



Green Lane Primary Academy



Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Green Lane Primary Academy
Number of pupils in school	2022/23 – 673 2023/24 – 666 2024/25 - 665
Proportion (%) of pupil premium eligible pupils	2022/23 - 22.3% 2023/24 – 26.0% 2024/25 – 32.0%
Academic year/years that our current pupil premium strategy plan covers	2022/23 2023/24 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jackie Walsh Head Teacher
Pupil premium lead	Jackie Walsh
Governor / Trustee lead	Jess Roberts Pupil Premium Link Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year 2022/23 Based on October 21 Census	£193,900
Pupil premium funding allocation this academic year 2023/24 Based on October 22 Census	£218,250
Pupil premium funding allocation this academic year 2024/25 Based on October 23 Census	£227,920
Recovery premium funding allocation this academic year 2022/23	£22,620
Recovery premium funding allocation this academic year 2022/23	(Carried forward £11,000) £22,620
2023/24 no longer available	Total: £33,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0
Total budget for this academic year 2022/23	£216,520
Total budget for this academic year 2022/23	£251,870
Total budget for this academic year 2023/24	£227,920

Part A: Pupil Premium Strategy Plan

Statement of Intent

This statement has been updated in 2024/5 and will be reviewed at the end of the academic year.

At Green Lane Primary Academy, our pupils are at the heart of everything we do. We have aspiration and ambition for every pupil and strive to provide the very best opportunities to enable them to achieve success.

Our intention is that all pupils, irrespective of their background or the challenges they may face, are given every opportunity to make good progress and achieve high attainment across all areas of the curriculum.

The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils and outline in this statement the activities planned to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of this approach, with a focus on timely intervention for those pupils who require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time this will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside their disadvantaged peers.

Our strategy is also integral to wider school plans for educational recovery, through targeted supported provided by the School Led Tutoring Programme, for pupils whose education has been most affected, including non-disadvantaged pupils.

Our strategy will be responsive to common challenges and individual needs and based on robust diagnostic assessment of individual pupils and not assumptions about the impact of disadvantage. The approaches we have planned aim to enable pupils to excel. We will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

To achieve these aims we will provide:

- High quality first teaching and learning
- A range of evidence-based interventions to support the learning needs of pupils
- Targeted intervention which focusses on narrowing gaps and overcoming barriers, including support for high-achieving disadvantaged pupils
- Specialist support for speech and language development, particularly in EYFS and KS1
- Specialist behavioural support for pupils with social, emotional and mental health needs
- Extra-curricular activities and enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	Assessment, observations and discussions with pupils indicate that poorer oral language and vocabulary gaps are more apparent among disadvantaged pupils, particularly in EYFS and KS1.
2	Assessment, observations and discussions with pupils indicate that difficulties with phonics is more prevalent with disadvantaged pupils than their peers and this impacts negatively on Reading development.
3	<p>Assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Summer 2 2022: Average from Y2-Y6 All pupils 72.0% at Age Related Expectation Disadvantaged pupils 63.9% at Age Related Expectation</p> <p>Summer 2 2023: Average from Y2-Y6 All pupils 71.3% at Age Related Expectation Disadvantaged pupils 59.1% at Age Related Expectation</p> <p>Summer 2 2024: Average Y2-Y6 All pupils 76.4% at Age Related Expectation Disadvantaged pupils 69.6% at Age Related Expectation</p>

4	<p>Assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Summer 2 2022: Average from Y2-Y6 All pupils 70.9% at Age Related Expectation Disadvantaged pupils 62.4% at Age Related Expectation</p> <p>Summer 2 2023: Average from Y2-Y6 All pupils 71.7% at Age Related Expectation Disadvantaged pupils 56.7% at Age Related Expectation</p> <p>Summer 2 2024: Average from Y2-Y6 All pupils 75.0% at Age Related Expectation Disadvantaged pupils 67.7% at Age Related Expectation</p> <p>Multiplication Check Y4: Above National (All Pupils) Above National (PP Pupils)</p>
5	<p>Our assessments, observations and communications with families have identified social and emotional issues with some pupils, notably the ongoing impact of school closure and periods of isolation. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Referrals for support continue to increase.</p>
6	<p>Our attendance data over the past 4 years indicates that attendance among disadvantaged pupils has been lower than non-disadvantaged pupils.</p> <p>In 2021/22 this difference was reduced. Attendance of disadvantaged pupils (94.7%) was 0.7% lower than non-disadvantaged pupils (95.4%).</p> <p>In 2022/23 attendance of disadvantaged pupils (94.22%) was lower than non-disadvantaged pupils (95.03%) but not significantly.</p> <p>In 2023/24 attendance of disadvantaged pupils (92.8%) was still lower than non-disadvantaged pupils (93.8%).</p> <p>This continues to be a Trust and school priority and is included in the Academy Improvement Plan as a priority in 24/25.</p>
7	<p>Data indicates that a greater percentage of disadvantaged pupils are also SEND.</p>

