Freegrounds Infant School Pupil premium strategy statement

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	16%
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)**	2026-2029
Date this statement was published	10.12.2026
Date on which it will be reviewed	10.12.2029
Statement authorised by	Susannah Holmes
Pupil premium lead	Susannah Holmes
Governor / Trustee lead	Nathan Clifford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Pupil Premium £36,010 LAC £500 Service child £360
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£36,010

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, clubs etc.)

Challenges

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

Challenge number	Detail of challenge
1	Class teacher end of year summative assessments show that there was a significant attainment gap between Pupil Premium eligible and non-Pupil Premium eligible pupils in Reading, Writing and Maths across KS1 in 25-26. Reading (-26.2%) Writing (-23.4%) Maths (-17.5%)
2	Although an improving picture, the difference in the percentage of pupils passing their phonics screening at the end of Year 1 between PP and non-PP pupils was significant (-27.3%) in 25-26.
3	For the 25-26 academic year, the attainment gap between pupils meeting GLD at the end of EYFS for children eligible for Pupil Premium versus children not eligible was significant (-32.8%) and has increased since the previous year (+7.1%).
4	There was a -4.55% difference between the average attendance of Pupil Premium eligible children compared to non-eligible pupils. The figure for Pupil Premium eligible children fell just above the national persistent absence percentage but in the 'at risk' category. (90.93%) 37.93% (11/29) of Pupil premium children were persistently absent during the 25-26 academic year.
5	16% of Pupil Premium eligible pupils are also on the SEND register (x2 children with an EHCP) with many more new starters being monitored as cause for concern. (42% of PP children are in Year R)
6	Some of our Pupil Premium eligible children have limited access to enrichment opportunities and wider life experiences outside of the school day which leads to reduced cultural capital.

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
To close the attainment gap between PP and non-PP pupils in all areas.	• Class teacher end of year assessments for KS1 Reading, Writing and Maths show that the gap is closing between PP and non-PP pupils. • GLD assessment at the end of EYFS shows that the gap is closing between PP and non-PP pupils. • Phonics screening check at the end of Year 1 shows that the gap is closing between PP and non-PP pupils.
To improve the average attendance for PP pupil group with a particular focus on improving the attendance of those pupils identified as PP who were previously considered persistently absent.	• Parents engagement with school to tackle attendance issues is strengthened. • The gap between average attendance for PP and non-PP children is reduced and average attendance for PP children increases to at least 95%. • The attendance data for individuals who were considered persistently absent last academic year improves each academic year until it is in line with whole school data.
To ensure that Pupil Premium eligible pupils with additional SEND needs receive additional interventions and support to meet these needs.	• SEND provision maps and SEND support plans will evidence this personalized provision. • PP pupils will make at least good progress towards their SEN targets.
To enhance quality of opportunity for all pupils eligible for Pupil Premium.	• Children have access to a broad range of experiences within the curriculum that deepen their knowledge and cultural capital. • Opportunities for increased parental engagement are considered with a particular focus on PP families. • PP children have access to enrichment experiences throughout the year regardless of parental engagement. • PP children have access to clubs and trips without financial barriers.

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: £20,077.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
External CPD opportunities for all staff including subject leaders: • HIAS writing support • English CORE provision • Maths CORE provision • ELSA training and supervision • SENCO circle • EYFS conference Internal CPD opportunities: • Weekly staff CPD meetings • Learning walks (SLT + additional SLT support) • INSET days • Weekly PPA in teams • Coaching Pupil Progress meetings	High quality CPD is essential when following EEF principles and ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving. "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." EEF "High-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching." Special Educational Needs and Disability Code of Practice (p99), Department for Education, January 2015. Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.	1, 2, 3, 5, 7
Specific training from HIAS supporting the development and use of tiered vocabulary and oracy across all subjects, including but not exclusive to, reading, writing and maths.	EEF research shows that structured oral language and vocabulary interventions consistently boost learning, typically yielding an average of +5 to +7 months of additional progress over a year (with the highest impact in the Early Years and for	1, 2, 3, 5, 6

	disadvantaged or lower-attaining pupils) *https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice*	
Developing Reading fluency skills amongst all children- staff CPD	'Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.' EEF	1, 3, 5
Specific Pupil Premium CPD for teaching staff- to ensure that the most effective strategies are being used school wide to raise standards for these pupils.	*https://educationendowmentfoundation.org.uk/using-pupil-premium* *https://educationendowmentfoundation.org.uk/news/pupil-premium-help-support-disadvantaged-pupils*	1, 2, 3, 4, 5, 6

