

Part B: Review of the previous academic year (Year 3 of 3)

Outcomes for disadvantaged pupils

This review details the impact that our pupil premium strategy activity (2024-2026) has had on pupils in the 2025-2026 academic year.

At the time of the review, there were 59 disadvantaged pupils on roll (14%). Within this figure 40% of the children also have EHCP's, 16% of the children are on SEN support, 40% of the children are young carers and 9% of the children are EAL.

Year Group	Disadvantaged Pupils
R	5
1	9
2	9
3	10
4	9
5	10
6	7

Aim
Intended Outcome Increase attainment of disadvantaged pupils in reading, writing, maths and phonics.
Success Criteria A greater percentage of disadvantaged children will be working within or beyond the curriculum expectations for their year group.
Analysis of data from the Primary Assessment Profile; Key Stage 2 Progress and Key Stage 2 Attainment for 2026 shows that 42.9% of disadvantaged pupils at Green Lanes achieved the expected standard in reading, writing and maths combined, compared to 63.5% of non-disadvantaged pupils. This represents a positive trajectory, as the gap has narrowed from 28.0 percentage points in 2022 (when it was 42.9% vs 70.9%) to 20.6 percentage points in 2026. Attainment in reading data shows that 71.4% of disadvantaged pupils achieved the expected standard in reading in 2026, compared to 73.1% of non-disadvantaged pupils – a gap of just 1.7 percentage points. Disadvantaged pupils at Green Lanes also significantly outperformed local and national benchmarks: Welwyn Hatfield disadvantaged pupils achieved 66.3%, Hertfordshire 59.8%, and England 62.5%. At Green Lanes 14.3% of disadvantaged pupils achieved the higher standard in reading, and whilst this is below the non-disadvantaged figure, it's worth noting that this is comparable to

local authority performance (23.9%) and close to the Hertfordshire average (19.1%) for disadvantaged pupils.

Disadvantaged pupils achieved a reading progress score of 0.44 in 2026. This positive progress score demonstrates that disadvantaged pupils made better than expected progress from their Key Stage 1 starting points, outperforming the Hertfordshire average of -0.17 and significantly exceeding the national average of -0.68 for disadvantaged pupils.

In 2026, 71.4% of disadvantaged pupils achieved the expected standard in writing, compared to 73.1% of non-disadvantaged pupils – a minimal gap of just 1.7 percentage points, which substantially exceeded local benchmarks: Welwyn Hatfield (56.2%), Hertfordshire (51.0%), and England (60.2%).

In maths 42.9% of disadvantaged pupils achieved the expected standard in 2026, compared to 75.0% of non-disadvantaged pupils. While there is a gap here, it's important to note the positive context: at Green Lanes disadvantaged pupils' performance is approaching the local authority average of 59.4% and the Hertfordshire average of 54.6% for disadvantaged pupils.

Attainment of PPG pupils in the Year 4 multiplication screening check shows that PPG children scored an average of 15.9 marks and 44% of PPG pupils scored well (above 20 marks with 1 scoring the full 25 marks).

Maths's interventions, therefore, will be continue to be a whole school focus for 2026-27. The proposed PPG strategy also includes targeted additional release time for the class teacher in order to focus on the learning for PPG pupils and to support them in meeting (and surpassing) curriculum expectations.

(Data Source: Primary Assessment Profile; Key Stage 2 Progress; Key Stage 2 Attainment; and Multiplication check attainment, 2026)

Analysis of the phonics check data shows that 56% of PPG pupils met the required standard in the Year 1 phonics screening check compared to 90% for the cohort overall. Importantly, of the pupils who did not meet the standard, 4 are double disadvantaged (PPG plus SEN/EAL/young carer). They face multiple barriers to learning beyond economic disadvantage. These pupils are receiving targeted, individualised support to address their specific needs. We recognise that our double disadvantaged pupils require additional, personalised support. We are implementing enhanced interventions and working closely with families to ensure these pupils make accelerated progress in their reading journey. Every child at Green Lanes deserves to become a confident, fluent reader, and we are dedicated to making this happen. *(Data Source: Primary Assessment Profile Year 1 Phonics)*

Analysis of the EYFS profile shows that 60% of PPG pupils achieved a Good Level of Development compared to 75% for the cohort overall. This is an increase of 45.7% on the previous year. PPG pupils are a focus for early intervention at Green Lanes and are a priority for home visits, targeted interventions and study club.

