

# Green Park CPS Pupil Premium (PP) Strategy Statement 2025-2026

## School overview

Metric	Data
School name	Green Park Community Primary School
Pupils in school	380
Proportion of disadvantaged pupils	57%
Pupil premium allocation this academic year	£320,235
Academic year or years covered by statement	2025
Publish date	16th September 2025
Review date	16 <sup>th</sup> September 2026
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

	2024	2025	Compared to National (2024 data)
ALL	68%	68%	= (67.7%)
GIRLS	71%	68%	-(75.6%)
BOYS	63%	68%	= (64%)
PP	75%	59%	= (62%)
SEND	50%	0%	--- (46%)

% of children achieving GLD in Literacy goals

	2024	2025	Compared to National
ALL	68%	68%	=
GIRLS	71%	68%	=
BOYS	63%	68%	=
PP	75%	63%	=
SEND	50%	0%	-

## % of children achieving GLD in Maths

	2024	2025	Compared to National
ALL	73%	68%	=
GIRLS	71%	68%	=
BOYS	68%	68%	=
PP	75%	63%	=
SEND	50%	0%	-

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.
- The developmental gap widening at the earliest age in all areas between the genders in previous years is not evident this year. 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:

	2024	2025	Compared to National
All	78%	78%	=
PP	78%	73%	+
SEND	35%	35%	=

What does this data tell us?

- Phonics attainment is broadly in line with national data.
- PP children at our school are doing better at phonics than those nationally.

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:

	2024 (16 retakes)	2025 (12 retakes)	Compared to National
All	25%	17%	--
PP	14%	17%	--

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	2025
All	65%	68%
Girls (26)	58%	69%
Boys (29)	71%	68%
PP	65%	67%
SEND	21%	60%

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 35%.
- Nationally, the average points score was 20.2. For us, this was 19.5
- There isn't a significant gender attainment gap.
- 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>Compared to national</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>Compared to national</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%	-

## 2025 data

### Exp+

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (29)</u>	<u>Girls (28)</u>	<u>%SEN (8)</u>	<u>%PP (27)</u>	<u>Average SScore</u>	<u>Compared to national</u>
Reading	51%	38%	64%	13%	41%	99	---
Writing	61%	52%	71%	13%	52%	n/a	-
Maths	60%	62%	57%	29%	44%	100	-
GPS	51%	40%	61%	38%	44%	99	---
Combined	33%	28%	39%	13%	19%	n/a	---

### Higher standard

<u>Subject</u>	<u>% all pupils (57)</u>	<u>Boys (29)</u>	<u>Girls (28)</u>	<u>%SEN (8)</u>	<u>%PP (27)</u>	<u>Compared to national</u>
Reading	0%	0%	0%	0%	0%	--
Writing	2%	0%	4%	0%	0%	--
Maths	4%	4%	4%	0%	4%	-
GPS	0%	0%	0%	0%	0%	--
Combined	0%	0%	0%	0%	0%	---

### Disaggregated data (with CYSPM data removed) Exp+

<u>Subject</u>	<u>% all pupils (52)</u>	<u>Boys (27)</u>	<u>Girls (25)</u>	<u>%SEN (6)</u>	<u>%PP (22)</u>	<u>Average SScore</u>	<u>Compared to national</u>
Reading	52%	41%	64%	17%	41%		--
Writing	63%	48%	76%	17%	55%	n/a	--
Maths	60%	63%	56%	17%	41%		-
GPS	48%	37%	60%	33%	41%		--
Combined	37%	30%	44%	17%	23%	n/a	---

What does the data show?

- This was a really disappointing set of data, as huge work has been done to raise attainment in Maths.
- Sadly, this resulted in a drop in Reading attainment.

What are we going to do:

- We have taken a full review of how Reading is taught in Years 4-6 and are using Pixl resources to ensure that our questioning is more demanding and meets the higher reading levels.
- More regular assessment of how the children are doing in Year 5 and 6.
- Ability grouped maths and English lessons across the school in order to better meet the children's needs.
- Focus on fluency and arithmetic.
- Focus on questioning and higher level reading skills.

