# Pupil premium strategy statement – Green Park Community Primary School

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 374 |
| Proportion (%) of pupil premium eligible pupils | 60.1% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2026-2028 |
| Date this statement was published | September 2026 |
| Date on which it will be reviewed | September 2027 |
| Statement authorised by | Richard Hawkins |
| Pupil premium lead | Maria Harrison |
| Governor / Trustee lead | Chris Button |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £334,100 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £334,100 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Green Park Community Primary School we have high expectations of all our pupils. We firmly believe that with high quality teaching and effective engagement from parents every child can meet their academic potential. We are also passionate about the children's social and emotional development and believe that all children should be offered opportunities to ensure that they leave our school with high aspirations for their future. Our curriculum is bespoke and allows children to make progress in a variety of ways. We do not limit the opportunities provided to children eligible for the Pupil Premium but offer a whole school approach. Barriers range from not making expected or accelerated progress in writing to lower attendance when compared with that of the rest of the school. We also have a number of children who benefit from the allocation of Pupil Premium Funding to allow them to take part in all educational visits and attend extra-curricular clubs. Because of our approach to the Pupil Premium Funding, a range of methods are taken into account when budgeting for the forthcoming year.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Progress in writing: children making below average progress in writing when compared to children nationally. Progress score for PP children in 2026 at the end of KS2 was -2.74.<br>Attainment in writing for this group was 62.5%, which is above that for PP children nationally. |
| 2 | Progress in reading: children making below average progress in reading when compared to children nationally. Progress score for PP children in 2026 at the end of KS2 was -1.30<br>Attainment in reading for this group was 72.5%, which is significantly above that for PP children nationally. |
| 3 | Progress in maths: children making below average progress in maths when compared to children nationally. Progress score for PP children in 2026 at the end of KS2 was -1.60.<br>Attainment in maths for this group was 70.0%, which is significantly above that for PP children nationally. |
| 4 | Attainment in GPS for PP children was 60.0%, which is significantly below that for all children nationally. |

| | |
|---|---|
| 5 | Average attendance of children in receipt of pupil premium funding is 91.1% (2025-2026) this is 3.9% below the 95% target for the school. 19.4% of pupils who are in receipt of pupil premium have attendance below 90%, meaning that they are persistently absent. |

## 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 |
|---|---|
| Pupils achieve their full potential in Reading, writing, maths and GPS. | Children in receipt of pupil premium funding make at least expected progress in reading, writing and maths and achieve the expected standard in GPS.<br>Thereby, the school's progress data will be 0 or better. |
| Pupils attend school, ensuring continuity of the curriculum, academic success and increased participation/interaction in class. | Average attendance of children in receipt of pupil premium funding is equal to or greater than the average of non-pupil premium children. |
| Pupils feel part of school life, and are involved with extra-curricular activities that help them develop their skills and talents. | Attendance of children in receipt of pupil premium funding is in line with the rest of the 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: £104.560

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Termly Pupil Progress Meetings with a particular focus on the progress of disadvantaged children, rooted in evidence. Teachers and senior leaders, together with the SENCo when appropriate, discuss each child's progress and any barriers. Strategies put in place / adapted and subsequently monitored. | EEF School's Guide to Implementation (2024) – Reflecting, monitoring and adapting strategies used will improve implementation. | 1,2,3,4,5 |
| Quality First Teaching through effective support, carefully sequenced planning, monitoring and incremental development. This element of the strategy involves: • Leaders of learning working with specific teachers and/or year groups to improve the quality of teaching and learning. • Releasing Subject Leaders to plan highly effective sequences of learning in their subjects and to follow up with monitoring and support for colleagues. • Releasing staff to observe best practice. | Improving teachers and their impact on learning is a priority for the school; we know that Quality First Teaching makes the greatest difference for all pupils (Muijs & Reynolds 2011). EEF also supports this approach – "Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio economically disadvantaged pupils." (EEF Guide to the Pupil Premium) All 5 Leadership time for the English lead to support the teaching and learning of writing across the school. | 1,2,3,4,5 |

