



# Green Wrythe Primary School

## **Pupil Premium Strategy**

## **Statement**

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# Pupil premium strategy statement – Green Wrythe Primary School

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	263
Proportion (%) of pupil premium eligible pupils	39.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	A De Sampayo, Headteacher
Pupil premium lead	A De Sampayo, Headteacher
Governor / Trustee lead	M Scott, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,749.17
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£153,749.17

# Part A: Pupil premium strategy plan

## Statement of intent

The objective of our strategy is to ensure that disadvantaged pupils at Green Wrythe Primary School make good or better progress, and that barriers to learning are mitigated to allow for high attainment. We aim to close the attainment gap by ensuring equity of provision.

Our key principles are:

- Staff, pupils and parents are involved in the identification of barriers to learning
- We take a holistic view of pupils to prevent compounded factors of disadvantage, taking into consideration of care, learning, emotional, economic and environmental needs when planning provision
- Disadvantaged pupils are not prevented from accessing all aspects of school life because of any of the aforementioned needs
- Reading is a priority to enable access to a broad curriculum and develop vocabulary, so that aspirations and future prospects are not limited
- Providing an exciting and challenging curriculum that is rich in knowledge, opportunity for independent thought and new experiences provides children with the motivation to learn and achieve

High quality, inclusive teaching for learning lies at the heart of our strategy for pupil premium. A daily diet of needs led provision in class, within the context of a rich curriculum, is proven to have the greatest impact on closing the attainment gap. Forming the foundation of this is effective formative and formal assessment, to ascertain gaps in pre-requisite knowledge and skills.

A pupil premium strategy that dovetails with the whole school plan for development ensures consistency of approach and focus. This includes an approach that is synchronised with our plans for educational excellence, which targets a broad range of children, including disadvantaged pupils. For example the four recommendations in the Education Endowment Fund guidance report on Special Educational Needs in Mainstream Schools ([Special Educational Needs in Mainstream Schools | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)) applies to our approach to meeting the needs of disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>High Pupil Premium numbers with SEND</p> <p>Our School is made up of Ark (one form entry Mainstream School) and Rainbow (Highly Specialised Base for pupils with ASD).</p> <p>Across the school we have a high proportion of children with additional SEND needs and when coupled with the high proportion of children eligible for pupil Premium, this highlights a significant challenge to progress and attainment. Our whole school data shows that we have 39.9% Pupil Premium eligibility, and of these 56% are identified as having Special Educational Needs or Disability.</p> <p>In Ark, 42.9% of children are eligible for Pupil Premium, and 47.6% of these children are also identified as having Special Educational Needs or Disability. The attainment gap between these children and Pupil Premium children with no SEND is significant. We have a high number of pupils that require additional support to ensure rapid and sustained progress (social/behaviour, speech and language, high needs support, other SEN and disadvantaged families).</p> <p>In Rainbow, a lower percentage of pupils are eligible for Pupil Premium 29.8%, and due to attending our Base, all have an EHCP issued. The attainment of Pupil Premium children does not differ significantly from their peers.</p>
2	<p>Low attendance figures - These are apparent across the whole school and monitoring and pupil progress discussions highlight that it is a huge barrier to learning. Data for Rainbow is slightly better than in Ark, however the challenge is seen as an issue to be tackled across both departments.</p>
3	<p>Poor language and communication skills are identified on entry, which coupled with limited vocabulary contribute to gaps in foundations skills and attainment in reading and phonics, that continue into KS1 and KS2 for pupils eligible for Pupil Premium in Ark.</p>
4	<p>Difficulty with managing and regulating behaviour (including behaviour for learning) and wellbeing, including children who are eligible for Pupil Premium. There is an increased need for the co-ordination of external service intervention (e.g. through CAMHS, bereavement, EHCP provision, Children's Services) as these services are increasingly limited and so need to be accessed strategically. Observations and monitoring show the emotional and social well-being of children including family life has an impact on attainment progress, aspirations and self-belief, which includes poor attendance.</p>
5	<p>Access to opportunities to develop Cultural Capital outside school in preparation for adulthood and future outcomes is a barrier for families, either from a socio-economic lens or from an accessibility point of view for children with significant additional needs.</p>

