

Pupil premium strategy statement – Green Lane Infant School

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	283
Proportion (%) of pupil premium eligible pupils	10%
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)	2024-2027
Date this statement was published	December 2025 updates for 25/26 are in Blue
Date on which it will be reviewed	Termly, full review December 2026
Statement authorised by	Laura Barke
Pupil premium lead	Rebecca Conway
Governor / Trustee lead	Keerti Chauhan/ Danielle Lee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,080 £21,589
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 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>	£31,080 £21,589

Part A: Pupil premium strategy plan

Statement of intent

At Green Lane Infant School our mission is to **improve the life chances** for all of our children; to ensure they **make progress and achieve outcomes** appropriate for their age. We are a 3-form infant school with 287 (266) children currently on roll **with an additional 50 nursery children**. Our school is in a ward that has **an Index of deprivation decile 2** meaning we are located within the lowest 10-20% levels of deprivation nationally. Our school serves **a high EAL community** with 23 (21) languages spoken within the school and 94% (94%) of children in our 2024-2025 cohort identified as having English as an Additional Language **and 99% are from a minority ethnic background**. Many of our families are experiencing **increasing socio-economic challenges** including overcrowded housing and we recognise that many vulnerable families are not eligible for pupil premium funding due to housing and visa restrictions. 'Disadvantaged' can have any number of meanings. For the purposes of the Pupil Premium Strategy Plan, it means children that receive either Free School Meals funding, allocated to children from low-income families by the government, or children that are either currently, or have previously been, in the care of the Local Authority. However, this does not reflect the **wide range of disadvantage** that a child may experience during their school years. We believe that every child, no matter their background, has the **right to a high-quality education** and to be offered opportunities to develop as a learner and as a person.

Our objectives are to:

Improve the life chances of every child through access to highly skilled, trained and committed practitioners.

Establish a culture of active participation, particularly for children who may be disadvantaged for a number of reasons.

Ensure a high-quality, inclusive learning environment within which every child is known and every learner is supported.

Use a well-defined assess, plan, do and review cycle to close gaps in learning and secure progress for all children regardless of their starting points.

This Pupil Premium Strategy sets out the key principles that we believe will support our aim for **all children**, regardless of whether they are considered disadvantaged or not, to excel and thrive in school. Childhood is **short and unrepeatable**, and it is our duty to ensure that in their very short time with us, Green Lane Infant School lays a strong foundation for future learning- '**Roots to Grow and Wings to Fly**'.

Our pupil premium strategy:

- Offers a curriculum rich in language development, where oracy is the golden thread permeating through our curriculum to allow children to express and articulate their ideas and opinions.
- Provide personalised interventions to accelerate the learning of disadvantaged children to close learning gaps.
- Continues to develop, implement and embed an ambitious, coherent and well-sequenced curriculum which takes into account children's cultural capital and progressively builds upon knowledge from early years through to year two.
- Develop strategies to support families to ensure that attendance at school is high priority and that missed learning opportunities are limited.

Challenges

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

Challenge number	Detail of challenge
1	Low baseline data on entry. At Green Lane Infant School, we recognise that many of our children enter with low baseline data, particularly in language skills, which can hinder their overall academic progress. By focusing on high-quality teaching, targeted academic support, and wider strategies, we can help our disadvantaged children thrive.
2	EAL children with low English Language proficiency At Green Lane Infant School, we have many children who come from diverse linguistic backgrounds (23 languages spoken) and therefore speak English as an additional language. Some children on entry to Green Lane are completely New to English. In terms of Pupil Premium children 96% have English as an Additional Language.
3	Low attendance and persistent absence Historically, national figures for children in receipt of PP funding have been lower than non-disadvantaged children. Poor attendance and persistent absence has a significant impact on a child's educational engagement and achievement and contributes greatly to gaps in learning. Current attendance data shows PP attendance to be higher than non-PP attendance (95% vs 94%) due to the number of initiatives and focus on attendance implemented in the last plan. Due to this success and with recent updates to attendance policies and procedures this continues to be a key focus at Green Lane and part of the SIP 24/25.