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

Budgeted cost: £10,909.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
SNA employed to deliver 2 x afternoons of targeted PP interventions for Reading, Writing and Maths.1:1	EEF shows small group targeted tutoring and intervention has positive impact on outcomes and progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2, 3
Speech Link software subscription Speech and Language interventions delivered by Speech and Language Assistants 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	A great deal of research has shown that oracy practice and intervention has a positive impact on children's outcomes https://oracy.inparliament.uk/why-oracy-matters https://praxis-teacher-research.org/oracy-literacy-outcomes/	1, 2, 3, 5, 6
COPS and Rapid Dyslexia screening tools- pupil in EYFS are screened to identify possible indicators of dyslexia and following this are provided with a bespoke program if any areas are identified that need intervention.	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 upon and identifies a programme of support. https://www.gl-assessment.co.uk/assessments/products/lucid-cops/	1, 2, 3, 5

Ongoing training and purchase of additional resources to ensure high quality Kinetic letters teaching for all in order to develop writing fundamentals and fluency.	EEF- Cognitive Load Reduction: Teaching handwriting explicitly, regularly, and cumulatively frees up cognitive resources. Up to 30% of children may experience handwriting difficulties, which can bottleneck general literacy attainment if not addressed early. https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing	1
Ongoing training and adequate staffing and resources to ensure high quality Phonics teaching for all, in order to secure early reading foundations.	According to the Education Endowment Foundation (EEF) Teaching and Learning Toolkit, systematic phonics instruction has a highly positive impact on average, yielding +5 months of additional academic progress for pupils. Crucially, the EEF emphasizes that phonics is a vital component in closing the attainment gap, as disadvantaged pupils (eligible for Pupil Premium funding) often receive similar or slightly greater benefits from phonics approaches compared to their peers	1, 2, 3
Additional interventions Pre-teaching and small group interventions	The benefits of pre-teaching are widely known to support children with SEND in the acquisition of key skills and knowledge. https://bedrocklearning.org/literacy-blogs/what-is-preteaching/ EEF shows small group targeted tutoring and intervention has positive impact on outcomes and progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-tool https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1, 2, 3, 5

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

Budgeted cost: £2907.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Robust tracking of attendance data by SLT, with clear whole school strategies in place- raise the profile of attendance	The core EEF stance emphasizes that school attendance is a significant driver of the disadvantage attainment gap. To create a positive impact on PP students, attendance tracking must shift from passive compliance to a proactive, whole-school intervention model https://educationendowmentfoundation.org.uk/news/attendance-from-the-very-start	1, 2, 3, 4, 5
Purchasing of and staff training for use of Insight tracking to ensure staff at all levels are monitoring and using data effectively to improve pupil outcomes.	EEF shows that gathering real-time data and analysis can ensure adaption for tasks making them more accessible and support in the progress children make EEF-Gathering-and-Interpreting-Data-Summary.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 2, 3
Supporting with the costs of trips and extra-curricular activities which have been carefully planned to provide a rich and varied offer.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6

Total budgeted cost:

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Impact as of September 2026
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.	All children in EYFS are screened using the Speech Link software to assess their understanding of language. 2 pupils (Year 2 2025-2026) present in EYFS during the 2023-2024 academic year were assessed as needing intervention to bring their language and comprehension levels within the expected range. Following interventions these children were reassessed in June 2026. When assessed 1 child was working within the within the expected range. The other had significant communication and interaction needs and had showed improvement in 4 areas.
Improved literacy and oracy attainment among disadvantaged pupils.	KS1 end of year writing outcomes in 2025/26 for show that In Year 2 71% (10 out of 14) of disadvantaged pupils met the expected standard. In Year 1 67% (4/6) of disadvantaged pupils met the expected standard.	PP Writing data: Year 2 end of year Writing at expected standard (PP)- 53% Year 1 end of year Writing at expected standard (PP)- 25%

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.	Pupils receive support that is more closely matched to their individual academic, social, emotional and developmental needs, enabling them to make stronger progress from their starting points. Increased engagement, confidence and independence in learning because barriers are identified and addressed more effectively. Improved communication and partnerships with families, ensuring support is consistent between home and school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high attendance from 2025-2026 demonstrated by: • The overall absence rate for all pupils being no more than 3.3% and the attendance gap between disadvantaged peers being reduced by 2% • 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	2025-2026 average attendance rate for all pupils 95.72% (absence rate 4.28%) 2025-2026 average attendance rate for PP pupils 92.15% (absence rate 7.85%) (In 2024-2025 PP attendance was 93.31% this shows a 1.16% decline in PP attendance) The percentage of all pupils who were persistently absent (lower than 90% attendance) 9.09% The percentage of Pupil Premium who were persistently absent 37.93% PP v's Non-PP +32.98% (37.93% of PP chn / 4.95% of non-PP chn)

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)

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**
SEMH support.
The impact of that spending on service pupil premium eligible pupils
Increase sense of belonging.