

Pupil premium strategy statement Green Lanes Primary School

Our intention is that all pupils achieve their full potential, irrespective of their background or the challenges they face. All pupils should make good progress and achieve highly across all subject areas. When focusing on outcomes we aim for there to be no gaps between disadvantaged and non-disadvantaged pupils or, where there are gaps, this should be reducing year on year. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including those who are already high attainers or have special educational needs.

We will consider the additional challenges faced by pupils, such as those who have a social worker, young carers or those experiencing financial hardship. The activity we have outlined in this statement is also intended to support the additional needs of all pupils, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on early identification of needs, prompt, early intervention, scaffolding (including through the use of assistive technology) and support for learning using a team teach approach with teaching assistants. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time 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 progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring sessions for pupils whose education has been worst affected, including non-disadvantaged pupils. This is run by teachers and teaching assistants who then link this learning to daily lessons.

Our approach also knows that emotional wellbeing is key to progress and achievement and provides a therapeutic approach to support pupils in regulating their emotions so they can access learning. We therefore believe that pupils should all have access to a service which can support them in their learning and wellbeing.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment (educational and pastoral), not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified through high quality teaching and learning.
- ensure disadvantaged pupils have access to emotional support whenever needed
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

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 Lanes Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	12% (49)
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)	2023-2026
Date this statement was published	October 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Michele Johnson Headteacher
Pupil premium lead	Kath Platt Headteacher
Governor	Emma Flin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 83 325
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 83 325

Part A: Pupil premium strategy plan

Challenges

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

Challenge number	Detail of challenge
1	Data analysis, pupil book looks (including pupil voice) and observations indicate that the overall attainment and progress of disadvantaged pupils is generally lower than that of their non-disadvantaged peers in reading and maths and significantly lower in writing. End of key stage outcomes reflect this.
2	Assessments of phonics knowledge and observations of pupils' phonic skills indicate that disadvantaged pupils are more likely to require support in order to confidently use phonics to decode. This negatively impacts their development as readers and as such, impacts on them successfully accessing the planned curriculum.
3	Analysis of pupils' attainment on entry to Reception indicates that there is a gap between the percentage of disadvantaged pupils working within age related expectations when compared to other pupils. This lower attainment on entry continues as pupils move through the school and gaps in attainment between the two groups are still evident at the end of KS2.
4	Behaviour analysis, observations and discussions with pupils and parents indicate that disadvantaged children and their families are requiring higher levels of support for the effects of attachment and trauma, with some pupils finding it difficult to regulate their emotions, or internalising them. This impacts on their emotional well-being and in turn, their learning and the learning of others.
5	Monitoring and discussions with pupils and parents indicate that the financial impact of being disadvantaged has been significantly noticeable in relation to IT poverty, with disadvantaged pupils unable to access home learning due to inadequate IT hardware and resources.
6	Monitoring of admission data shows that more than a quarter of disadvantaged children joined our school at a time other than the usual starting point. This indicates that a large number of disadvantaged children and their families may require support with transition.
7	Monitoring of attendance data shows that the majority of disadvantaged children's attendance is less than good. Disadvantaged children are significantly more likely to be persistent absentees. Absenteeism negatively impacts upon pupils' progress.
8	Scrutiny of the SEND register indicates that a significant number of our disadvantaged children have additional learning needs (SEND). These needs need to be carefully planned for whilst ensuring high expectations for all.
9	Discussions with disadvantaged pupils and their teachers indicate that pupils require support in developing metacognitive and self-regulatory skills. This has resulted in these pupils being less independent with their learning and over reliant on asking teachers for support.

10	Discussions with disadvantaged pupils and their teachers indicate that underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils are evident. Disadvantaged pupils have demonstrated a need for support in recalling prior learning and the key vocabulary linked to it. This impacts upon progress in all subjects.
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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
Increase attainment of disadvantaged pupils in reading, writing, maths and phonics.	A greater percentage of disadvantaged children will be working within or beyond the curriculum expectations for their year group.
High quality teaching leads to improved outcomes for disadvantaged and non-disadvantaged pupils.	Analysis of diagnostic assessments leads to appropriately planned and scaffolded provision for pupils. Through precision teaching gaps in disadvantaged pupils' knowledge and understanding are reduced.
Early identification of barriers to learning for disadvantaged pupils and their families takes place and is actioned. Early intervention/provision is planned based on these identified needs.	Qualitative data indicates that conversations with pupils, parents and carers leads to reduction in barriers to learning. An increase in participation in enrichment activities e.g clubs, residentials, sporting activities is seen.
Ensure that all disadvantaged children have access to IT hardware at home and school in order to access learning.	All families of disadvantaged pupils are offered hardware for use at home and given a chrome book for school use.
Improve attendance of disadvantaged children.	The attendance of disadvantaged pupils improves. The percentage of disadvantaged pupils who are persistently absent reduces.
Improve the metacognition and self-regulation skills of disadvantaged pupils across all subjects, developing independence and resilience	Metacognition is explicitly taught within subject areas. Observations, pupil voice and teacher reports suggest that disadvantaged pupils are able to work independently and can identify strategies to support themselves as learners.
Achieve and sustain improved vocabulary and oral language among disadvantaged pupils across the school.	Pupils written and oral work demonstrates an improved ability to use and understand explicitly taught tier 2 and 3 vocabulary.