## 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
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The gap between the progress of disadvantaged pupils and their peers in reading is reduced.	KS2 Progress scores in 2027/28 show more than 65% disadvantaged pupils achieve at or above the national expected standard in reading.
The gap between the progress of disadvantaged pupils and their peers in phonics is reduced.	Phonic Screening Check scores in 2027/28 show more than 75% disadvantaged pupils achieve at or above the national expected standard in phonics.
Development of vocabulary is evident in reading, writing and GPS progress and attainment.	Use and understanding of vocabulary is evident in KS2 Progress scores in 2027/28 in writing and reading show improved achievement for disadvantaged pupils at or above the national expected standard.
Improved conduct and behaviour for learning supports better engagement in lessons.	Numbers of Regulation and Support plans are reduced. Regulation support is integrated into Universal Offer. Behaviour is eliminated as a barrier to daily provision; plans to support are specific to individual needs.
Children accessing wellbeing support have improved engagement with learning.	Good or better progress scores for disadvantaged children demonstrate sustained engagement with learning.
Good attendance rates for disadvantaged pupils.	<ol style="list-style-type: none"> <li>1. Improvements in attendance for disadvantaged pupils contribute to whole school attendance rate improvement toward 95% or above</li> <li>2. There is greater engagement from parents in working together to improve attendance</li> </ol>

## 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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Focus on High Quality Inclusive	EEF guidance supports focus on CPD to improve outcomes and	1,3

<p>Teaching and Subject Leadership.</p>	<p>refresh workforce expertise. Key areas of activity are careful design of core offer for CPD, consideration of mechanisms in place to ensure that CPD is effective and careful implementation that allows for application of professional learning and ensures that it is aligned with identified CPD needs.</p> <p><a href="https://www.eef.org.uk">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Development of high quality inclusive teaching.</p> <p>Implementation of Instructional Coaching to support sustained incremental development.</p> <p>Purchase resources to support teacher and support staff development CPD.</p>	<p>Given the high comorbidity of Pupil Premium and SEND, the development of Inclusive Practice is a key focus.</p> <p>The EEF (Education Endowment Foundation) found that a whole-school inclusive program led to 2 months' additional progress, highlighting links between inclusion, behaviour, and attainment. The European Agency for Special Needs and Inclusive Education emphasizes quality and equity, linking inclusive education to cognitive, creative, emotional growth, and responsible citizenship. <a href="https://www.european-agency.org/activities/raising-the-achievement-of-all-learners-in-inclusive-education">https://www.european-agency.org/activities/raising-the-achievement-of-all-learners-in-inclusive-education</a></p> <p><a href="https://www.eef.org.uk">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Phonics – materials to support use of <a href="#">DfE validated Systematic Synthetic Phonics programme</a></p> <p>Purchase Little Wandle resources.</p>	<p>There is strong evidence that supports the use of synthetic phonics to develop accuracy with reading. Development in this area will also support the development of writing.</p> <p><a href="https://www.eef.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3

On-going training for teachers and support staff to ensure fidelity to the scheme.  Teacher (Part time to support with Y1/2 phonics development)	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Reading Improving access in guided reading sessions.  Training for teachers and support staff on managing whole class and catch up provision .	The Early Reading Framework outlines importance of ensuring that reading skills are secure to enable children to access the full curriculum.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a>	1,3
Vocabulary development  Purchase 'Word Aware' Training for teachers and support staff on implementation.	There is much evidence that shows how developing a rich vocabulary and building connections between words and vocabulary schema has a great impact on children's ability to access and understand texts in the context of a broad and exciting curriculum.	3

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

Budgeted cost: £63,749

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Programme targeted at pupils who are falling behind their peers  Programme and staffing	The diagnostic tool is in line evidence that clear understanding of which areas need development and the programme provides systematic skill development for each area including comprehension.  <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1
Oracy strategy	Evidence shows that developing receptive language and supporting	3

