Pupil premium strategy statement Green Lanes Primary School

At Green Lanes Primary School, our Pupil Premium Strategy is designed to ensure that disadvantaged pupils achieve as well as, or better than, their peers in similar contexts. Our ambition is that every pupil, regardless of background, can access the full curriculum, make strong progress, and develop independence, resilience and confidence as learners. 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.

This strategy is aligned to the school's development priorities, with particular focus on all staff having high expectations, promoting curriculum excellence and focussing on the development of foundational skills. We are committed to improving attendance, attainment and progress for PPG pupils and to ensuring that PPG pupils have equal access to assistive technology, high-quality adult interactions and scaffolding.

Our strategy also reflects the school's focus on handwriting, spelling and maths fluency; quality-first teaching; metacognition and self-regulation; scaffolding; attendance and parental partnership; targeted intervention; therapeutic and relational approaches; and the use of assistive technology.

We will consider the additional challenges faced by pupils, such as those who have a social worker, are 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 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.

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	406
Proportion (%) of pupil premium eligible pupils	13% (53)
Academic year/years that our current pupil premium strategy plan covers	2026 to 2029 Year 1 of 3 2026 - 2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Michele Johnson Headteacher
Pupil premium lead	Kathryn Platt Assistant Headteacher
Governor	Emma Flin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 80 510
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 80 510

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	**Lower attainment in foundational skills** Data analysis of end of key stage outcomes, 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 foundational skills (handwriting, spelling, reading fluency and, in particular, maths fluency).
2	**Lower attainment in phonological awareness** Assessments of phonics knowledge, data from the phonics screening check 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	**Attendance concerns** 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.
4	**Complex SEND needs** Scrutiny of the SEND register indicates that a significant number of our disadvantaged children have additional learning needs (SEND). This affects access to curriculum and language development. These needs need to be carefully planned for whilst ensuring high expectations for all.
5	**Reduced independence and resilience** 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.
6	**Limited access to enrichment and broader curriculum** Analysis, observations and discussions with pupils and parents indicate that disadvantaged children and their families are requiring support accessing enrichment opportunities and broader curriculum experiences. This has resulted in these pupils being less likely to access opportunities outside of the school day.
7	**Need for high quality scaffolding and adult interaction** Discussions with disadvantaged pupils and their teachers indicate that 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.

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 foundational skills; handwriting, spelling, reading fluency and maths fluency.	• Increased proportion of disadvantaged pupils meeting age-related expectations • Improved fluency in reading, writing and maths • Reduced gaps between PPG and non-PPG pupils
Increase attainment of disadvantaged pupils in phonics and early reading.	• Increased proportion of disadvantaged pupils meeting age-related expectations in half-termly phonics assessments • Reading fluency assessments show disadvantaged pupils reading at speeds appropriate for their age • Improved fluency in reading, writing and maths • Reduced gaps between PPG and non-PPG pupils • The percentage of disadvantaged pupils requiring additional phonics intervention decreases year-on-year
High quality teaching leads to improved outcomes for disadvantaged and non-disadvantaged pupils. Lessons are adapted so that disadvantaged pupils can access and succeed in the core curriculum.	• Increased engagement and participation of PPG pupils in lessons • Greater consistency in adaptive teaching • Improved progress outcomes in internal and external data
Remove attendance barriers for disadvantaged pupils resulting in improved attendance.	• PPG attendance moves towards or above whole-school target • Reduction in persistent absence • Fewer late arrivals among vulnerable groups
Use purposeful assistive technology to support access and independence and so remove barriers to learning.	• Pupils access their learning more independently • Reduced barriers to written output and reading comprehension • Stronger engagement and improved outcomes for targeted pupils
Improve language development, scaffolding and adult interactions to give pupils the language and support needed to succeed independently.	• Improved vocabulary use and spoken responses • Better written outcomes due to stronger oral rehearsal • Greater independence in class tasks

Improve the metacognition and self-regulation skills of disadvantaged pupils across all subjects, developing independence and resilience. Support wellbeing, relationships and engagement to ensure disadvantaged pupils feel safe, known and ready to learn.	• Improved behaviour for learning • Metacognition is explicitly taught within subject areas. • Better engagement and emotional readiness • Reduced barriers linked to anxiety or regulation
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.
Remove barriers and offer support disadvantaged pupils to access enrichment opportunities and broader curriculum experiences.	• An increase in participation in enrichment activities e.g. clubs, residentials, sporting activities is seen.