	<p>2022/23 (9.8%) compared to 7.0% for all pupils</p> <p>2023/24 (8.4%) compared to 7.6% for all pupils</p> <p>2024/25 17.0% compared to 13.4% for all pupils</p>
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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 oral language skills and use of vocabulary among disadvantaged pupils.	Assessments and observations indicate improved oral language among disadvantaged pupils. This is evident when triangulated with other evidence sources including engagement in lessons, work scrutiny and ongoing formative assessments.
Improved Reading attainment among disadvantaged pupils.	KS2 Reading outcomes in 2023/24 show that the percentage of disadvantaged pupils who achieve the Expected Standard is broadly in-line with non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils at Green Lane, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Increased participation in enrichment activities among disadvantaged pupils • Increased engagement in learning • Qualitative data from student voice, pupil and parent surveys, teaching observations
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"> • The overall absence rate for all pupils being no lower than 5% • The attendance gap between disadvantaged and non-disadvantaged pupils is reduced to 1%

	<ul style="list-style-type: none"> The percentage of disadvantaged pupils who are persistently absent is below 5%.
To support SEND pupils in improving attainment and social and emotional outcomes	Assessments and observations indicate improved progress and qualitative data and case studies indicate high levels of inclusion.

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:

2022/23 £176,200

2023/24 £202,850

2024/25 £192,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
Three additional 0.6 teachers to teach a fourth set for English and Maths in KS1 and KS2 ensuring lower pupil numbers in each set.	There is evidence to indicate that smaller group sizes have a positive impact on pupil outcomes, particularly disadvantaged pupils. This enables increased opportunities for feedback and time for high quality interactions between pupils and teachers. TeachingandlearningToolkit/EEF educationendowmentfund.org.uk Sutton Trust: quality first teaching has a direct impact on pupil outcomes.	1, 2, 3, 4, 7
Purchase of synthetic phonics resources to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily	1, 2, 3, 7

Further staff training in Sounds Write approach.	comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to further embed key elements of guidance in school and to access Teaching for Mastery training through the Archimedes Maths Hub	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4, 7
Enhancement of CPD opportunities for all staff to enhance pedagogy – e.g. National College online training.	Improved teacher knowledge and expertise has a direct impact on teaching and learning. Teaching and learning Toolkit/EEF educationendowmentfund.org.uk	

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

Budgeted cost:

2022/23: £22,620

2023/24: £24,220

2024/25 £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further	There is a strong evidence base indicating that phonic strategies have a positive impact on pupil progress, particularly for those from	1, 2, 3, 4, 7

support in Reception, Y1 and Y2.	disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered regularly over a period up to 12 weeks. Phonics/ToolkitStrand/EEFeducationendowmentfund.org.uk	
Additional Reading and Phonics sessions targeted at disadvantaged pupils who require support in Y2.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils of those falling behind. SmallGroupTuition/ToolkitStrand/EEF	1, 2, 3, 4, 7

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

Budgeted cost:

2022/23 £17,700

2023/24 £24,800

2024/25 £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Therapeutic intervention for disadvantaged pupils who require support with mental health and well-being	Individual, targeted support to address social, emotional and behavioural issues which impact on learning. External provision for identified pupils. SocialandEmotionalLearning/ToolkitStrand/EEF	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Targeted support for pupils and families will be implemented to improve and sustain attendance. This will be provided	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

by our Attendance Officer and Pastoral Lead.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Access to high quality educational opportunities beyond the classroom. This will include clubs, activities after school and residential visits.	These experiences have a significant impact on the social skills, self-esteem and confidence of our children and this has a positive impact on learning in the classroom.	5

Total budgeted cost:

2022/23: £216,520

2023/24 £251,870

2024/25 £227,920

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Outcomes 21/22

End of year outcomes at Age Related Expectation demonstrate that progress continues to be significantly impacted as a result of disruption caused by school closure and periods of isolation.

