

Pupil premium strategy statement – Garden Village 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	58
Proportion (%) of pupil premium eligible pupils	17% (10 children)
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	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Mr Tony Hand
Pupil premium lead	Mrs Sonia Burke
Governor / Trustee lead	Mr Ravi Daroch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,480 per child
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>	£14, 800

Part A: Pupil premium strategy plan

Statement of intent

The intention at Garden Village Primary Academy is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The vision for Garden Village Primary Academy is Soaring to Excellence. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High, quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Garden Village Primary Academy, we will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

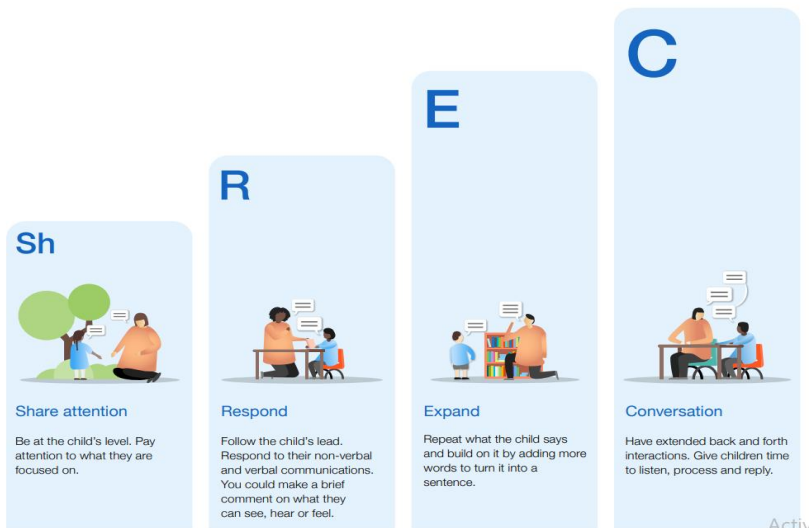
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some of the disadvantaged pupils. The Wellcomm assessment tool evidence that 40% of disadvantaged learners are at the expected standard for oracy compared to 82% for non-disadvantaged children.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Half-termly Little Wandle Assessments evidence that in YR, 0% of our disadvantaged learners are working at age-related expectation, compared to 73% of non-premium YR children. In Y1, 50% of our disadvantaged pupils are working at age-related expectations compared to 86% non-pupil premium children.
3	Observations and discussions with pupils suggest disadvantaged pupils generally have less personal development opportunities compared to their peers.

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
Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils.	Quality First Teaching – ShREC Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. ShREC is an approach which uses a simple, memorable set of specific evidence informed strategies to initiate and engage in purposeful conversations between the adult and child to support a child's oracy and vocabulary development.  The diagram illustrates the ShREC approach through four stages, each represented by a blue box with an illustration and a brief description: Sh (Share attention): Be at the child's level. Pay attention to what they are focused on. R (Respond): Follow the child's lead. Respond to their non-verbal and verbal communications. You could make a brief comment on what they can see, hear or feel. E (Expand): Repeat what the child says and build on it by adding more words to turn it into a sentence. C (Conversation): Have extended back and forth interactions. Give children time to listen, process and reply. Activ
Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils.	Wellcom Intervention Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including

	engagement in lessons, book scrutiny and ongoing formative assessment.
Challenge 2: Improved reading attainment among disadvantaged pupils.	Little Wandle Half-Termly Phonic and Reading Fluency Assessments The percentage of pupil premium children achieving the expected standard in the half-termly reading assessments in Phonics and Reading is closer to that of non-pupil premium children.
Challenge 3: Increased personal development opportunities. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Personal Development – Participation in After School Clubs Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement ShREC approach into GVPA. Training for staff to ensure assessments are interpreted and administered correctly.	Supporting children to become better communicators is one of the most powerful things we do as early years educators. Oral language skills are fundamental to children's learning, thinking and emotional wellbeing. Children who can communicate well can make friends, play, resolve conflicts and tell us how they are feeling. EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF	1
Implement Wellcomm Intervention Embedding dialogic activities across the	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are	1

school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Resources to support will be purchased and school will fund ongoing teacher training and release time.	inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	
Purchase of Little Wandle DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3

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

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	2

	regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a range of afterschool and/or lunchtime clubs to increase experience of wider learning experiences.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3

Total budgeted cost: £ 14,800