Summary of Strengths:

At the end of Key Stage 2 disadvantaged pupils at Green Lanes demonstrate particular strengths in:

- Reading attainment and progress – significantly outperforming local and national disadvantaged cohorts
- Writing progress – exceptional progress scores showing accelerated learning

- Writing attainment – substantially exceeding local and national benchmarks
- Narrowing gaps – the attainment gap between disadvantaged and non-disadvantaged pupils has reduced over time in combined measures

These results demonstrate that Green Lanes Primary School is providing highly effective support for disadvantaged pupils, particularly in literacy, enabling them to make strong progress and achieve outcomes that exceed local and national expectations for similar pupils.

Aim

Intended Outcome

High quality teaching leads to improved outcomes for disadvantaged and non-disadvantaged pupils.

Success Criteria

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.

The use of summative assessment has continued to be refined this year. It provides clear actions for class teachers when planning next steps for pupils.

Summative assessments used this year are:

Assessment of pupils' writing using TAFs

Herts diagnostics (maths)

Testbase Merit (reading, SPaG and maths)

144 grids (maths)

Little Wandle (phonics/reading)

Literacy Gold (reading, spelling, times tables)

Science Assessment Tracker

Previous KS2 SATs papers (reading, SPaG and maths)

WellComm screening (Speech and Language)

IAELD (Individual Assessment of Early Learning Development)

Early Learning Goals

Pre-Curriculum Levels

Training on how to analyse outcomes of summative assessment has been given to teaching and support staff as well as release time to carry out the analysis. This analysis is then discussed at pupil progress and attainment meetings and planned actions agreed. Class teachers pass the planned actions up to the next class teacher at the end of the academic year.

All PPG pupils have a weekly learning target conversation with their teacher or a teaching assistant. Targets are focussed on addressing gaps in foundational skills and pupils are supported to overcome these gaps. Analysis of the data indicates a need for a whole school focus on maths and in line with this, teachers will ensure that there is a daily check to identify misconceptions leading to post teach before the next session for all pupils, prioritising the disadvantaged.

Teachers will explicitly teach all pupils how to edit and challenge in every session. Once embedded, this time will then be used to set personalised edit and challenge targets for all pupils. This is in addition to the existing learning conversations already in place for PPG pupils. All adults must be aware of these targets and they must be discussed with the children.

Pre and post teach sessions are used across the school to close the gaps in pupils' knowledge and understanding after lessons. Children, teachers and teaching assistants work together to identify gaps and who needs further input or scaffolding, based on the outcomes of lessons. These gaps are then addressed in pre or post teach sessions.

100% of PPG pupils have been screened using the WellComm assessment tool and 5 PPG children have received WellComm intervention this year following the outcomes of these assessments.

Directed release time, with specific actions, has been allocated to all teachers in order to improve PPG outcomes. This was combined with an additional afterschool offer of teacher support from January 2026. These afterschool sessions were well attended across all year groups. These initiatives have proved both popular and successful and will form part of the new Pupil Premium Strategy going forwards, with a focus on maths fluency skills.

Aim

Intended Outcome

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.

Success Criteria

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, residential, sporting activities is seen.

Directed release time for teachers to address the individual barriers to learning and improve outcomes for the PPG children have resulted in improved outcomes for the children, teachers connecting with and building relationship with the PPG children in their year group, recognising speech and language and social communication issues and providing missing equipment.

All PPG children have been offered devices to use at home, however as the whole school homework policy now focusses on foundational skills and is set daily using books provided by school, less pupils have taken up this offer.

100% of parents of PPG children have been offered a school uniform voucher and additional vouchers provided by the Wellfield trust have been offered to families identified as low income or in need of support due to extenuating circumstances.