	Pupils use explicitly taught vocabulary when talking about their learning. They know more and remember more.
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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: £ 40 867

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ECT mentor support for 5 ECTs. Support given in and out of class, focusing on planning, scaffolding and behaviour.</p> <p>Mentors for new teachers</p>	<p>A long term, tiered approach to addressing disadvantage in schools is recommended. This includes teaching and learning which includes support for ECTs</p> <p>Addressing Educational Disadvantage in Schools and Colleges – The Essex Way</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes</p> <p>EEF effective professional development</p>	<p>1, 8</p>
<p>CPD and supervision for all staff focusing on identified needs and areas for development.</p> <p>Fund release time for Assistant headteacher Kath Platt to oversee the provision of CPD.</p> <p>Funding additional release time for teachers to work under directed tasks for PPG outcomes.</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes</p> <p>EEF effective professional development</p>	<p>1</p>
<p>Embed the curriculum schemes with a focus on language development and vocabulary.</p> <p>Embed the Herts Essential Writing scheme</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise and curriculum development.</p> <p>EEF Guide to Pupil Premium</p>	<p>3, 10</p>

<p>Fund ongoing release time in order to upskill subject leaders in this area and enable them to plan for and monitor the teaching of language and vocabulary development in their subject.</p>	<p>Supporting socially disadvantaged pupils to excel in literacy (focus on language development and vocabulary) at this stage of life is critical to closing the attainment gap between this group of pupils and their peers. Developing talk time in curriculum subjects.</p> <p>EEF Improving Literacy in Key Stage 2</p>	
<p>Embed assistive technology across the school.</p>	<p>Using technology to support metacognition can increase retention of key ideas and knowledge. Technology has the potential to improve metacognition.</p> <p>EEF Digital Technology Guidance</p> <p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>EEF Metacognition</p>	<p>1, 2, 3</p>
<p>Whole school CPD on metacognition to be delivered. Release time for training to be funded. Develop research pilot into metacognition homework systems to enable fluency.</p>	<p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>EEF Metacognition</p>	<p>9</p>
<p>Weekly Lite Bite CPD training for all colleagues to be delivered, focusing on identified teaching and learning areas for development</p>	<p>Supporting continuous and sustained professional development is important to develop the practice of teachers. Effective professional development requires a balanced approach which includes building knowledge, motivating teachers, developing teacher techniques and embedding practice.</p> <p>EEF Pupil Premium Menu</p> <p>Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</p> <p>EEF Effective Professional Development</p>	<p>1, 3, 8, 9, 10</p>
<p>Embed the Herts Essentials Mathematical Vocabulary Index.</p>	<p>Evidence indicates that high-quality talk can play an important role in supporting learning. Recommendation 2 of EEF’s ‘Improving Mathematics in the Early Years and Key Stage 1’ guidance report highlights the</p>	<p>1, 3, 10</p>

<p>Fund subject leader release time to embed the key elements of this guidance.</p>	<p>importance of practitioners seizing chances to reinforce mathematical vocabulary, as well as creating opportunities to promote mathematical discussion.</p> <p>Developing mathematical language – both informal and formal – in the classroom allows children to take an active part in learning. It helps children to develop a better and deeper understanding of mathematical concepts.</p> <p>Developing knowledge and understanding of precise mathematical vocabulary enables children to communicate more clearly. It supports children to justify, argue and prove their thinking more effectively.</p> <p>EEF Blog Meaningful Moments for Mathematical Talk</p>	
<p>CPD for EYFS and KS1 staff, focusing on use of language and questioning to move thinking and learning on.</p>	<p>There is evidence of language gaps for disadvantaged pupils at the beginning of school, so targeted communication support may be a promising approach to narrow these inequalities.</p> <p>Communication and language approaches typically have a very high impact and increase young children’s learning by seven months, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>EEF Early Years Toolkit - Communication and Language</p>	<p>3, 10</p>
<p>Embed an approach to the teaching and learning of times tables facts (Years 2-6) and share the approach with parents.</p> <p>Fund subject leader release time to monitor the implementation and impact of the approach.</p>	<p>The process of going from seeing or hearing something to storing it in your long term memory goes through several stages:</p> <ul style="list-style-type: none"> • an input (for example, hearing a teacher explain multiplication tables), the vast majority of which is forgotten • a fraction of the input enters the working memory (for example, $2 \times 2 = 4$); and • through attention and rehearsal, the information moves from the working memory to the long term memory <p>It is thought that by testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts or information. The testing process makes pupils aware of weaknesses in their memory and gaps in their understanding, thereby supporting self-monitoring of learning that can lead to the development of strategies for improvement.</p> <p>EEF Cognitive Science Approaches in the Classroom</p>	<p>1, 9</p>

