

Green Park CPS Pupil Premium (PP) Strategy Statement 2024-2025

School overview

Metric	Data
School name	Green Park Community Primary School
Pupils in school	380
Proportion of disadvantaged pupils	54%
Pupil premium allocation this academic year	£274,140
Academic year or years covered by statement	2024-2025
Publish date	16th September 2024
Review date	16 th September 2025
Statement authorised by	Richard Hawkins
Pupil premium lead	Richard Hawkins
Governor lead	Nigel Collins

Disadvantaged pupil performance overview for last academic year

YEAR R DATA BREAKDOWN

% of children at GLD

	2023	2024	Compared to National
ALL (54)	63%	68%	=
GIRLS (24)	71%	71%	
BOYS (30)	53%	63%	
PP (21) (39%)	55%	75%	>
SEND (8) (16%)	0%	50%	

% of children achieving GLD in Literacy goals

	2023	2024	Compared to National
ALL	67%	68%	=
GIRLS	71%	71%	
BOYS	57%	63%	
PP	65%	75%	++
SEND	0%	50%	

% of children achieving GLD in Maths

	2023	2024	Compared to National
ALL	63%	73%	-
GIRLS	79%	71%	
BOYS	50%	68%	
PP	57%	75%	+
SEND	6%	50%	

What does this data tell us:

- Children start in EYFS at very low levels. (80% at birth to 3) (20% at 3-4)
- Communication and language is the biggest deficit area. The vast majority of children show low language development. Very few children are able to form sentences when speaking. Many are unable to articulate their emotions or desires through speech.
- There is a developmental gap widening at the earliest age in all areas between the genders. This is linked directly to communication and PSED/PD where boys are less willing to try new things or to take risks.
- SEND children are identified early. These children will need additional support to access the curriculum as they move into Year 1.

What we are doing:

- Early talk boost and talk boost in EYFS and Year 1.
- Bespoke curriculum in small groups for children not yet at GLD.
- Accelerated progress for children not at GLD to allow them to access the Y1 curriculum as quickly as possible.
- Continuous Provision in Year 1.

Year 1:

Phonics Screening Check:

	2023	2024	Compared to National
All	71%	78%	=
Girls		92%	
Boys		76%	
PP	65%	78%	++
SEND		35%	

What does this data tell us?

- Phonics attainment is broadly in line with national data.

- PP children at our school are doing much better at phonics than those nationally.
- There is a significant gap between the attainment of Girls and Boys.

What are we doing?

- Continue the focus on quality phonics provision.
- Monitoring and feeding back to all staff.
- Regular phonics training for all staff.
- Bespoke provision for SEN children.

Year 2 Phonics Retakes:

	2023 (13 retakes)	2024 (16 retakes)	Compared to National
All	39%	25%	--
PP	33%	14%	--

What does this data tell us?

- The % of retake passes is significantly below that nationally.
- PP retake passes are even further behind those nationally.
- There may be individual stories behind this, but the picture has remained consistently low for those children who did not pass the PSC in Year 1 over the past few years.

What are we doing?

- Smaller group sessions for these children to catch up.
- Bespoke provision and resources.
- Continuing this provision through the KS2 classes.

Year 4 Multiplication Tables Check:

For the purposes of this analysis, we are considering scores of 18+ as meeting the expected standard.

	2024
All	65%
Girls (26)	58%
Boys (34)	71%
PP	65%
SEND	21%

What does this data tell us?

- There are no National comparisons. However, 29% of children who took the test, scored 25/25. For us, this figure was 32%.
- Nationally, the average points score was 20.2. For us, this was 18.0
- There is a significant gender attainment gap. Boys > girls
- PP children achieve as well as non-PP.

End of KS2 data:

2023 data

Exp+

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>	<u>Average SScore</u>
Reading	81%	80%	81%	50%	73%	104
Writing	74%	70%	78%	43%	59%	
Maths	70%	63%	81%	29%	55%	101
GPS	61%	67%	60%	14%	50%	100
Combined	65% (70%)	60%	78%	29%	55%	

Higher standard

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>
Reading	21%	17%	19%	7%	9%
Writing	2%	0%	4%	0%	0%
Maths	7%	3%	11%	0%	0%
GPS	21%	20%	22%	0%	5%
Combined	0%	0%	0%	0%	0%

