



Pupil Premium Statement

2025/2026

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 effect that the previous two years' spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Green Park Village Primary Academy |
| Number of pupils in school | 258 on roll 31 PP (October 2025 census) |
| Proportion (%) of pupil premium eligible pupils | 11.8% funded <i>Funded for 25/212-current Reception cohort not funded due to lagged funding as a growing school.</i> |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025/2026- 1 year as school is growing and cohort needs evolve all the time |
| Date this statement was published | October 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | Gemma Jackson |
| Pupil Premium lead | Gemma Jackson |
| Governor / Trustee lead | Gavin O'Meara |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £37875 (funded for 25 children- lagged funding as a growing school) |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

Part A: Pupil premium strategy plan

Statement of intent

Our main goals are to ensure that pupil premium (PP) children's achievements remain in line with their non-pupil premium peers.

This year our main priorities focus on the following areas:

- A. Improve communication and language skills for children eligible for PP
- B. Increase children's progress in reading for children eligible for PP
- C. Improve personal, social and emotional skills for children eligible for PP
- D. Personalised interventions (where fall below age-related expectation) for children eligible for PP
- E. Increase accessibility of out of school experiences for children eligible for PP
- F. To further engage with parents and carers of children eligible for PP

Our Pupil Premium plan works to achieving these objectives in the following ways:

A **Communication and language**

- Focus on Communication and Language in all QFT in both YR and Y1. This includes embedding strategies from Talk for Writing (whole cohort) and Talk Boost (targeted individuals)

B **Early Reading**

- Focus on Early Reading and the use of vocabulary within lessons. This includes professional development training for all staff within the school on the subject of reading; moderation throughout the year to ensure judgements are correct and whole school initiatives on reading focussing on the development of vocabulary
- Focused Early Years Foundation Stage interventions on Early Reading to narrow the gap between pupil premium children and their peers in this area.
- Phonics precision interventions in place for children who are not at age-related expectation in this area.

C **Personal, Social and Emotional**

- Implementation and development of the Personal Social and Health Education curriculum across the school, including regular monitoring and feedback from staff and the pupils.
- Relationship, Health and Sex Education curriculum in place, made available to all children.
- Social and emotional interventions led by the Learning and Teaching Team

D **Personalised interventions/ QAT**

- Pupil Progress Meetings (and other ongoing formative assessments) used to monitor the attainment and progress and implement further in class support, or additional interventions, where needed.

E **Wider experiences**

- Funding in place for trips and other 'experience' opportunities
- Enhanced extra-curricular clubs offer

F **Parental engagement**

- CLiCs, Learning Looks and Learning Showcases to ensure engagement / participation
- Targeted attendance support and challenge

Challenges

As a growing school, the small cohort of 31 children (25 within funding/ data set) presents with a range of needs and abilities. Leaders consider each child's needs on an individual basis and some of the challenges detailed below apply to the whole school cohort currently.

A challenge is that the current Y5 cohort (first school cohort) is a mobile one, thus there are new entry children eligible for PP who have not experienced the school's additional support, which has impacted positively on progress. Mobility will be a challenge for the school in all cohorts as none meet PAN of 60- current Year 3 and Year R are the largest cohorts (57-60 on roll), however there remains mobility.

The focus on Early Reading and phonics and Communication and Language has been a core focus since opening the school in 2020/2021.

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Parent capacity to support at home with home reading is observed to be lower for children eligible for PP than for their peers- this is despite training and additional guidance and support |
| 2 | Communication and language below age related standard on entry to school and where the gap is closed by ELG, there is risk of this progress stagnating as peers progress |
| 3 | Oral language skills and development are lower for pupils eligible for PP than for other pupils. This is also impacted on by their lack of reading/listening to high-quality children's literature. This will slow reading progress in subsequent years. |
| 4 | Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time. |
| 5 | Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world. |
| 6 | A proportion of pupils eligible for PP have attendance that falls at persistent absence level. With the PP cohort being small (25 funded and within data set) this has impact on the cohort attendance percentage (each pupil is 4% statistically), which has decreased in the past three years. |