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

Budgeted cost: £189,800

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Qualified teachers to deliver high quality reading, writing, maths and spelling interventions. | EEF Toolkit: Providing intensive individual support - + 5 months. EEF Toolkit: Small group tuition focusing on a small group of learners - + 4 months | 1,2,3 and 4 |
| Little Wandle Catch up sessions in Year 3 and 4. Using Little Wandle SEN resources. | EEF Toolkit: Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. EEF states that: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom; Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. (EEF Digital Technology Summary of Recommendations) | 2,4 |

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

Budgeted cost: £39,740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 'ELSA' (Emotional Literacy Support Assistant). to support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find | ELSA Project is an Educational Psychology led intervention that is evidence based. Evaluation reports detailing its positive effects with resilience, engagement and self-esteem can be found here: Evaluation Reports – ELSA Network | 5 |

| | | |
|---|---|---|
| solutions to problems they might have. | | |
| Pastoral support team to work with children and families to identify and overcome barriers to attendance. Create bespoke approaches depending on the 'push' and 'pull' factors affecting attendance for each child. | NFER research states the importance of positive relations between school and home and the important role which schools play in enabling access to external agencies to support vulnerable families. | 5 |
| Attendance is monitored (Insight) with half termly breakdown shared with SLT. Increased profile in school of attendance. Letters sent to parents of children whose attendance is a concern and subsequent meeting arranged. Attendance incentive implemented to encourage 100% attendance each half term with children awarded with being 'first to lunch' if their class has the highest attendance. | Disadvantaged pupils typically have poorer attendance than non disadvantaged pupils. NFER research identifies addressing attendance as a key step in improving attainment. | 1,2,3,4,5 |
| Bespoke support towards all extra- curricular activities including (but not limited to) visits, music lessons, residentials, clubs | The EEF found that there is evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention in addition to academic attainment. The EEF state that 'there is evidence that character / essential life skills in childhood are associated with a range of positive outcomes at school and beyond' Arts approaches have significant positive impact on attainment: Arts participation \| EEF Physical activity has important benefits in terms of health, wellbeing and physical development and therefore some effect of attainment too: Physical activity \| EEF | 1,2,3,4,5 |

## Total budgeted cost: £334,100

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Pupils attend school, ensuring continuity of the curriculum, academic success and increased participation/interaction in class.**

Average PP attendance 2024-2025: 90.9%

Average PP attendance 2025-2026: 91.1%

During the last academic year, work carried out by our attendance team has helped to close the gap between Pupil Premium and Non-Pupil Premium attendance. In 2024-5, the difference between Pupil Premium and Non-Pupil Premium attendance was 2.2%. This has decreased by 1.8% for the year 2025-26. Focused work has played a key role in improving attendance for individual pupils eligible for Pupil Premium. By building strong, trusting relationships with families, the team has been able to identify specific barriers to regular attendance—such as morning routines or wider wellbeing concerns—and offer targeted, practical solutions. Through regular check-ins and close collaboration with school staff, families feel more supported and confident in sustaining positive habits. This proactive approach has led to improved engagement, stronger home–school communication and a noticeable increase in attendance for the pupils involved.

**Pupils feel part of school life, and are involved with extra-curricular activities that help them develop their skills and talents.**

Currently, 83% of children receiving Pupil Premium funding attend at least one school club, a strong level of engagement that sits just below the overall figure of 85% for all children. We are building on this positive foundation and are confident in our aim to increase Pupil Premium participation to 100% by the end of the academic year.

## 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 |
|---|---|
| iRock | iRock School of Music |
| Dynamic Sports activities after school | Dynamic Sports Ltd |

## Service pupil premium funding (optional)

| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
|---|
| N/A |
| **The impact of that spending on service pupil premium eligible pupils** |
| N/A |

## Further information

The school is aware that the vast majority of our children live in low-income families. This means, that although 60% of the pupils are in receipt of Targeted Free School Meals and Pupil Premium Funding, around 30% more receive Expanded Free School Meals. These families also find paying for after-school clubs, trips and uniforms challenging. The school therefore ensures that trips, clubs and uniform is available for all pupils at a subsidised rate. This enables many parents to be able to work, without the burden of childcare costs.

All children at the school have the opportunity to attend a residential visit to a PGL centre in Year 6. The school subsidises this trip by 50% for all pupils, but also has a small pot of money for families who have more than 1 child in year 6 or are finding the financial strain of paying for the trip too much. Our aim is that every child has every opportunity.