



Green End Primary School

Pupil Premium Strategy Statement

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	491
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	10/7/26
Statement authorised by	Lisa Vyas
Pupil premium lead	Jeff Harriott
Governor / Trustee lead	Freddie Gualda-Wallace

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,260
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>	£293,260

Part A: Pupil Premium Strategy Plan

Statement of intent

The intent for our Pupil Premium strategy is that our children from a disadvantaged background will close the gap on their peers and reach their potential. We have identified areas of challenge and will target these to support our children to close the gap with their peers both emotionally and academically.

Challenges

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

Challenge number	Detail of challenge
1	Academic performance On entry to Nursery our disadvantaged pupils arrive below or well below age related expectations compared to other pupils. This gap results in children being significantly behind their peers academically and as a result, reaching their potential is significantly more challenging. This has also been seen nationally.
2	Reading On entry assessments into school show that children begin with their access to books and early reading ability significantly behind their peers. This results in a significant gap between disadvantaged children and their peers on reading attainment. This has also been shown nationally.
3	Missed enrichment opportunity Children from disadvantaged backgrounds have often had less enrichment opportunities than their peers outside of school. This has resulted in children not having the range of language and experience to support their oral development and their academic achievement, resulting in them falling further behind. With the cost-of-living crisis, we are seeing a further gap between disadvantaged children and their peers of their opportunities to access enrichment opportunities outside of school.
4	Parent engagement Parent engagement to support children achieve effectively can be a challenge. We have identified that parent engagement with some of our disadvantaged children to be lower than their peers. This results in the support from home for their academic achievement to be lower than that of their peers. Cost of living is having a large impact on our families. Families are struggling to find the correct support to ensure that they have a home environment for the children to have their needs met.
5	Low starting points in nursery

On entry into nursery, baseline assessment shows that children are well below expected levels of school readiness. This has a major impact on their ability to access the provision and their learning.

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
To achieve and sustain high levels of phonics and reading.	Phonics results, internal assessment data and KS2 reading results show that children from a disadvantaged background are performing in line with their peers.
Improved maths and writing attainment for disadvantaged pupils at the end of KS2.	KS2 outcomes to show that the outcomes for disadvantaged pupils are in line with their peers for the expected standard in maths, reading and writing.
Increased parental engagement	Parents clear on how they can support their children at home, resulting in increased participation in children's learning at home. Families supported effectively with cost-of-living support. Families clear on where they can find support both in school and out of 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

Budgeted cost: £150,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional year 6 teacher to create smaller class	This is an approach we have done for several years. Staff feedback reports they have a far greater knowledge of individual children's needs, strengths and areas for development. They report they have more time to support children effectively; they have more time to support children pastorally, including being able to target the emotional wellbeing of year 6 children to support them throughout the preparation for SATs and through the transition into high school. Teachers have also reported they have more ability to cover the whole curriculum. SATS results have shown that our pupil premium has consistently closed the gap on their national peers.	1, 2

	Year 6 teachers also report the workload is more manageable and therefore are happy to stay in year 6. This has also supported the children's wellbeing and transition to high school; through developing new relationships and with lower class numbers the teachers are able to more effectively support the children's emotional needs, both throughout SATs and transition to high school. Pupil voice has shown that this has added to the children's confidence and reduced anxiety.	
Large contribution towards the cost of KS2 Teaching Assistants – Year 3,4,5 to support English and maths delivery including in class support, challenge and targeting	This approach has been taken in the previous year as a result we have seen that the teacher and the TA have been able to target pupil premium children, allowing them to build confidence, develop fluency and apply knowledge. The internal data has shown impressive progress from starting points and a closing of the gap between the disadvantaged children and their peers. Lesson observations have shown that teaching assistants allow teachers to adapt teaching effectively to the needs of the children in class. Teaching assistant interventions EEF (educationendowmentfund.org.uk)	1, 2

Targeted academic support

Budgeted cost: £105,671

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS / KS1 /KS2 - reading Teaching Assistants Reading teaching assistants to ensure every child in Reception and KS1 is heard read twice a week, with pupil premium children having an additional reading slot. KS2 pupil premium children are also listened to read twice a week.	The Reading Teaching Assistants model means that disadvantaged children are heard read several times a week. This has shown to make a significant difference to reading progress and attainment for these children. For all year groups specific pupil premium children have additional support from the Reading Teaching Assistants to ensure that they are keeping pace with ARE. Reading Comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 5
Speech and Language Teaching Assistant	Teaching assistant to target speech and language provision across the school through assessment, intervention and supporting staff to develop provision within the classroom. We have seen over a number of years that children come into school with a number of speech and language needs. This approach has allowed these children to bridge the gap to their peers.	1, 2