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 |
|---|--|
| Improve communication and language skills for pupils eligible for PP | Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations. |
| Increase children's progress in reading for pupils eligible for PP. | Pupils eligible for PP make rapid progress by the end of the year so that greater numbers of pupils eligible for PP meet age related expectations. |
| Improve personal, social and emotional skills for pupils eligible for PP. | <p>Pupils eligible for PP have a reduced number of behaviour incidents relating to their PSE skills.</p> <p>Pupils eligible for PP meet the ARE for PSE.</p> |
| Increase accessibility of out-of-school experiences for pupils eligible for PP. | All pupils eligible for PP take part in out-of-school experiences and are included at all times, reducing financial barriers. |
| Increase parental engagement in their children's learning for families eligible for PP. | <p>Each PP family attends at least one school-based engagement event to support their child in their learning.</p> <p>Each PP family logging in and liking/ commenting on additional activities shared on Tapestry</p> |
| Increase attendance and punctuality for targeted children within the PP cohort. | There is an increase in attendance and a decrease in lateness for the targeted support and challenge for the children who are late or absence too frequently. |

Activity in this academic year

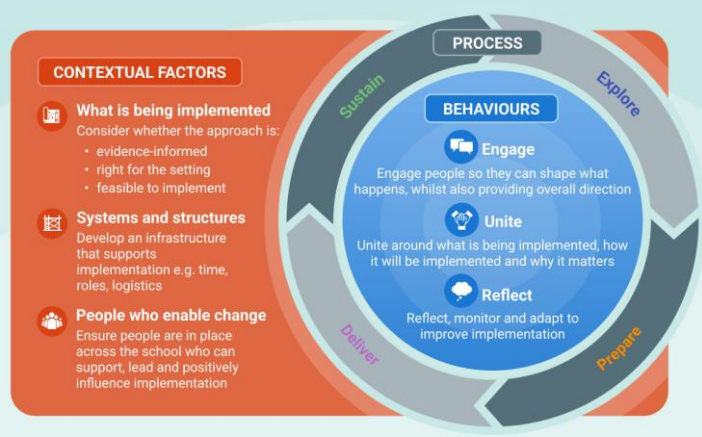
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0 (purchased in 2021/2022 and funded by REAch2 due to being 'Great Schools' strategic foci)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Guidance on classroom learning environments will be further developed, including a range of elements that will contribute towards improving children's vocabulary</p> | <p>Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools, particularly with disadvantaged children as they are less likely to have the opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/Vocab in Action Poster v1.0.pdf?v=1677088321</p> | <p>2 3</p> |
| <p>CPD for teachers with the focus on reading skills to enable high quality first teaching for all</p> | <p>CPD to develop teachers' knowledge of teaching strategy, which will be used within the planning and delivery of shared and guided reading lessons.</p> <p>The Sutton Trust (2011) confirms that good teachers are especially important for pupils from disadvantaged backgrounds, and through quality first teaching provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</p> <p>https://www.suttontrust.com/news-opinion/all-news-opinion/improving-the-learning-of-teachers/#:~:text=A%20Sutton%20Trust%20review%20found,big%2C%20life%2Dtransforming%20difference.</p> <p>The EEF published guidance regarding securing foundational skills in reading and writing,</p> | <p>1</p> |

| | | |
|--|---|--|
| | https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1734271934 | |
|--|---|--|

| | | |
|---|---|----------------------|
| <p>Embedding of PSHE curriculum across the school.</p> | <p>The Jigsaw PSHE curriculum has been implemented across the school and children are taught on a weekly basis with monitoring consisting of pupil voice, learning walks and book looks.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1734275399</p> <p>The school has a consistent approach for routines for all learners and this aligns with research on how to support children from disadvantaged backgrounds (Durrington Research School, December 2024): https://researchschool.org.uk/durrington/news/supporting-disadvantaged-learners-through-consistency-clear-routines-and-high-expectations</p> | <p>4</p> |
| <p>Due to the gaps in knowledge and skills through in year mobility, SLT monitoring will act to review if there are any gaps in learning and where necessary, adaptations will be made within the curriculum.</p> | <p>A range of monitoring is completed across the year by the SLT (HT, DH, PLs and SENDCO). This includes, pupil voice, book looks, learning walks and planning scrutiny,</p> <p>The EEF guides on an Implementation in Schools framework:</p>  <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/a_schools_guide_to_implementation.pdf?v=1734352942</p> | <p>1 2 3</p> |
| <p>Story Massage training</p> | <p>Research summarises the following benefits on an emotional, social and sensory level:</p> <ul style="list-style-type: none"> • Enhances Attentiveness • Enhances Social Interaction • Decreases Aggression • Reduces Anxiety • Reduces Stress Hormones | <p>3 4</p> |

| | | |
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| | https://www.storymassage.co.uk/publications/ https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=bW67tJ2kKcY | |
| CPD provided on Zones of Regulation to develop whole school and in class approaches to support children with self-regulation and understanding their emotions. | As per the EEF school approaches to self-regulation have a low cost but a high impact with the potential of +7 months gained. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation | 4 |

