

# Freegrounds Infant School Pupil premium strategy statement

## School overview

Detail	Data
Number of pupils in school	223
Proportion (%) of pupil premium eligible pupils	....
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> )	2025-2028
Date this statement was published	19.12.2025
Date on which it will be reviewed	10.12.2028
Statement authorised by	Nikki Riches
Pupil premium lead	Nikki Riches
Governor / Trustee lead	Mary Sheridan

## Funding overview

Detail	Amount
FSM Pupil premium funding allocation this academic year	£37,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£37,410

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is to create a school community where all staff understand and live the principles of a truly inclusive school, where all children, including those with SEND, those eligible for pupil premium and those who are more able achieve exceptionally well.

At Freegrounds Infant School, we have high aspirations for all our children and a determination that they will all do well in their academic attainment and progress as well as their social and emotional development. To ensure that this happens for our pupil premium children we will:

- Carefully track the progress of all pupils who belong to vulnerable groups, ensuring that all staff are involved in the analysis of data and identification of pupils.
- Track spending against individual children.
- Ensure that all staff are aware of our pupil premium and vulnerable children.
- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Ensure that appropriate provision is in place to support the needs of individuals, classes and groups.
- Ensure that children's individual needs are considered carefully.
- Provide emotional and social support for children.
- Track the attendance and punctuality of pupils including those who are disadvantaged and support children, parents and families so as to secure regular attendance.
- Ensure equal access for all curriculum and enrichment opportunities (school trips, school milk, bookshop etc.)

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Language and communication skills</b></p> <p>On entry to school language skills for some of our disadvantaged children are below those expected of children of the same age.</p>
2	<p><b>Poor phonics and basic literacy skills upon entry to school.</b></p> <p>On entry to school the phonics and basic literacy skills of our disadvantaged children are below those expected of children of the same age.</p>
3	<p><b>SEND</b></p> <p>A significant proportion of our disadvantaged children have SEND and a high proportion are identified as being moderately or highly at risk of having ongoing literacy needs through the Dyslexia Early Screening Test. As such these children need reasonable adjustments to support them in being successful in their learning.</p>
4	<p><b>Personal, Social and Emotional development – self-esteem, self-regulation and metacognition are barriers for some pupils eligible for PP</b></p> <p>A proportion of our vulnerable pupils do not have high levels of self-esteem, can find it challenging to self-regulate and lack the self-help skills, independence and ability to apply their thinking within their learning.</p>
5	<p><b>Attendance and punctuality</b></p> <p>The average attendance of the children eligible for Pupil Premium Grant has fallen below the average attendance of other pupil groups.</p>
6	<p><b>Parental engagement</b></p> <p>Some parents may have had poor experiences of school or lack confidence in setting boundaries and supporting children with their learning. A large proportion of our disadvantaged pupils are not engaging in home learning with regular opportunities to read at home.</p>
7	<p><b>Financial constraints (for school trips, uniform and enrichment activities).</b></p> <p>Some parents are struggling with the costs of school uniform and children do not have opportunities outside school for visits, clubs etc. which can impact on their engagement in learning and curiosity about the world around them.</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
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved literacy and oracy attainment among disadvantaged pupils.	KS1 end of year writing outcomes in 2024/25 for show that In Year 2 29% (2 out of 7) of disadvantaged pupils met the expected standard. In Year 1 47% (7/15) of disadvantaged pupils met the expected standard.
Even more highly personalised provision for pupils.	Staff have a greater understanding of the needs of pupils with SEND and strategies/systems to put in place to support them in being successful in the classroom.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024-2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 3.3% and the attendance gap between disadvantaged peers being reduced by 2%</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 1% lower than their peers</li> </ul>

## 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: £6,634.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Recruit and appoint SEMH (ELSA and Thrive) Practitioner</b>	Social and emotional development, ensuring they feel safe, supported and ready to learn through ELSA and Thrive. <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a>	4
<b>ELSA training</b>	Provided by the Education Psychology Service it is becoming evident that the attendance of a greater number of pupils is effected by their emotional needs. This training supports staff in working with parents and pupils to identify barriers to attendance and strategies to support with overcoming these barriers. <a href="https://www.supportservicesforeducation.co.uk/page/20029">https://www.supportservicesforeducation.co.uk/page/20029</a>	5

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

Budgeted cost: £5797.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Provision Map</b> Purchase and use Provision Map to support with SEND Provision.	Evidence shows that Provision Map will allow us to track the progress of our most vulnerable children more closely and enable interventions and support to be put in place swiftly.	1,3,2,4
<b>Speech Link Software</b> Maintain subscription to Speech Link to continue to screen EYFS pupils.	Speech Link software and administering the programme allows all children in EYFS to be screened for their Speech and Language development and then be provided with bespoke programmes if any areas are identified that need intervention.  <a href="https://speechandlanguage.link/">https://speechandlanguage.link/</a>	1,2
<b>Widgit Subscription</b> Purchase Widgit subscription so materials can be used within the classroom.	Widgit software is well known to support children with their reading, language and writing capability supporting those children most with SEND and barriers to communication.  <a href="https://widgitonline.com/en/home">https://widgitonline.com/en/home</a>	1,2,3
<b>Speech and Language interventions delivered by Speech and Language Assistants</b>	The two ELKAN trained staff within the school have supported children under the Speech and Language service with interventions which has allowed them to make significant progress on their targets. In addition through delivering the programmes identified using the Speech Link software focus children's vocabulary and language development has improved.	1,2,3
<b>COPS and RAPID Dyslexia screening tools</b> - pupils in EYFS are screened to identify possible indicators	COPS and RAPID screening tools are widely known to support staff in identifying characteristics that could be associated with Dyslexia. The screening tool then identifies areas that need to be focused	2,3