Year	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
Rec	88.9%	75.0%	66.7%	73.9%	77.8%	81.8%
Y1	60.0%	72.7%	64.0%	75.0%	68.0%	75.0%
Y2	78.9%	73.6%	63.2%	71.3%	68.4%	77.0%
Y3	66.7%	67.1%	66.7%	70.6%	63.6%	60.0%
Y4	46.4%	69.7%	42.9%	67.4%	46.4%	66.3%
Y5	71.4%	77.0%	50.0%	64.4%	67.9%	75.9%
Y6	69.6%	81.3%	73.9%	81.3%	56.5%	71.4%

In some year groups, outcomes for Pupil Premium pupils were slightly lower than All pupils but broadly in-line in others: subjects also varied. Outcomes were generally cohort specific.

Continued support through the Pupil Premium allocation enabled smaller class/set sizes and staff support to ensure all pupils' needs to be addressed. Carefully targeted and timely interventions were a key feature of this approach.

Phonics and Early Reading

Phonics and Early reading continued to be targeted throughout the year and was a key focus of work in EYFS and KS1.

Pupils were targeted for additional support delivered in small groups.

The Phonic Check was carried out in Summer22 for all Y1 pupils and those in Y2 who did not pass in the previous year.

Phonics	PP Pupils	All Pupils
Y1 Summer22	56.0%	76.1%
Y2 Summer22	89.5%	82.8%

Improving outcomes in Phonics were evident in the percentage of pupils who were at age expectation.

EYFS Language and Communication

Pupils entering EYFS had starting points well below National and therefore the focus on developing Language and Communication continued to be a priority.

NELI (Nuffield Early Language Intervention) was used to provide additional support in small groups. Strategies to develop language and communication were embedded in all teaching and learning opportunities to address the increasingly low starting points.

Attendance

Our Attendance Officer has continued to monitor individual pupils to ensure good attendance, including attendance strategy meetings with parents. This has been a key priority following the pandemic. Attendance was lower than previous averages and will continue to be a focus.

Attendance	2021/22
Reception	92.9%
Y1	93.6%
Y2	93.8%
Y3	94.5%
Y4	94.8%
Y5	94.4%
Y6	92.8%

Social and Emotional Support

An increased number of children were supported by the Bungalow Project, Educational Psychologist and Pastoral Lead in 21/22. The impact of the pandemic has been significant and more children have required additional social, emotional and mental health support.

Outcomes 22/23

End of year outcomes at Age Related Expectation demonstrate that progress is improving, particularly at KS2.

Year	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
Rec	81.3%	76.2%	75.0%	72.6%	75.0%	73.8%
Y1	66.7%	73.0%	66.7%	70.8%	66.7%	78.7%
Y2	46.7%	64.4%	46.7%	62.2%	36.7%	60.0%
Y3	56.5%	67.4%	65.2%	66.3%	56.5%	70.8%
Y4	70.6%	74.7%	70.6%	74.7%	67.6%	71.3%
Y5	43.3%	70.8%	40.0%	68.5%	43.3%	74.2%
Y6	87.5%	86.2%	84.5%	85.1%	71.9%	77.0%

In some year groups, outcomes for Pupil Premium pupils were lower than All pupils but broadly in-line in others: subjects also varied. Outcomes were generally cohort specific.

Continued support through the Pupil Premium allocation enabled smaller class/set sizes and staff support to ensure all pupils' needs to be addressed. Carefully targeted and timely interventions were a key feature of this approach.

Phonics and Early Reading

Phonics and Early reading continued to be targeted throughout the year and was a key focus of work in EYFS and KS1.

Pupils were targeted for additional support delivered in small groups.

The Phonic Check was carried out in Summer23 for all Y1 pupils and those in Y2 who did not pass in the previous year.