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

Budgeted cost: £33762

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Post Early Years Baseline / in school SALT assessments, interventions will take place for children with potential language difficulties. | On entry to Reception some children will require further support to bring them up to Age Related Expectation with regards to reading. Early Years intervention can prove to give on average 5 months progress based on the EEF. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches | 2 3 |
| Individual daily reading will be established for those | EEF shows that oral interventions have an impact of +6 months. Children that do not read regularly will be able to develop fluency with further support in school. | 1 |

| | | |
|---|--|------------------|
| children who are low attaining in reading and phonics | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | |
| Talk Boost program used for children identified with communication difficulties. | <p>Talk Boost Research (2020 report) found via https://ican.org.uk/media/2962/i-can-impact-report-2020.pdf</p> <p>: 77%</p> <p>of children with delayed language reached expected levels after taking part in a Talk Boost programme</p> <p>84% of children made good progress in their language after taking part in a Talk Boost programme or attending one of our schools.</p> <p>All children who participated in Talk Boost in school in each year to date (Reception) met the ELG for C&L, with each year outcomes being broadly in line with or above national.</p> | 2 3 |
| Learning Support Assistants and Teachers deliver social and emotional interventions such as ELSA style therapies and Zones of Regulation. | <p>EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further support in their ability to interact with others and improving their self-management of emotions and cognitive elements of learning:</p> <p>https://educationendowmentfoundation.org.uk/early-years/toolkit/self-regulation-strategies</p> | 4 |
| Targeted support of PP children whose attainment is below age-related- this includes in-class support and small group support across year groups. | <p>As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | 1 2 3 4 |

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

Budgeted cost: £4113

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|--|--|--------------------------------|
| Massage Therapy | <p>Research summarises the following benefits on an emotional, social and sensory level:</p> <ul style="list-style-type: none"> • Enhances Attentiveness • Enhances Social Interaction • Decreases Aggression • Reduces Anxiety • Reduces Stress Hormones <p>https://www.storymassage.co.uk/publications/ https://servicesguide.reading.gov.uk/kb5/reading/directory/service.page?id=bW67tJ2kKcY</p> | 4 |
| Fund cost of out of school trips/experiences | <p>Some families are unable to contribute towards out of school experiences such as visiting speakers or educational trips. The school will support financially PP parents/carers with this.</p> | 5 |
| Fund cost of clubs | <p>Some families are unable to contribute towards in-school enrichment activities such as sports lessons. The school will offer a contribution towards any of these activities for pupils eligible for PP.</p> | 5 |
| Fund element of uniform for each child | <p>Families eligible for PP do not always notify the school of their status and receive help so an incentive is used to encourage parents to apply and provide an additional but necessary piece of school uniform.</p> <p>The school's Uniform Policy details approach: https://greenparkvillageacademy.org/wp-content/uploads/2025/08/Green-Park-Village-Primary-Academy-Uniform-Policy-July-2025.pdf</p> <p>This links to EEF guidance Supporting School Attendance where it is recommended (recommendation 2) that schools build a culture of community and belonging for pupils' by:</p> <p>Being inclusive by design, promoting positive relationships and attitudes Promoting positive relationships and active engagement for all pupils Adopting a positive and proactive approach to behaviour for learning</p> <p>https://researchschool.org.uk/durrington/news/supporting-disadvantaged-learners-through-consistency-clear-routines-and-high-expectations</p> | 5 |