2024 data

Exp+

<u>Subject</u>	<u>% all pupils (59)</u>	<u>Boys (27)</u>	<u>Girls (32)</u>	<u>%SEN (14)</u>	<u>%PP (31)</u>	<u>Average SScore</u>	<u>Com- pared to na- tional</u>
Reading	63%	63%	59%	43%	53%	102.4	-
Writing	68.4%	67%	69%	36%	50%	n/a	=

Maths	49%	56%	44%	21%	38%	99.1	---
GPS	56%	59%	53%	29%	38%	99.8	--
Combined	39%	41%	38%	14%	28%	n/a	---

Higher standard

<u>Subject</u>	<u>% all pupils (59)</u>	<u>Boys (30)</u>	<u>Girls (27)</u>	<u>%SEN (14)</u>	<u>%PP (22)</u>	<u>Com- pared to na- tional</u>
Reading	12%	0%	26%	7%	12%	--
Writing	0%	0%	0%	0%	0%	--
Maths	4%	0%	7%	0%	3%	--
GPS	11%	10%	11%	0%	3%	--
Combined	0%	0%	0%	0%	0%	-

What does the data show?

- Maths lagged way behind everything else.
- Maths and GPS were significantly below the national average.
- There was not a clear gender gap in any areas.
- The results reflect that some pupils were not able to access or deal with the SATs tests- question styles/decoding the questions/managing timings/addressing 2 or 3 part questions.

What are we going to do:

- Adapt the Maths curriculum to better address the areas needed.
- More regular assessment of how the children are doing in Year 5 and 6.
- Ability grouped maths lessons across the school in order to better meet the children's needs.
- Focus on fluency and arithmetic.

Progress data:

There is no progress data for the previous cohort of Year 6 pupils.

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Provide evidence based interventions to support pupils who are not making expected progress.
Priority 2	Use funding to provide small group and 1:1 sessions for children who are not making expected progress or are at risk of not reaching the expected standard.
Barriers to learning these priorities address	Ensure all teachers use evidence-based whole-class teaching interventions
Projected spending	£92,000

Teaching priorities for current academic year

Quality of Education

Development area	Actions	By whom	When	Evaluation methodology	Budget costing
The learning environment	Further develop sensory spaces in every class and corridor	Leaders of learning and teachers	From term 1	Every class will have spaces that children who are struggling can use to regulate without having to leave the year group area.	Minimal-use resources that we already have
Reading and phonics	Purchase final sets of phonics books so that children can take a copy home to read. Create outside reading spaces for break and lunchtimes	Discovery team Discovery team	Before term 1 From term 1	Copies of the books will be in place Reading for pleasure culture will be further developed	£3000 from English hub Minimal-storage of books and seating from existing resources
The curriculum is ambitious, coherently planned and enhances cultural capital	Hold cultural days to celebrate the range of cultures within the school community Develop whole school learning days for foundation subjects	Diversity team TLTs	In term 3 or 4 Throughout the year	Children will have a greater understanding of each other's cultures and will develop their understanding of the wider world.	No cost No cost

	Create a Music Development Plan, following the DfE's Power of Music recommendations	Creativity	By Term 1	The focus on other subjects will allow development of the golden threads and develop links. The plan will be in place and on the school website	No cost
SEND adapted curriculum	Ensure consistency of SEND resources (using widget) Create a set of social stories, using Widget for 1:1 s to use. 1:1 and SEND children in class to have 'passports' available to any staff to use when taking the group. Plan time for 1:1 staff to meet and share experiences with a line manager.	SENDCO Diversity team SENDCO Small group lead Diversity team SENDCO Diversity team SENDCO Small group lead	Before term 1 Before term 1 and when needed Before term 1 From term 1	Widget will be used for these resources Social stories will be in place and will be used for these pupils Passports will allow all staff to use best practice and have knowledge of the children 1:1 staff will have supervision and an opportunity to share good practice	No cost No cost No cost No cost
Teacher subject knowledge	Continue 'training' staff meetings as part of the 3-week cycle, but develop use of webinars and other on-	TLTs	From Term 1	Staff will have access to high quality CPD	No cost

