



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.

School overview

Detail	Data
School name	Green Lea First School
Number of pupils in school	43
Proportion (%) of pupil premium eligible pupils	6.9% (3)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	L Harris, Headteacher
Pupil premium lead	L Harris, Headteacher
Governor	B Mackellar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£2960
Recovery premium funding allocation this academic year	£0
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	£2960

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background*
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access a broad curriculum*
- Narrow attainment gaps between PP children and non-PP children both at school and nationally, or ensure that gaps do not emerge between these groups of children*
- Develop confidence in their ability to communicate effectively in a wide range of contexts*
- Enable pupils to prioritise their social and emotional wellbeing and to develop resilience*
- Access a wide range of opportunity to develop their knowledge and understanding of the world*

Achieving our objectives:

In order to achieve our objectives we will:

- Provide teachers and teaching assistants with high quality CPD to ensure all children access effective high quality teaching*
- Provide targeted intervention and support to quickly address identified gaps in learning through either small group or 1-1 work.*
- Intervene swiftly as soon as a need has been identified.*
- Target funding to ensure that all pupils have access to trips, cultural visits and enrichment activities such as learning to play musical instruments, sports clubs*

Key Principles:

Using the toolkits and research from the Education Endowment Fund (EEF) we will ensure that quality first effective teaching, learning and assessment meets the needs of all pupils. Class teachers will identify specific interventions and support for individual pupils and this will be reviewed every 6 weeks. We will appropriately develop adults in school to be able to support children with social, emotional and mental health needs.

Challenges

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

Challenge number	Detail of challenge
1	<i>A lack of early language skills, impacting on the teaching of early reading, including blending and segmenting</i>
2	<i>A limited vocabulary due to exposure to the wider world</i>
3	<i>Limited cultural experiences</i>

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
<i>Ensure that no gaps have emerged between Pupil Premium children and non-Pupil Premium children if there is currently no gap.</i>	Data shows that all Pupil Premium children achieve at age-related or above in all areas. All children will receive suitable challenge in their work.
<i>All PP children receive targeted additional academic support with Speech and language and Early Reading as appropriate as they move through the school. They pass their Phonic Screening Check in year 1 and achieve at least age-related expectations for reading.</i>	Identified Pupil Premium children receive Early Reading support from a qualified member of staff. They confidently learn to read fluently and pass their phonic check in year 1. Children receive reading and oral language interventions which have been proven to help children's understanding and progress through EEF research. The children continue to be supported as they move through the key stages to ensure they reach at least age related expectations in reading.
<i>In all subjects Pupil Premium children achieve as non-Pupil Premium children. Their cultural capital is further developed and sustained.</i>	Pupil voice demonstrates children have a greater awareness of the world beyond school and home. Data shows that children achieve in all subjects in line with their peers.
<i>Pupil Premium children access enhancement activities such as multi-skills and playing a musical instrument.</i>	Children enhance their school experiences through extra-curricular activities such as music and sport. They experience a wealth of activities they would not usually have access to and they are confident and enthusiastic to try new things.

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: £ 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD training for Maths Challenge, Read, Write Inc, Adaptive Teaching Adaptive Teaching (The Four Verbs Approach), EP Literacy Approach</i>	Provision of quality first teaching (EEF) Effective Professional Development EEF	1 2 and 3

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

Budgeted cost: £ 2400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Interventions for S&L, vocabulary, phonics and reading</i>	1-1 and small group interventions using EEF researched schemes Read Write Inc phonic interventions (age dependent).	1, 2
<i>Interventions for early maths skills – White Rose/Mastering Number</i>	1-1 and small group interventions using EEF researched schemes	1, 2
<i>Interventions for EP Literacy Approach</i>	1-1 using EEF researched schemes	1

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

Budgeted cost: £ 260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD for staff to train in the Emotion Coaching improve resilience, confidence and self-belief. Expertise to enable staff to recognise signs of poor mental health</i>	EEF teaching and learning toolkit suggests that effective social and emotional learning can lead to learning gains of +4 months over the course of the year.	3
<i>Enhancement activities such as guitar, yoga, sports clubs, school trips and theatre visits</i>	NCFE, DfE study programme guidance and the Ofsted inspection framework	3

Total budgeted cost: £ 2960

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

As we had limited numbers of pupil premium children for 2024-2025 (2) it is not felt to be appropriate to publish their data on the website.

In 2024/25 100% of pupil premium children benefitted from a range of extracurricular enrichment activities to develop their wider opportunities, both within curriculum time and also as an out of school club. 100% of children attended trips and visits extending their experiences beyond the classroom. 100% of children visited the theatre. A Teaching Assistant worked with small groups of children and 1 to 1 including Pupil Premium children to support with early reading, language development and curriculum needs as appropriate. 100% of pupils received daily additional one to one intervention appropriate to their educational needs. 66% of pupils made more than expected progress in Mathematics, Writing and Reading.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SCARF PSHE	Coram Education
Read, Write Inc	Ruth Miskin