| | | |
|---|--|----------|
| <p>Develop strong relationships with parents across the school through a range of communication methods</p> | <p>Communication is a recognised strength of the school. The school has a strong offer of parent engagement events such as CLICs, Learning Looks and Learning Celebrations. The school tracks attendance of all parents to events.</p> <p>The EEF share that evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>1</p> |
| <p>Attendance</p> | <p>The school has an Attendance Strategic Lead who utilises a range of strategies and involves a range of external partners to challenge and support families to ensure they meet their legal duty for their child to be in school. The strategies consider the individual child's needs and the wider family context and demonstrated needs. The school uses regular 'learner voice' to support children. The EEF 2022 Rapid Evidence Review summarised that: There is some evidence of promise for parental communication and engagement approaches and responsive interventions that meet the individual needs of the pupils. The interventions that show promise take a holistic approach in understanding pupils and their specific need and address the specific barriers to attendance that have been identified. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p> <p>The EEF also guide on how to communicate effectively with families in Strand 3 of their 'Supporting school attendance' guidance for school leaders: https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/communicate-effectively-with-families</p> <p>The EEF guide In the Supporting School Attendance guidance the <u>EEF recommend</u> (recommendation 2) that we build a culture of community and belonging for pupils' by: Being inclusive by design, promoting positive relationships and attitudes Promoting positive relationships and active engagement for all pupils Adopting a positive and proactive approach to behaviour for learning https://researchschool.org.uk/durrington/news/supporting-disadvantaged-learners-through-consistency-clear-routines-and-high-expectations</p> | <p>6</p> |

Total budgeted cost: £37875

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 2024 2025 academic year. For previous years, please refer to the previous statements on our website:

<https://greenparkvillageacademy.org/pupil-premium-and-catch-up-funding/>

2024-2025 Reception, Year 1, Year 2, Year 3 and Year 4 cohorts

Due to small cohort sizes some detail is not published in this public document.

Note: Reporting on 27 children and not the funded 18.

YR

Whole cohort Whole cohort (46) 78.3% (36); PP cohort (3) 67%

Y1

When YR cohort (42) 78.6% GLD; PP cohort (5) 60%

PSC cohort (41) 90.2% (37); PP cohort (5) 100%

Impact: gap was closed for the two children who did not meet GLD in YR.

Y2

When Y1 cohort (53) PSC was 86.5%. 1 of 7 children did not pass the PSC, however one was new arrival from a local maintained school.

11 in Y2 PP cohort- increase if 4 children from previous. Of these, 3 did not make ARE/ Y2 PSC, 2 of which are PA for attendance (1 returning from EHE).

Y3

Both children maintaining being at ARE

Y4

Leaders are aware of the complex needs of this cohort and the mobility. All children are making at least expected progress. *Of the 6 children, 2 (50%) are on Stage 2 of the school's SEND register and 1 is on Stage 3 (a further 2 are Stage 1 Monitoring), with Individual Support Plan in place.* Reading and Writing 3 <ARE and Maths 1 <ARE

After school clubs

If a preference/ request, all PP learners received club allocations, with possible attendance to maximum number of days on offer (some parents turned this down and some accepted but then there was poor attendance). All PP learners were allocated first preference club, if only one was requested. Request, allocation and attendance is tracked by the school.

Attendance:

Attendance of PP cohort had a larger gap than in the earliest but a rise on the previous year for cohort, Year R, , with some individual personal contexts impacting attendance.

Small cohort size impacts (with in year mobility within PP cohort) and leaders are aware of how individual absence has impacted, with actions documented.

Individual child impact:

Y1: One child with a medical need and anxious parents (relocated)

Y2: One child returned from EHE (former PA in Reception and Year 1)

Y4: One child hospitalised at the beginning of the year

| As of 29/6/2025 | School | Reception | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------------|--------|-----------|--------|---------|--------|--------|
| Cohort | 94.7% | 92.9% | 93.7% | 96% | 96.2% | 94.9% |
| PP | 93% | 92.3% | 94.8% | 93.3% * | 97.5% | 90.1% |

Attendance of PP is an identified focus for 2025/2026- there is a proportion of the PP cohort impacting through lateness and poor attendance (some at PA level).

Massage Therapy

Five places continued to be available for Massage Therapy in terms 2,4 and 6 and in 2024/2025 targeted children in receipt of PP accessed this to support sensory and/or social emotional needs (access level at disproportion to whole cohort's access level). Advice and guidance was provided to the learning and teaching team and parents.

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 |
|------------|----------|
| Talk Boost | I can |

Service pupil premium funding

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil premium eligible pupils? | n/a |