of Dyslexia and following this are provided with a bespoke pro- gramme if any areas are identified that need intervention.	upon and identifies a programme of support. <a href="https://www.gla-assessment.co.uk/assessments/products/lucid-cops/">https://www.gla-assessment.co.uk/assessments/products/lucid-cops/</a>	
<b>Pip and Pap re-sources</b>	Pip and Pap is a highly personalised phonics scheme which supports children with their acquisition of phonics. After significant research we believe that moving over to this new method of teaching phonics will provide a more bespoke and engaging experience for our children resulting in greater levels of engagement and motivation from our pupils and more successful acquisition of phonics which then can be applied to support children to read and write. <a href="https://www.pipandpap.com/">https://www.pipandpap.com/</a>	2
<b>Additional interventions Pre-teaching and small group interventions</b>	The benefits of pre-teaching are widely known to support children with SEND in the acquisition of key skills and knowledge. <a href="https://bedrocklearning.org/literacy-blogs/what-is-preteaching/">https://bedrocklearning.org/literacy-blogs/what-is-preteaching/</a>	3
<b>Emotional Literacy Support</b>	The role of the ELSA in school is a very impactful one and now a vital role within schools to support children with their social and emotional development.	4
<b>Hot chocolate reading project</b>	Research shows that where reading is celebrated, whether it be in school or at home, promoting a love of learning and raising awareness of its value impacts on children's academic success.	

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

Budgeted cost: £2092.81

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Costs for covering school trips, school uniform and enrichment activities</b>	With the cost of living crisis more and more families are struggling to pay for basic items for their children such as school uniform and clubs. It is important for children to be able to be included in activities and experience enrichment activities.	6,7
<b>Changing displays across the school so they are a more neutral colour and reduce the cognitive load.</b>	Cognitive load has been proven to be a barrier to learning. By reducing the 'business' of the classrooms with colour and content we aim to reduce the cognitive load for our pupils and support them in being able to focus more successfully on their learning.	3
<b>Hot chocolate reading project</b>	Research shows that where reading is celebrated, whether it be in school or at home, promoting a love of learning and raising awareness of its value impacts on children's academic success.	6

**Total budgeted cost: £37410.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Language and Communication Skills**

All children in EYFS are screened using the Speech Link software to assess their understanding of language. Of the 5 pupils (Year 2 2024-2025) present in EYFS during the 2022-2023 academic year 2 pupils (40%) were assessed as needing intervention to bring their language and comprehension levels within the expected range. Following interventions these children were reassessed in June 2024. When assessed 100% were shown to be within the expected range.

#### **Phonics and Literacy**

Of the 12 pupils in the Year 1 cohort 2024-2025 47% met the expected standard in the Year 1 Phonics check. During the recheck in 2024-2025 60% (3 out of 5) pupils met the expected standard. It is worth noting of the two children that did not meet the expected standard one child significant SEND needs and an EHCP application was in progress, the other was on the SEN register for cognition and learning.

In the end of Key Stage 1 reading assessment the gap between the percentage of pupils who met age related expectations or above increased by 10.8 % from 38.2% in 2024 to 49% in 2025.

#### **PSED**

The school has amended its Behaviour Policy to support children in developing the skills to self-regulate using a Therapeutic approach. Although this change was only made in September, the behaviour of the majority of children remains impeccable and we are seeing a huge increase in the amount of children that are able to apply the skills they are taught within the classroom

#### **Attendance**

The school has been proactive in its approach to managing attendance. As such there has been an increase in the overall attendance of all pupils, however, the gap between the attendance of pupils for whom the school receives Pupil Premium funding compared to pupils for whom the school does not receive Pupil Premium funding has increased by 0.35%

	2023-2024	2024-2025	Difference
Pupils for whom the school receives Premium funding	93.01%	92.67%	+0.34%
Pupils for whom the school does not receive premium pupils	95.97%	95.98%	+0.01%
Difference between overall	+2.96%	+3.31%	+0.35%

### Parental Engagement

The school has been very proactive in its interactions with parents and promoting the importance of reading. Hot chocolate reading activities, promoted through displays and photographs has been well received by parents. Family Celebration Assemblies have also been well attended with 99% response rate of families sending at least one family member to come along and find out about the learning taking place in school.

### 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	n/a
n/a	n/a

### 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>
School received £1050 in Service Pupil Premium Funding which was used to support students with ELSA Groups.
<b>The impact of that spending on service pupil premium eligible pupils</b>
The impact of this has supported the children with the Social, Emotional and Mental Health and well-being. There was one child in our Year 2 cohort of 2024- 2025, they met the expected standard in reading, writing and Maths. The Service child in the Year 1 cohort 2024-2025 met the expected standard in the Year 1 Phonics check and in reading, writing and Maths.