

Pupil Premium Strategy Statement

This statement details Green Lane Primary 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 Lane Primary School
Number of pupils in school	496 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	39%
Academic years that our pupil premium plan covers	2024 - 27
Date this statement was published	23rd September 2024
Date on which it was last reviewed	23rd September 2024
Statement authorised by	Mr Bryan P. Harrison
Pupil premium lead	Mrs Samantha Mollett
Governor / Trustee lead	Lynette Clapham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,988
Pupil premium funding carried forward from previous year	-
Total budget for this academic year	£311,988

Part A: Pupil premium strategy plan

Statement of intent

Green Lane Primary School is committed to ensure that all pupils achieve well and make rapid progress from their starting points irrespective of their background. The focus of our Pupil Premium Strategy is to support pupils to overcome barriers to learning so that they can achieve well, this includes disadvantaged pupils who are already high attainers. A key aim of our strategy is to address the challenges faced by vulnerable pupils, such as those who have a social worker, and to meet their needs irrespective of whether they are disadvantaged or not.

High quality teaching and learning is at the heart of our school improvement, with a particular on continuing to developing the strongest early reading, writing and phonics practice. At Green Lane we know that strong readers become strong learners and that this will have a clear impact on closing the attainment gap for disadvantaged pupils as well as benefitting non-disadvantaged pupils.

Our strategy is also aimed at providing the strongest levels of guidance for pupils with additional needs, for example: speech and language difficulties, social and emotional needs, so that they can overcome barriers to learning and be successful.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in early reading, writing and phonics acting as a barrier to pupils accessing the full curriculum and achieving the highest levels of attainment.
2	The ongoing challenge of securing high levels of attendance and reducing the number of children who are persistently absent.
3	High levels of mobility, including a growing influx of pupils and refugees who have little, or no, English when they join the school.
4	Many of our pupils have limited life experiences and do not engage in diverse cultural activities outside of school.
5	Many pupils have limited communication skills including barriers linked to speech and language issues.
6	A number of children have social and emotional difficulties, these additional needs directly impact on attainment and progress.
7	An increasing influx of pupils with a high level of SEND need.
8	Continuing to ensure all pupils receive the highest quality of T+L.

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
Strong levels of attainment	<ul style="list-style-type: none"> Achieving national expectations at end of KS2 for EXS+. Increase the proportion of pupils who achieve GDS. Greater proportion of pupils pass the Y1 Phonics check.
Securing high quality teaching and learning	<ul style="list-style-type: none"> Evidence from monitoring and evaluation highlights how pupils access high quality T+L in lessons throughout school.
Improved attendance and reduced persistent absence	<ul style="list-style-type: none"> Attendance closes the gap on national average. Persistent absence closes the gap to national average.
Strong support for pupils with speech and language	<ul style="list-style-type: none"> Pupils with speech and language needs receive high quality support to ensure they make strong progress.
Pupils engage in a range of diverse cultural activities	<ul style="list-style-type: none"> Strong programme of enrichment activities in place. Pupils have access to a wide range of trips and clubs.
The highest quality of support provided for pupils with SEND needs.	<ul style="list-style-type: none"> SEND pupils receive the support they needs, both internally and externally, to ensure that they make strong progress from their relevant starting points.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that all staff receive ongoing training, coaching and support.</p> <p>Deploy support staff to provide targeted phonics and handwriting interventions alongside 1-1 reading sessions.</p> <p>Phonics Leader to lead and monitor phonics and early reading in school.</p>	<p>The EEF Toolkit highlights how a focus on phonics has a <i>'high impact for very low cost based on very extensive evidence'</i>. It details how phonics has a positive impact overall (+5 months) and is an important component in early reading skills. Research suggests that phonics is particularly beneficial for younger learners.</p>	1

Continue to embed and monitor the PAT Reading for Pleasure program project in 24-25 academic year.	The EEF Toolkit highlights a focus on reading comprehension strategies has a ' <i>high impact for very low cost based on extensive evidence</i> '. It details how it has a positive impact overall (+6 months).	1,8
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Budgeted cost

Detail	Amount
Support staff deployment	£112,960
Cost of phonics leader	£4,500
OU Reading for Pleasure project	£5,957
Total budget for this academic year	£123,417

Impact

Activity	Impact
<p>Ensure that all staff receive ongoing coaching and training.</p> <p>Deploy support staff to provide targeted phonics intervention and 1-1 reading session from YR-Y4.</p> <p>Phonics Leader to take a strong lead in developing phonics and early reading in school.</p> <p>Writing Leader to take a strong lead in developing early writing and letter formation across school.</p>	
Release time for AHTs to ensure all staff receive ongoing training and support in MARGE approach.	

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide and facilitate the release of small group interventions for pupils who are falling behind age related expectations.	The EEF Toolkit highlights how a focus on small group tuition has a ' <i>moderate impact for low cost based on moderate evidence</i> '. It details how small group tuition has a positive impact overall (+4 months). Research suggests that small group tuition is effective; the smaller group the better.	1
Release time for AHT and SENCO to offer support on speech and language, inclusion needs, SEND, medical needs and mental health throughout school.	The EEF Toolkit highlights a focus on social and emotional learning has a ' <i>moderate impact for very low cost based on limited evidence</i> '. It details how it has a positive impact overall (+4 months).	5, 6, 7

Budgeted cost

Detail	Amount
Support staff deployment	£38,080
Assistant Headteacher release time	£69,374
Total budget for this academic year	£107,454

Impact

Activity	Impact
Provide release for teachers to establish small group phonics interventions for pupils who are falling behind age related expectations. Provide release for teachers to establish, resource and monitor phonics intervention groups.	
Provide released for AHT to lead on inclusion and SEND needs. The highest quality of support provided for pupils with SEND needs.	

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged pupils are funded for all curriculum events, music tuition, trips and activities.</p> <p>Disadvantaged pupils receive financial support with school uniform.</p>	The EEF Toolkit highlights a focus on school uniform has ' <i>unclear impact for very low cost based on insufficient evidence</i> '. It details how limited evidence means that overall months in progress is not communicated. At Miriam Lord we recognise that pupils need to take part in all activities to expand their cultural capital.	4
Embed a system for challenging and supporting families with attendance issues and those at risk of persistent absence.	The EEF Toolkit highlights a focus on parental engagement has ' <i>moderate impact for very low cost based on extensive evidence</i> '. It details how it has a positive impact overall (+4 months).	2, 3

Budgeted cost

Detail	Amount
Cost of funding trips, activities and events	£12,780
Cost of funding school uniform	£6,040
Ongoing monitoring of attendance systems	£51,326
Total budget for this academic year	£70,146

Impact

Activity	Impact
Embed a system for challenging and supporting families with attendance issues and those at risk of persistent absence.	
Ensure additional financial support is provided for most vulnerable.	

Total budgeted cost: £300,017

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had in the 2023-2024 academic year.

Aim	Outcome
Achievement	