82% (14/17) of PPG children attended school residential trips and 100% have attended day trips this year. The two children who did not attend the residential trips did not attend due to personal rather than financial reasons.

50/59 PPG children (85%) attended an after-school club this year.

100% of PPG children in KS2 have represented the school in competitive sporting activities. 18 of the representatives for the school, eco, anti-bullying and inclusion councils are PPG children.

10 home visits were carried out for new reception starters September 2026. Class teachers and the school's inclusion team have visited the family home in order to identify possible barriers to learning and plan actions to address these.

Aim

Intended Outcome

Ensure that all disadvantaged children have access to IT hardware at home and school in order to access learning.

Success Criteria

All families of disadvantaged pupils are offered hardware for use at home and given a chrome book for school use.

All parents of PPG children have been offered IT hardware for use at home.

9 parents took up this offer.

100% of PPG children have access to IT hardware at home.

100% of PPG children have access to a ChromeBook in school 1 between 2 (1 each in year 6).

Aim

Intended Outcome

Improve attendance of disadvantaged children.

Success Criteria

The attendance of disadvantaged pupils improves.

The percentage of disadvantaged pupils who are persistently absent reduces.

2022-2023

PPG 90.3% v non-PPG 95.1%. Gap -4.8%

PPG PA 31.4%

2023-2024

PPG 91.1% (without 2 pupils – EMSA and traveller) non-PPG 95.9%. Gap -4.8%

PPG PA 26.2%

2024-2025

PPG 92.5% v non-PPG 96.0%. Gap -3.5%

PPG PA 20%

2025-2026

PPG 92.7% v non-PPG 96.0% Gap. -3.3%

PPG PA 27.5%

Data shows a slight improvement in the attendance of PPG children this academic year of 0.2% (2.4% since start of this plan)

The percentage of PPG children who are PA has increased this year for the first time since the start of the plan by 7.5% (academic year 2025-2026). There has been an overall reduction of (3.9% since start of this plan). Attendance remains a whole school focus for this group, identifying barriers and supporting parents in bringing their children to school.

Aim
Intended Outcome Improve the metacognition and self-regulation skills of disadvantaged pupils across all subjects, developing independence and resilience
Success Criteria 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.
Jen Foster (TGMC), Shahana Knight and Therapeutic Thinking continue to inform our whole school behaviour and relationships policy. These approaches focus on metacognition and self-regulation. A whole school approach to journaling is now embedded following INSET led by Jen Foster in September 2024. The CUSP curriculum continues to provide opportunities for pupils to work independently and develop self-study and self-help strategies. Edit and challenge is embedded in all subjects across the school. Children identify what they have done well and what they need to do next. Staff training linked to metacognition and self-regulation has been delivered throughout the year in staff meetings and Lite Bite sessions: - Adult interactions – how to move learners on - Learning pathways - Consistent responses and scripts - Consequence mapping - Calm areas - ADHD training - Shahana Knight TPC update - Therapeutic Thinking refresher - Journaling - Scaffolding Monitoring by SLT, and subject leader monitoring looks at outcomes for all pupils, with a focus on those who are in receipt of pupil premium funding. These pupils are always represented in pupil voice sessions.

Aim
Intended Outcome

Achieve and sustain improved vocabulary and oral language among disadvantaged pupils across the school.
Success Criteria Pupils written and oral work demonstrates an improved ability to use and understand explicitly taught tier 2 and 3 vocabularies. Pupils use explicitly taught vocabulary when talking about their learning. They know more and remember more.
CUSP curriculum and Herts Essential Maths continue to be embedded in all year groups with a focus on vocabulary acquisition and use. The introduction of Herts Essential writing across the school has resulted in the integration of oracy and vocabulary development as a core pillar for primary and early years writing at Green Lanes, Subject leaders have focused on the acquisition and use of vocabulary when monitoring their subject this year. Lesson observations and pupil book studies have taken place in all subjects. PPG children are a focus in every pupil book study session in all subjects. This impact of the introduction of the writing scheme will continue to be a focus for monitoring in the 2026 - 2027 cycle of the plan.