4	<p>Lower than National Average Number of Children in Receipt of PPG with the need to build on Cultural Capital</p> <p>Our approach to supporting these children is highly personalised and focuses upon individual needs rather than relying on generic intervention packages. Alongside bespoke next steps for educational success this also includes ensuring children who start school with lower English Language levels have their oracy development and vocabulary as a priority. Some children also start school having had less access to the experiences that their peers do, putting them at a further disadvantage educationally.</p> <p>Understanding and supporting the individual needs is key to ensuring accelerated progress.</p>
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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
Disadvantaged children will make at least expected progress from their starting points in reading, writing and maths; we are aiming for no internal attainment gap between PP and non-PP children	<p>Quality first teaching and assessment for learning are explicably linked by practitioners to deliver lessons at the cusp of confidence.</p> <p>Percentage of disadvantaged children achieving GLD and ARE+ in reading, writing and maths will be at least in line with non-disadvantaged.</p> <p>All children are discussed at pupil progress meetings with clear action points and next steps minuted, actioned and reviewed.</p> <p>Interventions are highly targeted and bespoke to the needs of individual children and tracked to ensure impact.</p> <p>Where children are disadvantaged and special educational needs is a barrier to learning; this is identified and appropriate support is in place through assess, plan, do, review cycle and referral to outside agency support.</p>
Disadvantaged children have access to high quality teaching of language and are immersed in a language rich environment.	Highly trained practitioners have a toolkit of strategies which are used effectively to aid language development.

	<p>Sentence stems and starters support children to engage in think, pair, share and cold calling opportunities to develop their spoken language.</p> <p>Quality texts and rhymes mapped across the curriculum as part of our key teaching sequence.</p> <p>Vocabulary teaching is strong and children are able to apply these words in context orally and over time in their writing.</p> <p>Learning environments support language development eg story maps/klines/ definitions/ sentence stems</p>
Disadvantaged children will attend school and be punctual at least as often as non-disadvantaged peers; high attendance to be considered non-negotiable	Children's attendance will continue to be in line with the rest of the school and where this is not the case, the school will clearly evidence the steps taken towards success for this outcome.
Disadvantaged children have access to opportunities outside of their current life experience to broaden their 'opportunities' and heighten their 'aspirations'	<p>Children have the clothing and equipment to access school.</p> <p>Attendance on trips and wider opportunities that are provided at Green Lane.</p>

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: £3747

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted teaching</p> <p>Teaching staff will have a clear understanding of the children's needs and deliver quality first teaching to meet them.</p>	Quality First Teaching is widely accepted as the most effective way to raise progress and attainment for all of our children including the most vulnerable.	1,2,3

<p>Including:</p> <p>Delivering high quality, targeted teaching with effective use of AFL to close gaps, address misconceptions and make links with prior and future learning. Investing in high quality teaching through using the Walk thru cluster, high quality systematic phonics, mastery maths and whole school CPD programmes.</p> <p>Practitioners trained to incorporate actions, gestures, visual aids, Widgeit and diagrams to support understanding and language acquisition.</p> <p>Continually refining and reviewing our Green Lane curriculum with a priority focus on oracy (Voice 21) , vocabulary development and language acquisition. Track this across the school to ensure repetition and application.</p> <p>Collaborative learning opportunities within lessons through partner (Think, Pair, Share) and group work.</p> <p>Regular Pupil Progress meetings to analyse, discuss and action targeted additional support for our PP children.</p> <p>Identify gaps in learning and target this through adaptations to planning and Q1st teaching or through class based/ year group intervention.</p>	<p>SEND_Code_of_Practice_January_2015 EEF High Quality Teaching</p> <p>Pupil premium guidance for school leaders (Feb 24) highlights the importance of ‘a broad, academic and knowledge-rich curriculum’.</p> <p>At Green Lane, we strongly value our practitioners and their ability to deliver high quality teaching and therefore invest heavily in on-going professional development. This is vital in order to meet the differing needs of our children. As a school we aim to implement the most effective practice for our school/class context.</p> <p>EEF Professional Development</p> <p>Research suggests that disadvantaged children start school with a significantly less well-developed vocabulary compared to their peers; Word Gap which impacts on future academic achievement.</p> <p>“We know that children with poor vocabulary skills at age 5 are four times more likely to have reading difficulties in adulthood and three times as likely to have mental health problems” Early Intervention Foundation</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,246