	<p>line resources from White Rose, Pixl, Little Wandle and others</p> <p>Enable TAs to receive the above training where appropriate</p> <p>All teachers to have access to NPQ courses where appropriate</p> <p>All phonics teachers and TAs to receive regular feedback/visit to a different group</p>	<p>SLT</p> <p>SLT</p> <p>HT</p> <p>SLT</p>	<p>From term 1</p> <p>From term 1</p> <p>From term 1</p>	<p>TAs will have access to the training</p> <p>All teachers will receive CPD of the appropriate level.</p> <p>The quality of phonics sessions will be consistently good</p>	<p>Release time for TAs (assembly times)</p> <p>No cost</p>
Pupil long term retention to draw links	<p>Further develop retrieval questions for Cornerstones projects</p> <p>Hold Year group and class assemblies</p>	<p>TLTs</p> <p>LoLs</p>	<p>From term 1</p> <p>From term 1</p>	<p>Every project will have retrieval questions that use golden threads and build on prior learning</p> <p>Year groups hold an assembly every big term. (3 x a year)</p>	<p>No cost</p> <p>No cost</p>
Pupils are ready for their next stage in education	<p>Year 6 children to practice routines for KS3 during Term 6</p> <p>Teachers meet each term with their colleagues to discuss progress and aims for the next year</p>	<p>Y6</p> <p>LoLs</p> <p>SLT</p>	<p>Term 6</p> <p>Termly (3x a year)</p>	<p>Y6 will be ready for Y7</p> <p>Teachers will have a better grasp of expectations and gaps.</p>	<p>No cost</p> <p>No cost</p>

	for the pupils. Teachers visit the prior year group during the year to build a picture of what's going on and how the children are developing.				
National tests	<p>Improve teacher understanding of GDS in writing- staff CPD</p> <p>Improve outcomes in Maths by ensuring Maths coverage and understanding is secure in pupils.</p> <p>Adapt pedagogy in Maths to move away from the prescriptive nature of WRM towards a more focused Maths curriculum-planned by teachers and delivered to ability based groupings.</p> <p>Move back to a maths based homework each week.</p> <p>Adapt WRM resources combined with other resources to provide a more focused Maths curriculum that centers on Key Skills and knowledge</p>	<p>Discovery</p> <p>Invention SLT</p> <p>Invention SLT</p> <p>Invention SLT</p> <p>Invention SLT Teachers</p>	<p>Termly</p> <p>On-going</p> <p>By Term 1</p> <p>From Term 1</p> <p>By Term 1</p>	<p>GDS standard will be better understood and reflected in teacher assessment and planning</p> <p>Maths outcomes at the end of Key stage 2 will be in line with National data</p> <p>Maths outcomes at the end of Key stage 2 will be in line with National data</p> <p>Maths outcomes at the end of Key stage 2 will be in line with National data</p> <p>Maths outcomes at the end of Key stage 2 will</p>	<p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>

	linked to the end of Key Stage assessments.			be in line with National data	
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Targeted academic support for current academic year

Measure	Activity
Priority 1	Purchase further texts for accelerated Reader across all year groups to increase reading for pleasure. Ensure all staff (including new staff) are trained to deliver high-quality phonics lessons.
Priority 2	Use Pixl resources to continue small intervention groups and same-day interventions across Maths and Reading for disadvantaged pupils falling behind age-related expectations
Barriers to learning these priorities address	Encouraging wider reading and providing additional support in Maths and Reading
Projected spending	£85,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Increase attendance at Breakfast and After-School clubs.
Priority 2	Provide support for parents with uniform and access to services.
Barriers to learning these priorities address	Improving attendance and well-being for the most-disadvantaged pupils.
Projected spending	£85,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff have the appropriate level of training and support to deliver high-quality interventions	Use of staff meetings and Year meetings to allow Leaders of Learning to work directly with teachers and TAs
Targeted support	Ensuring enough time for Leaders of Learning to support teachers.	Leaders of learning have release time to work with staff.

Wider strategies	Engaging the families facing most challenges	Using projects in school, such as Forest School and Thrive to support families.
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Review: last year's aims and outcomes

Aim	Outcome
To improve the outcomes in writing through further use of 'Talk for Writing' and to improve spelling through the use of Lexia.	Strong improvement across Key Stage 1. Maintaining above national at the end of Key Stage 2.
Improve the outcomes for pupils in communication, language and literacy (CLL) and in Reading and Phonics further on in the school.	Steady improvement in EYFS, KS1 and in Key Stage 2. Exceeded disadvantaged national in phonics.
Improve outcomes for pupils in Maths and develop skills in Multiplication Tables for pupils in lower Key Stage 2.	Improvements have been seen further down the school but have not filtered through to KS2 yet.