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

Budgeted cost: £22 028

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teaching assistants employed to undertake pre and post teach sessions, linked to classroom teaching.</p>	<p>Studies of verbal feedback show slightly higher impacts overall (+7 months). Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p> <p>EEF Teaching and Learning Toolkit</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>EEF Feedback</p> <p>The key to effective intervention led by teaching assistants is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that pupils understand the links between them.</p> <p>EEF making Best Use of Teaching Assistants</p>	<p>1, 2, 3, 8,</p>
<p>Target talk (learning conversations) for disadvantaged children to take place 1x week (1 week teacher, 1 week TA). TA conversations to focus on next steps in learning, as well as metacognition, organisation, home learning, barriers and attendance.</p> <p>Fund release time for identified Assistant Headteacher to oversee the provision and impact of these learning conversations.</p>	<p>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</p> <p>Studies of verbal feedback show slightly higher impacts overall (+7 months). Low attaining pupils tend to benefit more from explicit feedback than high attainers.</p> <p>EEF Teaching and Learning Toolkit</p>	<p>1, 2, 3, 7, 9, 10</p>
<p>All disadvantaged pupils to be offered weekly teacher led tutoring.</p>	<p>Teacher led targeted at specific needs and knowledge gaps can be an effective method to support PPG pupils</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3, 10</p>

All children to take part in Wellcomm screening when joining the school. Intervention planned and delivered for those identified as not working at ARE in speech and language.	Delayed language skills lead to under-performance later in life. WellComm screening helps to identify speech and language difficulties and appropriate activities for addressing gaps. WellComm	10
Purchase and maintenance of IT hardware (laptop loan scheme).	Analysis of school parent responses and mentor conversations with disadvantaged pupils indicates that some do not have access to IT hardware at home and so are not always able to access home learning. Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are, are less likely to have access to a device suitable for learning These difficulties may increase the gap in attainment for disadvantaged pupils. EEF Teaching and Learning Toolkit	5

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

Budgeted cost: £ 20 430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of CPD for all staff for attachment and trauma training (including release time): <ul style="list-style-type: none"> - Therapeutic Thinking (Herts Steps) - TPC Therapy - Good Morning Ms Foster - Herts Uni 	Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools leads to improved pupil and student emotional health and wellbeing. This can help with their learning DFE Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges	4

School family worker employed. Specific focus areas:		
Family worker to make contact with all parents of children joining the school other than at the usual starting time.	<p>Barriers to learning such as social or learning deprivation will have a negative impact. Identification of these barriers and actions to address these will enable learning and positive outcomes. Schools should develop an understanding of any non-academic challenges that pupils are facing, which negatively affect their education and impact their access to teaching, for example:</p> <ul style="list-style-type: none"> • attendance and levels of persistent absence • behaviour incidences and exclusions data • wellbeing, mental health and safeguarding concerns • access to technology and educational materials • high pupil mobility <p>When identifying challenges, you should draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families.</p> <p>Using Pupil Premium Guidance for School Leaders</p>	4, 5, 6, 7
Family worker to make targeted contact with parents of disadvantaged pupils to check and discuss well-being and attendance issues.		
Uniform allowance and free school trips for all disadvantaged pupils to be funded.	<p>Analysis of school parent responses and mentor conversations with disadvantaged pupils indicates that some do not have access to funds to enable them to purchase suitable school uniform or contribute to the cost of trips, particularly residential.</p> <p>Children who participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.</p> <p>DFE Extra Curricular Activities Soft Skills and Social Mobility</p>	
EYFS and pastoral leads to carry out nursery/pre-school and home visits in Summer/Autumn term, focusing on disadvantaged and/or SEND children joining the school in the next academic year. Release time to be funded. Needs and school support to be identified and planned for.	<p>Barriers to learning such as social or learning deprivation will have a negative impact. Identification of these barriers and actions to address these will enable learning and positive outcomes. Schools should develop an understanding of any non-academic challenges that pupils are facing, which negatively affect their education and impact their access to teaching, for example:</p> <ul style="list-style-type: none"> • attendance and levels of persistent absence • behaviour • wellbeing, mental health and safeguarding concerns • access to technology and educational materials <p>When identifying challenges, you should draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families.</p> <p>Using Pupil Premium: Guidance for School Leaders</p>	3, 4, 5, 7

	<p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p>EEf Early Years Toolkit</p> <p>School leaders and Early Years providers should..... support disadvantaged children and their families to be ready for school and have a successful transition.</p> <p>(Addressing Educational Disadvantage in Schools and Colleges – The Essex Way)</p>	
<p>Therapeutic base Banksy resourced (physical and human) in order to enable pupils to regulate and then be able to access learning.</p>	<p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools leads to improved pupil and student emotional health and wellbeing. This can help with their learning</p> <p>DFE Promoting and Supporting Mental Health and Wellbeing in Schools and Colleges</p>	4

Total budgeted cost: £ 83 325