25/26 Due to the reduction in funding, this has meant that staffing for intervention has reduced to £9755.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intervention</u> Delivering high quality interventions through 1:1 and small group additional support to accelerate progress.</p> <p>Including: Phase One Phonic Intervention ALS phonic intervention Early Words (1:1) New to English group Talk Boost</p>	<p>Small group tuition EEF</p> <p>Evidence suggests that on average four months’ additional progress is made over the course of a year using small group, targeted tutoring. This supports the use of this strategy to ensure PP children make accelerated progress.</p> <p>Where children are identified as requiring personalised support beyond quality first teaching, with a smaller than average number of Pupil Premium children we can implement a tailored approach. This is evidenced as having a significant impact.</p> <p>Ofsted Raising Standards, Improving Lives (page 11)</p>	<p>1,2,3,4</p>
<p><u>Individualised Instruction</u> Individualised teaching and learning to support pupil premium children who also have SEND through plan, do, review cycles.</p>	<p>Early identification of need, collaborative work with parents and access to an inclusive learning environment supports children in their developmental and educational journey.</p>	<p>2,3,4</p>

<p>Including:</p> <p>SLT and Class teacher attend 10 weekly Pupil Progress meetings</p> <p>Inclusion Lead working with teachers and families to implement and review SEND support</p> <p>Checkpoints used to ensure that 'smaller' steps of progress are assessed and used to inform the next stage of teaching and learning.</p> <p>Employment of external agencies and implementation of advice/strategies where appropriate.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Embed attendance strategy to increase attendance and reduce persistent absence including term time holidays</u></p> <p>Including-</p> <p>Revised behaviour policy with focus on well-being and relationships.</p> <p>Revised attendance policy.</p> <p>Scrutiny of attendance data to identify at risk children and work with families to discuss barriers for attending.</p> <p>Daily calls for children not attending school- high expectation to attend from front of house.</p>	<p>Data around attendance shows that nationally this is still of great concern, particularly for children who are disadvantaged. Our Senior Attendance Champion works hard to engage with families to get children into school following our updated attendance policy.</p> <p>EEF attendance</p> <ul style="list-style-type: none"> - Identifying needs of families including contextual circumstances - High quality teaching for all groups of children - Relationship building 	<p>2,3</p>

<p>Bespoke letter system to inform parents of attendance moving to attendance support plan where required.</p> <p>Staff trained in administration of medicine.</p> <p>Meetings with EWO for target children.</p> <p>Rewarding class and 100% attendance.</p>		
<p><u>Purchase of Uniform/School Equipment/ Resources to enhance learning</u></p> <p>Schools and families work together to identify any equipment needed to aid learning.</p> <p>Including:</p> <p>Use of Seesaw to share school learning with parents</p> <p>Parents can access videos of teaching such as phonics and early maths to allow them to also learn strategies alongside their children</p> <p>Providing devices to children who do not have access at home</p>	<p>Children need access to technology and other educational materials including school uniform supports wellbeing. Sutton Trust- the socioeconomic gap persists and has widened between disadvantaged children and their classmates.</p> <p>During the pandemic the government realised the importance of ensuring equitable access to technology for pupils:</p> <p>https://www.gov.uk/government/news/hundreds-of-thousands-morelaptops-to-support-disadvantaged-pupils-learn-at-home</p> <p>We believe that the pandemic has shifted the way homework and other home learning activities can be accessed and therefore we value our Seesaw app for home learning and the link between school and parents. We want all children to have fair access to this and therefore, we will continue to provide technology to support those children who need it at home</p>	4
<p><u>Cultural Capital and Enrichment</u></p> <p>Support for families to widen the opportunities for children to access extra-curricular and enrichment opportunities.</p> <p>Including:</p> <p>Access to school-run clubs is tracked and PP children are prioritised for access. These clubs include music, art, sport, reading and storytelling.</p>	<p>Research shows that children from disadvantaged backgrounds start school with a significantly less well-developed vocabulary compared to their peers. Some children also have less access to experiences than their peers, thereby reducing their background knowledge and putting them at a further disadvantage educationally.</p> <p>Children’s experiences, background knowledge and understanding of the world build on their cultural capital which in turn supports social mobility.</p> <p>Cultural Capital</p>	1,2,3,4