### 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	£120,000

## Teaching priorities for current academic year

Quality of Education

### Quality of Education

Develop-ment area	• Actions	By whom	When	Evaluation methodology	Budget costing
The learning environment	<ul style="list-style-type: none"> <li>Further develop the old ICT suite so that it can be used as a learning base and also for staff development and meetings.</li> <li>Create 3 provision hubs in Leader or Learning rooms and the Y1/EYFS cabin.</li> </ul>	HT Site manager SLT Paddington Paws teams	From term 1  Before term 1	The space can be used  Rooms will be set up for use	£20000
Reading and phonics	<ul style="list-style-type: none"> <li>Ensure we have enough hard copies of phonics books to be able to send them home with the children.</li> <li>Increase the % of Y2 and Y3 children passing the PSC, by providing additional phonics sessions during reading time.</li> <li>Develop our use of accelerated reader as a reward device to encourage further reading.</li> </ul>	Discovery Team  Discovery team, teachers Discovery team	From term 1 From term 1  From term1	There are enough hard copies  % of children passing increases towards the national average  Reading engagement increases- pupil voice	Fund raising. Book fairs. £20000 Use of existing staff
The curriculum is			From term 1-		

ambitious, coherently planned and enhances cultural capital	<ul style="list-style-type: none"> <li>Begin the process of creating our own Curriculum, in order to move away from Cornerstones in 26/27.</li> </ul>	All staff	using Development Days and Planning Days	Staff will establish key topic areas for the curriculum, identifying key skills to be covered and relating these to local study opportunities and pupil voice.	£20,000
SEND adapted curriculum	<ul style="list-style-type: none"> <li>Develop a Paddington Paws curriculum for Y4/5/6</li> </ul>	Y4/5/6 team and Paddington Paws team		The curriculum will engage the pupils at an appropriate level and enable them to progress through the National curriculum skills and knowledge.	£15000
Teacher subject knowledge	<ul style="list-style-type: none"> <li>Develop the use of floor books in a balanced way to enable improved pupil engagement combined with high expectations.</li> <li>Conduct a training needs audit for all staff and use this to create the staff meeting training plan for the year.</li> </ul>	TLTs  HT	From Term 1  Before term 1 and continuing through the year.	Staff will have a clear understanding of the approach to use and this will be reflected in medium term plans.	£2000  Use existing training resources from subscriptions and other free sources.

				The staff training plan will accurately meet the needs of the staff.	£30000
Pupil long term retention to draw links	<ul style="list-style-type: none"> <li>Adapt the knowledge maps for topics to ensure that they are accessible for children at different levels.</li> <li>Further develop local links for topic related trips. This will reduce costs as well as providing trip links that children may relate to more easily.</li> </ul>	TLTs  TLTs Year Teams	From term 1  From term 1	Every project will have a knowledge map that will be adapted to reflect the reading abilities of the pupils.  Local study will be the focus of most trips.	No cost  Minibus and small entrance fees.
Pupils are ready for their next stage in education	<ul style="list-style-type: none"> <li>Continue transition week, with further provisions in place for SEND children and those who are particularly anxious</li> <li>Continue the paired marking sessions in staff meetings and consider extending this to maths and other subjects as well as writing.</li> </ul>	LoLs  SLT  Teachers	Term 6  Termly (3x a year)	Y6 will be ready for Y7 and all children will be comfortable and happy about their September move to a new year group.  Teachers will have a	£5000

	<ul style="list-style-type: none"> <li>• Create expectations guidance for parents related to each year group- what should my child be able to do by Year ...</li> <li>• E.g. getting dressed, toileting, reading, writing etc.</li> </ul>	<p>Diversity team</p> <p>Year teams</p>		<p>better grasp of expectations and gaps.</p> <p>Expectations are shared and explained to all parents to allow them to understand what their child should be able to do.</p>	
National tests	<ul style="list-style-type: none"> <li>• Continue the paired marking sessions in staff meetings and consider extending this to maths and other subjects as well as writing.</li> <li>• Improve the % of pupils achieving combined expected in R/W/M so that we are in line or above the national average</li> </ul>	<p>TLTs</p> <p>SLT</p>	<p>Termly</p> <p>From Term 1</p>	<p>GDS standard will be better understood and reflected in teacher assessment and planning.</p> <p>% combined will continue to increase from 2024. The upward trend will continue.</p>	<p>£5000</p> <p>£120000</p>

## 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.

## 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 broadly in line with 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.	Maths outcomes in line with National at the end of KS2