaluation evidence was limited. As a result, the Academy has worked hard to strengthen key systems, such as the vulnerability index to support disadvantaged pupils. These systems now provide a stronger baseline from which impact can be evaluated across the current strategy period. The academy has now embedded a Vulnerability Index, improved the quality of termly pupil progress meetings and provision mapping reviews and has signifiantly strengthened safeguarding processes. These systems have already improved identification of need, enabled earlier intervention and established a clearer framework for evaluating outcomes for disadvantaged pupils over the next strategy cycle.
Pupils will develop knowledge and skills and participate in experiences that will support their future lives.	Historical evaluation evidence was limited. As a result,the Academy has worked hard to strengthen this target moving forward. Disadvantaged pupils will have access to educational visits, performance opportunities, environmental projects, leadership opportunities and wider curriculum experiences. Tracking systems for participation have now been strengthened to provide clearer impact measures throughout the next strategy cycle.
Pupils will develop strong oracy skills that enable them to communicate confidently and effectively across the curriculum.	Historical evaluation evidence was limited. Therefore, leaders in the academy have strengthened expectations around vocabulary instruction; classroom talk and reading provision. Assessment systems for measuring the impact of these approaches are now established and will allow more precise evaluation over the next strategy cycle. Leaders will be able to have access to high quality evidence throughout this academic year to be able to support the development of pupil's oracy skills.

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