<p>School trips are subsidised to ensure all children have fair access. Trips are planned carefully to ensure they represent best value in terms of children's access to culture and the wider knowledge and understanding offered</p>	<p>The EEF guide to using pupil premium https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium This recommends as part of its tiered model and menu of approaches that extracurricular activities, including sports, outdoor activities, arts, culture and trips are all good uses of the pupil premium fund in an effort to improve children's cultural capital and provide meaningful opportunities to embed curriculum learning.</p>	
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Total budgeted cost: £31,080 24/25

25/26= £21,589

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The last academic year saw the implementation of the new strategy.

Analysis of 2024-2025 is shown below. It is important to note that whilst we use this data to support evaluation of the strategy, we are also aware that small numbers within the data set skew the confidence level of the raw data. We are also aware that many of our disadvantaged children are not in receipt of PP funding and therefore sit within the main school data.

In terms of GLD attainment, 5/6 children attained their GLD which was a key strength in our data for our pupil premium children. The one child who did not achieve their GLD is a child with SEND who made progress throughout the year to attain ARE in 4/12 aspects. This included in reading where 100% of PP children met the expected standard due to closing the gap strategies and targeted intervention.

With the 9 children in receipt of PP funding, 5 of these children passed their Y1 phonic check, however due to the percentage that each child is worth, this means that the data is showing that PP children did not achieve as well as their peers (55.6% compared to 63.5%). Of the 4 children who did not achieve a pass, 3 of these children did sit the paper and managed to achieve a score (mean score of 20 marks, with 32 being a pass), with one child disapplied. All of these children are on the SEND register with 2/4 receiving outside agency involvement. One of these children is on a part time timetable and therefore accesses individualised learning for phonics.

The pass rate for year two was 67% PP vs 86% non-pp. Again, further analysis shows that the make up of this pupil premium group showed multiple disadvantage with 5/9 children also on the SEND register. 2 of these children are awaiting specialist provision and were therefore disapplied and 1 child was a new arrival from abroad, who had begun to learn phase 2 phonics and achieved a score of 4. We are confident that as she now has GPCs and has begun to blend that her progress will accelerate with these provisions in place.

The context of this group of children is also impactful when analysing the end of KS1 data as data shows that pupil premium children underperformed compared to their peers in reading, writing and maths at ARE. 4/9 of the Pupil Premium children were working below their peers. All 4 of these children are on the SEND register, with 2 children working at below Nursery levels and within our internal alternative provision and one child a new arrival working within Reception level. One child is working within year one.

Notably, pupil premium children outperformed their peers in reading GDS (33.3% vs 26.3%) and was comparable in maths at GDS. No Pupil premium achieved GDS in writing.

The school has continued to work hard to increase parental engagement with workshops provided by the school as well as family learning opportunities through Leicester College particularly with high up-take from parents for English courses. Bespoke support from our Family Support Worker has been a pivotal part of this academic year.

Attendance continues to be an area of focus particularly around persistence absence. End of year data showed internal whole school attendance to be 94% compared to 91% pupil premium. This attendance data was again impacted by the special needs of children within this pupil premium cohort. Work with individual families around barriers to school attendance has been completed and these families have also been supported by our Family Support Worker in an effort to improve individuals' attendance.

	Severely Absent (Below 50%)	PA (Below 90%)	90-95%	Above 95%
Reception (6 children)	0	0	1	5
Year One (9 children)	0	1 (C2 part time timetable last ½ term)	3	5
Year Two (9 children)	1 (medical needs)	2	2	4 (inc 2 x100%)

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
	N/A

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Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A