

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	657 (incl. nursery)
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	September 2026
Date on which it will be reviewed	October 2027
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	£ 96 100
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>	£96100

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 excellent progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support pupils who face disadvantage 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 pupils who are disadvantaged require the most support. This is proven to have the greatest impact on closing the 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. We want all pupils, irrespective of their background and circumstances, to have the same rich opportunities that will allow for personal growth and development of character. We want all children have a positive self-concept and be aspirational for their future as they transition from primary education. 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 -10%, which is a significant improvement on the previous year, but remains a negative difference. We also have seen gradually increasing numbers of children joining who speak English as an additional language. Our provision for enabling language acquisition needs to grow to reflect this change in demographic.
2	Linked to oracy, language and literacy skills, of our 101 children currently on the SEND register, a significant amount have difficulties linked to speech and language. 33% of our EHCPs link directly to speech and language needs. There is a significant percentage of children who are deemed disadvantaged and

	either have specific identified speech and language difficulties and/or enter with a low baseline for Speaking.
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. We also recognise through assessments and behaviour tracking that our children who are disadvantaged can at times lack resilience, which is a catalyst for dysregulation, more so than our children who do not face disadvantage.
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, aspiration, 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 transferring into their writing.
Improved quality of speech and language provision for those who are on the SEND register due to speech and language needs and deemed disadvantaged.	Children joining the school with a low baseline for Speaking, and/or with identified speech and language needs will be fully supported through appropriate resourcing and planned intervention, allowing them to make accelerated 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: £93,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Teaching Assistants linked to speech and language and language acquisition – speech link, wellcomm and Bell Foundation materials to be utilised	Oral language interventions can have a positive impact on pupils' language acquisition and skills. Oral language interventions EEF	1, 2
Contribute to the salary of a SEN specialist teaching assistant who will deliver weekly bespoke speech and language interventions	Oral language interventions can have a positive impact on pupils' language acquisition and skills. Oral language interventions EEF	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://abctoes.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 across the wider school.	Research shows that explicitly teaching oracy can lead to greater confidence, stronger reasoning skills, and improved problem-solving and impact reading and writing. Practical Oracy Activities for Every Key Stage: From Sentence Stems to	1

	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 (continued)	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: £400

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 communication and language.	Oral language interventions can have a positive impact on pupils' language acquisition and skills. Oral language interventions EEF	1, 2

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

Budgeted cost: £2500

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	Parent workshops on the importance of play and risk benefits in play.
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.	Fund costs for access to extra-curricular clubs and trips/experiences
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	Purchase supplies to replenish resources for lunchtime use as part of the OPAL (Outdoor Play And Learning) programme.
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, [parental engagement and parent mental health.	Through an addition to policy, ensure that all activity-based private lettings offer a percentage of free spaces for children eligible for PPG.

Total budgeted cost: £96,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Green Ridge reading strategy remains a significant strength across the school. Little Wandle is securely embedded in EYFS and Key Stage 1, with targeted catch-up and keep-up interventions in Years 3 and 4. Teaching is closely monitored and supported through regular staff training, ensuring consistent, high-quality delivery and strong fidelity to the programme.

Outcomes for Pupil Premium (PPG) pupils are positive:

77% of Reception PPG pupils achieved a Good Level of Development, with 77% meeting the Early Learning Goal in reading

100% of Year 1 PPG pupils passed the phonics screening check

89% of Year 2 PPG pupils passed the phonics screening check

Pupil voice indicates that reading is highly valued, with children engaging regularly in reading for both pleasure and learning. The library and class texts are well regarded, and reading at home is actively promoted and monitored, particularly for PPG pupils. Reading attainment continues to rise across the school, with end-of-year outcomes for PPG pupils in Key Stage 2 ranging from 85% to 100%, reflecting a sustained upward trend.

Given this strong progress, particularly in early reading, the next phase of development will focus on oracy, language acquisition and their impact on writing. This is particularly pertinent as the school's demographic mirrors that of national statistics where children enter school typically achieving below the expected standard for their age in Speaking.

Our pupils who speak English as an Additional Language have made good progress, particularly those who join with no English. The use of Bell Foundation assessments, combined with online programs like Flash Academy, have allowed children to engage fully in our curriculum, whilst learning basic English.

Financial support for PPG families has remained robust, including assistance with uniform, clubs and educational visits. Analysis shows that 70% (45 out of 64) of PPG pupils attended at least one club during the year, and all PPG pupils accessed school trips and visits. This area will remain a key focus.

Pastoral provision continues to support vulnerable pupils, including some PPG children, through targeted interventions such as Thrive, circle time, Zones of Regulation, and Drawing and Talking. The Pastoral Support Lead also works closely with families and external agencies, further strengthening provision funded through the Pupil Premium grant.

The introduction of the Attendance, Safeguarding and Family Liaison Officer (ASFLO) has positively impacted attendance and parental engagement. This role has strengthened communication with families and supported improved attendance overall. However, persistent absence among PPG pupils increased from 16% to 25% by the end of the academic year. Addressing attendance—particularly for persistent absentees—will therefore be a priority, with a target of achieving 97%.

Family engagement has also improved, with strong participation in school events and activities, including workshops, learning reviews, and assemblies. This remains a strength and will continue to be monitored closely.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.