

Pupil premium strategy statement – Green Ridge Primary Academy

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	(excl. nursery) 570 (incl. nursery) 650
Proportion (%) of pupil premium eligible pupils	11%
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)	2024/2025 – 2026/2027
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jen Redgrove
Pupil premium lead	Jen Fraser
Governor / Trustee lead	Rick Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120 152
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£120 152

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged children in our school. Our aim is to reduce the gap by accelerating progress for our disadvantaged.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not assumptions about the impact of disadvantage. The approaches we have adopted will ensure disadvantaged children are supported, challenged and championed.

Challenges

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

Challenge number	Detail of challenge
1	Oracy, language and literacy skills are typically lower for our children deemed disadvantaged compared to those who are not. This impacts their access to reading materials and engagement in reading, which ultimately impacts language for writing, grammar and composition. Our disadvantaged gap at the end of KS2 for writing is -41%.
2	Green Ridge is situated in an increasingly diverse, expanding new-build development. Because of this, we often have children join who speak English as an Additional Language, including growing numbers of children with extremely limited English. Our provision needs to grow and develop as our demographic develops, particularly focusing on pupils who speak EAL and are deemed disadvantaged, as they are at risk of a slower pace of language acquisition outside of school.
3	Strong foundations in social and emotional development is a vital for children to be ready to learn. Typically, this area of development is lower for our children deemed disadvantaged compared to those who are not. Children struggling in this area can often become overwhelmed, dysregulated and generally find it difficult to engage fully.

4	Attendance rates for children deemed disadvantaged at statutory school age are typically lower than those who are not. This impacts academic attainment and achievement, as well as emotional and social wellbeing.
5	Typically, our children deemed disadvantaged have more limited out-of-school experiences compared to those who are not, which negatively impacts enrichment, language and general knowledge.

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
Improved oral language skills and vocabulary among our children who are disadvantaged and increase progress in writing.	Teacher assessment, moderation findings and observation indicate significantly improved oral language and communication skills among disadvantaged and there is evidence of this translating into their writing.
Improved quality of EAL provision and resources for children, particularly those who are EAL speakers and deemed disadvantaged.	Children joining the school with minimal English learn the language through a rich diet of support. Technology, visuals and scaffolds are used to support communication development and language acquisition. Assessment tools from The Bell Foundation demonstrate progress.
Improve social and emotional skills among our disadvantaged.	Qualitative data, such as in-house assessments, observations and pupil voice, combined with behaviour tracking and attendance figures, shows evidence of positive social and emotional wellbeing for our children who are disadvantaged.
Continue to improve and sustain attendance rates and punctuality of our children who are deemed disadvantage.	Whole school attendance figures reach the target of 97% and is sustained. Punctuality of our pupils who are disadvantaged reduces.
Continue to improve accessibility of out of school experiences and extra-curricular clubs.	Funding is used to cover/partially cover the cost of trips and residential. Club attendance tracking shows increased attendance of children deemed disadvantaged. Feedback from children is positive.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £111,865

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to deliver training linked to AI and technology that can support with language acquisition	Research indicates that AI technology can significantly reduce the workload for teachers by automating repetitive tasks and providing personalised learning support, including translation tools and simplifying texts to make them accessible for those new to English. Teachers to get more trustworthy AI tech, helping them mark homework and save time - GOV.UK	1, 2
The Bell Foundation training for EAL Lead and SENDCo	It is reported that nearly 40% of trainees leave their training year feeling unprepared to support EAL learners. Specific cyclical training can build confidence and competence. EAL: Our calls for change and the evidence - The Bell Foundation	1, 2
Investment in The Bell Foundation assessment resources	The ability to speak English well has the greatest impact on EAL pupils' attainment. The Bell Foundation research shows that proficiency in English for this group explains between four and six times as much variation in achievement as gender, free school meals and ethnicity combined. Schools must be able to assess this accurately. EAL: Our calls for change and the evidence - The Bell Foundation	1, 2
CPD for OPAL (Outdoor Play And Learning) Play Leaders to support children as they socialise and learn to play cooperatively and safely	Play is an opportunity that all children deserve. Play is how children learn to take charge of their own lives, solve problems, manage emotions, negotiate with peers, and make and keep friends. It is how they discover and practise activities they enjoy. This kind of play is a key part of how children develop into confident and capable adults. https://abcdoes.substack.com/p/schools-can-and-should-be-places?utm_campaign=post&utm_medium=email&triedRedirect=true	3
Oracy Lead and English team to attend Oracy Unlocked course and disseminate	Research shows that explicitly teaching oracy can lead to greater confidence, stronger reasoning skills, and improved problem-solving and impact reading and writing.	1

across the wider school.	Practical Oracy Activities for Every Key Stage: From Sentence Stems to Structured Debates - Blog : Chris Quigley Education, Training Courses and Educational Resources for Schools and Teachers	
Training for a second Thrive Practitioner who will work with individuals and small groups across the school	Thrive approach interventions can lead to improved relationships, personnel and skills development, improved strategies and systems in place to support and strengthened behaviour for learning. Impact and Evidence The Thrive Approach	3
Contribution towards the salary of Thrive practitioners, who will work with individuals and small groups across the school, prioritising PPG.	Thrive approach interventions can lead to improved relationships, personnel and skills development, improved strategies and systems in place to support and strengthened behaviour for learning. Impact and Evidence The Thrive Approach	3
Contribute towards the salary of our ASFLO, who will monitor and address attendance with families who are below our target of 97%.	Having a member of staff with overall responsibility for attendance will provide opportunities to thoroughly consider the 6 recommendations identified in research. Supporting attendance EEF	4