Phonics	PP Pupils	All Pupils
Y1 Summer23	53.3%	67.8%
Y2 Summer23	80.0%	87.6%

Phonics outcomes were significantly lower than in previous years. This will be addressed through focussed teaching and intervention to ensure pupils who did not pass at the end of Y1 are supported towards achieving a positive outcome in 23/24 at the end of Y2.

EYFS Language and Communication

Pupils entering EYFS had starting points well below National and therefore the focus on developing Language and Communication continued to be a priority.

NELI (Nuffield Early Language Intervention) continued to be used to provide additional support in small groups. Strategies to develop language and communication were embedded in all teaching and learning opportunities to address the increasingly low starting points.

Attendance

Our Attendance Officer has continued to monitor individual pupils to ensure good attendance, including attendance strategy meetings with parents. Our Safeguarding and Pastoral Lead has continued to work closely with parents to encourage improved attendance.

Attendance	2022/23
Reception	93.4%
Y1	92.4%
Y2	93.6%
Y3	94.8%
Y4	93.2%
Y5	94.8%
Y6	94.4%

Social and Emotional Support

An increased number of children were supported by the Bungalow Project, Educational Psychologist and Pastoral Lead in 22/23. The impact of the pandemic has been significant and more children have continued to require additional social, emotional and mental health support.

Outcomes 23/24

End of year outcomes at Age Related Expectation demonstrate that progress is improving, particularly at KS2.

Year	Reading		Writing		Maths	
	PP	ALL	PP	ALL	PP	ALL
Rec	68.2%	76.4%	68.2%	75.0%	68.2%	75.0%

Y1	81.5%	77.6%	59.3%	61.2%	70.4%	71.8%
Y2	64.3%	73.3%	60.7%	71.1%	57.1%	74.4%
Y3	52.9%	75.0%	61.8%	76.1%	58.8%	75.0%
Y4	75.9%	79.1%	72.4%	79.1%	72.4%	79.1%
Y5	74.4%	76.7%	79.1%	78.9%	76.7%	74.4%
Y6	58.8%	71.0%	50.0%	83.0%	61.8%	78.0%

In some year groups, outcomes for Pupil Premium pupils were lower than All pupils but broadly in-line in others: subjects also varied. Outcomes were generally cohort specific.

As previously, continued support through the Pupil Premium allocation enabled smaller class/set sizes and staff support to ensure all pupils' needs were addressed. Carefully targeted and timely interventions were a key feature of this approach.

KS2 Outcomes for PP pupils in Reading, Writing, Maths and Combined RWM were lower than national benchmarks. This is a focus for improvement in 24/25.

Phonics and Early Reading

Phonics and Early reading continued to be targeted throughout the year and continued to be a key focus of work in EYFS and KS1.

Pupils were targeted for additional support which was delivered in small groups.

The Phonic Check was carried out in Summer24 for all Y1 pupils and those in Y2 who did not pass in the previous year.

Phonics	PP Pupils	All Pupils
Y1 Summer24	81.5%	77.0%
Y2 Summer24	75.0%	90.0%

Phonics outcomes improved on the previous year but are still slightly lower than historical data. This will be addressed through focussed teaching and intervention to ensure the number of pupils achieving the pass mark increases.

EYFS Language and Communication

Pupils entering EYFS had starting points well below National and therefore the focus on developing Language and Communication continued to be a priority.

NELI (Nuffield Early Language Intervention) continued to be used to provide additional support in small groups. Strategies to develop language and communication were embedded in all teaching and learning opportunities to address the increasingly low starting points.

Attendance

This is part of a Trust-wide strategy and strategies to improve attendance is now part of the Academy Improvement Plan 24/25.

Our Attendance Officer has continued to monitor individual pupils to ensure good attendance, including attendance strategy meetings with parents. Our Safeguarding and Pastoral Lead has continued to work closely with parents to encourage improved attendance

Attendance	2023/24
Reception	96.0%
Y1	90.9%
Y2	94.1%
Y3	93.5%
Y4	94.4%
Y5	94.5%
Y6	93.8%

Social and Emotional Support

An increased number of children were supported by the Bungalow Project, Educational Psychologist and Pastoral Lead in 23/24. Additional support has been provided by Relax Kids and the NHS funded programme delivered by the Mental Health Support Team.