<p>Developing Oracy skills across the school using resources from Voice 21.</p> <p>Language screening for pupils who have identified gaps.</p> <p>Using improved language skills to develop writing</p>	<p>oral language sharpens children’s understanding and ability to articulate their thinking</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EYFS tool kit Communication and language approaches.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Education Endowment Foundation   EEF</a></p>	
<p>Targeted Interventions to support high quality inclusive teaching</p>	<p>This approach needs careful consideration to ensure that disadvantaged pupils have their needs supported in lessons and interventions where appropriate, but that there is effective deployment of Teaching Assistants in and out of the classroom.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing support</p> <p>Staff training on supporting and managing learning behaviour as well as conduct.</p> <p>ELSA Training and Supervision</p>	<p>Evidence shows that developing emotional self-regulation, enables children to access learning more consistently. This research underpins our Behaviour for Learning and Relationships policy. Also collaborative approaches with outside agencies and parents support holistic development.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>4</p>

<p>Nurture provision and Nurture Breakfast</p> <p>Working closely with the Education Wellbeing Service on whole class and individual support,</p> <p>Dedicated behaviour support TA deployed in the afternoons to specifically identified as needing support.</p>	<p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p> <p><a href="#">Metacognition and self-regulation   EEF</a></p> <p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
<p>Opportunities and experiences to develop Cultural Capital.</p> <p>Planned activities across Ark (e.g. curricular trips, music performances) and Rainbow (e.g. Therapy Farm, Trampolining)</p>	<p>Evidence supporting cultural capital in primary schools shows it boosts academic success, confidence, and social mobility by providing diverse experiences (trips, arts, visitors, music), broadening knowledge (world, arts, current events), and teaching key skills (communication, resilience, regulation), making learning more accessible and preparing children for future life.</p> <p><a href="#">EPPSE Project</a> found that disadvantaged kids achieve more with enriched environments, including educational outings and supportive home learning from a young age.</p> <p>Inspired by E.D. Hirsch, schools build a "stock of knowledge" in areas like history, science, and arts to improve reading comprehension and cultural literacy.</p>	5
<p>Attendance</p> <p>Staffing attendance team to work directly with families to improve attendance.</p> <p>Complex circumstances require a targeted approach</p>	<p>Working in partnership with parents is proven to support improved outcomes for pupils. This is key to our approach in improving attendance</p> <p><a href="#">Parental engagement   EEF</a></p> <p><a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	2

**Total budgeted cost: £153,749**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our disadvantaged pupils across Ark for 2024-2025. Attainment levels in this dataset are notably high overall, with two key groups demonstrating very strong performance:

- **Pupil Premium pupils without SEND** achieved the highest results in both Reading (90.9%) and Writing (87.9%). Their Maths attainment was also high at 84.8%.
- **Non Pupil Premium pupils without SEND** performed strongly with 82.5% in Reading, 82.5% in Writing, and 85.7% in Maths. They achieved the highest attainment in Maths.
- **Non Pupil Premium pupils with SEND** attained 72.0% in both Reading and Writing, and 76.0% in Maths.
- **Pupil Premium pupils with SEND** recorded the lowest attainment across all three subjects: 51.6% in Reading, 45.2% in Writing, and 61.3% in Maths.

The overall trend shows that **Pupil Premium pupils with SEND** are the lowest-performing group, while **Pupil Premium pupils without SEND** are the highest-performing group in two out of three subjects.

This data shows there is also a gap between disadvantaged pupils with SEND and those without.

- **Pupil Premium with SEND Group:** This cohort exhibits the largest gaps when compared to pupil Premium children with no SEND, reflecting a substantial difference in achievement due to SEND status:
  - **Writing:** 42.7 percentage points
  - **Reading:** 39.3 percentage points
  - **Maths:** 23.5 percentage points

This highlights that the combination of Pupil Premium status and SEND presents the most challenging barrier to achieving expected standards.

Currently the changes made to practice and provision have led to some encouraging progress. In EYFS, current data shows strong performance in Comprehension, Writing, and GLD: The PP cohort is currently significantly outperforming the Non-PP cohort in overall EYFS GLD, Comprehension, and Writing. This indicates excellent, targeted provision is in place for communication, language, and literacy for these children. This will continue to eliminate the gaps seen through the school. Focus on inclusive practice will support closing pre-existing gaps.

## 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)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## 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.*