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Rollercoaster interventions to support children's emotional needs.	Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	3
Structured interventions to develop language skills to be led by teaching assistants to support closing gaps in	Oral language interventions can have a positive impact on pupils' language acquisition and skills. Oral language interventions EEF	1, 2

communication and language.		
Early Years baselines for speech and language (Wellcomm) will be administered and used to inform speech and language and communication interventions.	There is a strong evidence base that suggests oral language interventions, including dialogic activities, are inexpensive to implement but high impact. Oral language interventions EEF	1, 2

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

Budgeted cost: £6287

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent workshops on the importance of play and risk benefits in play.	Play-based interventions can develop and support social, emotional or behavioural development of children. Adults can improve social and cognitive skills by helping children learn how to play. Play-based learning EEF	3
Fund costs for access to extra-curricular clubs and trips/experiences	Contributing/covering the cost of clubs and/or trips and experiences where appropriate will enable children to develop general knowledge and understanding of the world, as well as support their well-being and physical health. This can also be used as an incentive for attendance.	3, 4, 5
Purchase supplies to replenish resources for lunchtime use as part of the OPAL (Outdoor Play And Learning) programme.	There has been a dramatic decline in the amount of hours that children experience free-play. This impacts negatively on confidence, general knowledge, social and emotional wellbeing and language skills. The Importance of Play for Children - National Institute for Play	3, 5
Through an addition to policy, ensure that all activity-based private lettings offer a percentage of free spaces for children eligible for PPG.	Increasing access to clubs and wider experiences will enable children to develop general knowledge and understanding of the world, as well as support their wellbeing, social skills and physical health. This could impact positively for community relationships,	3, 5

	[parental engagement and parent mental health.	
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Total budgeted cost: £ 120,152

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Green Ridge reading strategy continues to be a strength across the school. Little Wandle is established across YR-Y2, with catch up/keep up interventions take place across Y3-4. Teaching is carefully monitored, and regular training is offered to all staff members. Because of this, delivery is consistent, is of high-quality and demonstrates fidelity to the chosen programme.

- 77% of YR PPG children reached GLD, with 77% reaching ELG in reading
- 100% of Y1 PPG children passed the phonics screening check
- 89% of Y2 PPG children passed the phonics screening check

Pupil voice shows that reading is valued at Green Ridge and reading holds a high profile amongst the children. Children read regularly, both for pleasure and for academic purposes. Children enjoy the library and consistently talk about class readers. Children read at home – this is highly promoted and monitored for our PPG children. Reading attainment continues to improve across the school, with end of year expected levels varying from 85-100% for PPG children (KS2). This is a continuing upwards trajectory. Due to this rapid progress, particularly in early reading, the focus will now be focused on oracy, language and the impact on writing. Our demographic is gradually shifting, and we are admitting more families who speak English as an additional language into our school, some of whom are disadvantaged. We plan to focus on ensuring our provision for language acquisition is strong and that we have adequate assessment tools.

Financial support for PPG families continued with uniform support and clubs support across the academic year. 11B411 and off-site visits were subsidised where appropriate using the PPG funding. Detailed clubs' analysis showed that 45/64 (70%) of Pupil Premium register attended at least one club across the year. Overall, PPG children have been able to attend and have attended every single trip/visit. This target will continue to be an area of focus through the next academic year.

Pupils in need, including some of whom are PPG, attend regular interventions with our Pastoral Support Lead. These interventions include Thrive, circle times, Zones of Regulations work and Drawing and Talking. This member of staff also provides support to vulnerable families and is a DSL to signpost families to further support from external agencies. Through the financial support offered through the PP grant, this will continue to strengthen through the next academic year.

Appointing an ASFLO has impacted positively on whole-school attendance data, as the role entails being a point of contact for parents and families who require support with maintaining good attendance. Tracking data will have a greater focus on our PPG next

year as we strive to reach our target of 97% attendance consistently. The focus will also be on the monitoring and intervention for our persistent absentees, who are also PPG, and those at risk of becoming persistent absentees. By the end of the academic year, the percentage of children who were deemed persistent absentees and also PPG had risen from 16% to 25%.

Because the ASFLO role also entails family liaison, the impact has also been seen in community engagement levels. Parents continue to use the wide variety of channels to engage with the school. Through book looks, Stay and Play/Learn sessions, Pupil Learning Reviews, workshops, forums, PTA events and assemblies, parents and families are increasingly present. This target has been met and will continue to be monitored closely.