Activity in this academic year

This details how we intend to spend our pupil premium **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
ECT mentor support for 3 ECTs. Support given in and out of class, focusing on planning, scaffolding and behaviour. Mentors for new teachers	A long term, tiered approach to addressing disadvantage in schools is recommended. This includes teaching and learning which includes support for ECTs Addressing Educational Disadvantage in Schools and Colleges – The Essex Way 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 EEF effective professional development	1,2,4,5,7
CPD and supervision for all staff focusing on	Supporting high quality teaching is pivotal in improving children's outcomes. High quality teaching can narrow the disadvantage gap. Promoting effective professional	1,2,4,5,7

identified needs and areas for development.	development plays a crucial role in improving classroom practice and pupil outcomes EEF effective professional development	
Embed the curriculum schemes with a focus on language development and vocabulary. Embed Letter join across the school 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.	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. EEF Guide to Pupil Premium 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. EEF Improving Literacy in Key Stage 2	1,2,4
Embed assistive technology across the school.	Using technology to support metacognition can increase retention of key ideas and knowledge. Technology has the potential to improve metacognition. EEF Digital Technology Guidance 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. EEF Metacognition	1,2,5
Weekly Lite Bite CPD training for all colleagues to be delivered, focusing on identified teaching and learning areas for development	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. EEF Pupil Premium Menu Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes EEF Effective Professional Development	1,4,5,7

Embed the Herts Essentials Mathematical Vocabulary Index. Fund subject leader release time to embed the key elements of this guidance.	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 importance of practitioners seizing chances to reinforce mathematical vocabulary, as well as creating opportunities to promote mathematical discussion. 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. 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. EEF Blog Meaningful Moments for Mathematical Talk	1,7
CPD for Lower Phase staff, focusing on use of language and questioning to move thinking and learning on. Early Years Adviser	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. 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. EEF Early Years Toolkit - Communication and Language	1,2,4,7
Funding additional release time for teachers to work under directed tasks for PPG outcomes.	Funds allocated so teaching assistants can lead classes whilst teachers focus on their disadvantaged pupils weekly. EEF making Best Use of Teaching Assistants	1,2,7
Embed an approach to the teaching and learning of times tables facts (Years 2-6) and share the approach with parents. Fund subject leader release time to monitor the implementation and impact of the approach.	The process of going from seeing or hearing something to storing it in your long-term memory goes through several stages: • 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 x 2 = 4); and • through attention and rehearsal, the information moves from the working memory to the long-term memory 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,	1,4,7

	thereby supporting self-monitoring of learning that can lead to the development of strategies for improvement. EEF Cognitive Science Approaches in the Classroom Meaningful Moments for Mathematical Talk	

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

Budgeted cost: £19 213

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching assistants employed to undertake pre and post teach sessions, linked to classroom teaching.	Studies of verbal feedback show slightly higher impacts overall (+7 months). Low attaining pupils tend to benefit more from explicit feedback than high attainers. EEF Teaching and Learning Toolkit Providing feedback is a well-evidenced and has a high impact on learning outcomes. EEF Feedback The key is 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. EEF making Best Use of Teaching Assistants	1,2,4,5,7
Learning Target 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. Fund release time for identified Assistant Headteacher to oversee the provision and	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. Studies of verbal feedback show slightly higher impacts overall (+7 months). Low attaining pupils tend to benefit more from explicit feedback than high attainers.	1,2,3,4,5,6,7

impact of these learning conversations.	EEF Teaching and Learning Toolkit	
All disadvantaged pupils to be offered weekly teacher led 'Study Club'.	Teacher led, targeted at specific needs and knowledge gaps can be an effective method to support PPG pupils Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,4,7
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	1,4

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

Budgeted cost: £ 20 430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of CPD for all staff for attachment and trauma training (including release time): - 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	5

Pastoral lead to make targeted contact with parents of disadvantaged pupils to check and discuss well-being and attendance issues.	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: • 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 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. Target courses are identified and held at Green Lanes Using Pupil Premium Guidance for School Leaders	4, 5, 6, 7
Uniform allowance and free school trips for all disadvantaged pupils to be funded.	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 residentials. 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. DFE Extra Curricular Activities Soft Skills and Social Mobility	6
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.	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: • attendance and levels of persistent absence • behaviour • wellbeing, mental health and safeguarding concerns • access to technology and educational materials	3,4,6

	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. Using Pupil Premium Guidance for School Leaders 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. EEF Early Years Toolkit School leaders and Early Years providers should….. support disadvantaged children and their families to be ready for school and have a successful transition. (Addressing Educational Disadvantage in Schools and Colleges – The Essex Way)	
Therapeutic base Banksy resourced (physical and human) in order to enable pupils to regulate and then be able to access learning.	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	4,5

Total budgeted cost: £80 510