Additional nursery teaching assistant to support transition into school for the first half term, develop key readiness for school skills and address missed opportunities.	Children come into nursery well below expectations needing additional support to develop their readiness for school skills. This has necessitated needing additional support. We have seen as a result this support has allowed children to settle and develop the skills need to access their environment effectively. This has also been evident in GLD scores in line with national comparator peers when coming from extremely low starting points.	5
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Wider strategies

Budgeted cost: £37,347

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support for target disadvantaged families	<p>The PSA supports specific disadvantaged families and through the high level of skill that she brings to the role is able to support the provision and improve outcomes for these children and families. Her remit includes supporting financially, with parenting techniques, with housing issues and with wider agency support. Families who she supports gain huge benefit from her involvement and the measures of impact: stability, welfare, attendance etc are all demonstrably improved.</p> <p>Parental engagement EEF_ (educationendowmentfund.org.uk)</p>	4, 5
<p>Enrichment opportunities through Children's Charter ensures that all children leave our schools with a minimum number of key experiences – fully funded.</p> <p>Opportunities to build confidence, independence, improve risk taking and develop vocabulary are given through subsidised residential visits in year 4 and 6.</p>	<p>Our Children's Charter is a vision that aims to extend children's horizons and experiences so that by the time they leave our schools they will have experienced trips in each year group which include natural world experience: farm, forest, seaside, countryside etc alongside cultural and arts events: live orchestra, theatre and sporting events.</p> <p>This is an incredibly valued and impactful initiative and gives the children such memorable experiences that stay with them and really do broaden perspectives. These experiences have shown an increased ability for the children to be able to contextualise their learning and as a result develop a greater vocabulary which in turn impacts on their ability to develop both their reading and writing.</p> <p>Pupils cite residential as their most significant memory of school and demonstrate significant impact on such a wide range, from physical, emotional and academic.</p>	3
Pastoral support worker, carrying out pastoral support interventions	Children arrive in school with a number of emotional needs that impact their ability to learn. We have seen pastoral interventions support children in developing	1

dealing with anxiety, confidence and mental health	the coping skills, school connections, regulation skills and resilience to allow them effectively access their learning. This has been a key contributor to targeted attendance improvements and to the children's performance at assessment points.	
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Total budgeted cost: £293,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Sustained high attendance

Targeted support of families has resulted in an improvement in attendance rates in the academic year 2024/25. We have seen the overall attendance rates improving past national rates and the gap between pupil premium and non-pupil premium closing on the previous year.

Absence

Pupil premium	Whole cohort	Local all	National same ('24)	National all ('24)
6.3	5.3	5.58	7.9	5.5

Persistent absence

Pupil premium	Whole cohort	Local all	National same ('24)	National all ('24)
21.5	15.8	15.1	26	14.5

Attainment outcomes (all percentages rounded)

GLD

2025 outcomes for achieving expected GLD at the end of reception show that pupil premium children far exceeded their national pupil premium peers and match their national non-pupil premium peers. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
68	68	72	51	68

Phonics – Y1

2025 outcomes for achieving expected phonics standards show that pupil premium children exceeded their national pupil premium peers but were behind their non-pupil premium peers. This was with a backdrop of high SEND within the cohort (11 children on the SEND register).

Pupil premium	Whole cohort	National comparator	National same	National all
72	80	83	69	80

KS2 maths outcomes

2024 outcomes for meeting the expected standard in maths show that the disadvantaged pupils are well above both their national pupil premium peers and inline with their national non-pupil premium peers. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
81	86	80	61	74

KS2 reading outcomes

2025 outcomes for meeting the expected standard in reading show that the disadvantaged pupils are well above both disadvantaged pupils and non-disadvantaged pupils nationally. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
87	89	81	63	75

KS2 writing outcomes

2025 outcomes for meeting the expected standard in writing show that the disadvantaged pupils are well above both disadvantaged pupils and non-disadvantaged pupils nationally. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
87	89	78	59	72

KS2 RWM combined outcomes

2025 outcomes for meeting the expected standard as a combined measure of all 3 subjects show that the disadvantaged pupils are well above disadvantaged pupils nationally and above non-disadvantaged pupils nationally. Showing excellent progress from their starting points.

Pupil premium	Whole cohort	National comparator	National same	National all
71	80	69	47	62

Parental Engagement

The parent voice of those who have been part of targeted work by the PSA has shown that parents are clear of the support that is available in school and speak highly of the support they have received. They talk of improved skills in managing morning and bedtime routines. More strategies to support children to eat healthy. More strategies for deescalation of behavioural concerns and a greater understanding of the emotional needs of their children. They talk of the support they have received in dealing with housing issues and dealing with financial concerns. We have also an increase in attendance for those that the PSA is supporting.