

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Fryern Infant School
Number of pupils in school	136
Proportion (%) of pupil premium eligible pupils	16.9% (23)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plan)</b>	December 23-26
Date this statement was published	December 25 (year 2 of 3)
Date on which it will be reviewed	July 26
Statement authorised by	L Piggin Headteacher
Governor     lead	M Bokhove

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,445 (PP) £2630 (LAC/PLAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,075

# Part A: Pupil premium strategy plan

## Statement of intent

At Fryern Federation, we have high aspirations for all our children and a determination that they will do well – in their academic achievement and progress as well as their personal and social development. Fryern is an inclusive mainstream school where all children are valued equally, regardless of their abilities and behaviours. We place inclusivity at the heart of all that we do and aim to develop lifelong learners by removing barriers and increasing resilience and self-esteem. All children are entitled to have access to a broad, balanced and relevant curriculum, which is planned to meet individual needs. We value positive, consistent relationships with all pupils.

The EEF guidance updated in September 23 suggests a 3-tiered approach: High Quality Teaching for all, Targeted Academic Support, Wider support strategies (Emotional, social and behavioural support & Enrichment)

We base our actions, interventions and support around our knowledge of pupils and their families, as well as research including that from the Education Endowment Fund (EEF) toolkit. We have developed key strategic principles (building blocks) for tackling educational disadvantage and these aspects are monitored and reviewed regularly by the curriculum and standards committee. These categories are:

### **Whole-school ethos of attainment for all**

There is a culture of high expectations for all.

There is a belief that all disadvantaged pupils can overcome their personal barriers to succeed.

Disadvantaged pupils and their families are held in high regard

Leaders, teachers and other adults understand their role within the school's strategy

### **Addressing behaviour and attendance**

A strong emphasis is placed on developing positive behaviours for learning.

The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support.

Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.

Persistent absence is rigorously challenged and proactive strategies to positively engage families are pursued.

### **High quality teaching for all**

The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on- going formative assessment is essential to ensure disadvantaged pupils make strong progress.

Teachers are committed to successfully engage with the disadvantaged pupils who are less successful learners.

Professional development is focused on securing strong subject knowledge, questioning, feedback, 'talk for learning', metacognition and self-regulation.

Interventions are additional to the entitlement to high quality teaching; class teachers retain accountability for pupil achievement.

#### **Meeting individual learning needs**

There is a strong understanding of the barriers to learning and how these barriers present in school.

Knowledge of individual pupils is used to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.

Learning gaps and misconceptions are identified and addressed so that pupils can secure learning domains that will enable them to catch up to meet age related expectations or increasingly work at greater depth.

Transition processes for disadvantaged pupils are carefully planned and implemented

#### **Data-driven**

The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed within each assessment phase.

Accelerated progress must lead to higher attainment within an academic year and key stages.

#### **Clear, responsive leadership**

Self-evaluation is rigorous and honest.

The effectiveness of the strategy is reviewed termly and is based on internal analysis, research and best practice.

Leaders apply robust quality assurance processes and clear success criteria.

#### **Deploying staff effectively**

Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.

Resources are targeted at pupils at risk of underachievement in terms of low and high attainment

Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, pedagogy and curriculum drivers, which form the consensus amongst our team over what is required to support all children. These principles and drivers have been designed with the most disadvantaged pupils in mind, and aim to close the cultural, vocabulary and learning gaps that exist.

In the infant school, our play-based curriculum purposefully encourages children to practise using knowledge as a skill, and provides opportunities to apply their understanding in different ways. For children who need more support to understand and access the curriculum, we provide resources, pre-teaching and opportunities for revisiting. We have a strong emphasis on vocabulary development and ensure children understand the meaning of words as this is essential because an understanding of language promotes cognitive growth and supports children to connect ideas and strengthen existing understanding.

## Challenges

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

Challenge number	Detail of challenge
1. Attainment	Disadvantaged pupils achieve less well in reading, writing and maths Baseline data 2025 showed that End of KS1 data showed that 17% of disadvantaged pupils achieved combined ARE compared to 57% of non-disadvantaged pupils.
2. Attendance	Our attendance data show that attendance among our disadvantaged pupils is lower than for non-disadvantaged pupils – around 7%. Comparison with data from previous years is showing a downward trend. 36.4% of disadvantaged pupils have been persistently absent compared to 5.6% of their peers
3. Language development	Some disadvantaged pupils have poor language and communication skills - this includes speech and language difficulties and a lack of exposure to a wide range of vocabulary. Baseline data trends showed that disadvantaged pupils enter weaker in speaking, comprehension and building relationships. End of YR data shows pupils outcomes remained lower for disadvantaged pupils in building relationships.
4. Emotional regulation	A trend of weaker self-regulation and social communication skills impacting on some disadvantaged pupils accessing the curriculum. Baseline data trends show disadvantaged pupils enter weaker in listening and attention, speaking, self-regulation and building relationships than non-disadvantaged pupils. End of YR data shows pupils outcomes remained lower for disadvantaged pupils in building relationships.

## 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	Review
Diminish the difference between outcomes for PP and Non across the school.	We aim for PP outcomes to be in line with non PP in all year groups.	
Improve attendance of disadvantaged pupils and reduce % of persistent absentees.	Current attendance: 89.4% Aim: 95.6% which is above national and in line with whole school attendance. Persistent absentee reduces to below national.	
Language development is carefully planned for and taught through a language rich curriculum and environment	We provide a language rich curriculum with exposure to high quality, challenging vocabulary in a word rich environment Vocabulary is modelled and taught in all subjects and opportunities context Ensure multiple exposures to a new word.	
Metacognitive strategies and emotional regulation strategies are effective for disadvantaged pupils for whom this a barrier	End of EYFS data for self-regulation and building relationships increases to inline with non-disadvantaged. Using the Leuven scale: We have introduced the use of the Leuven scale for disadvantaged pupils for whom emotional regulation and mental health and well-being is a concern. We aim for: 100% of disadvantaged pupils children scoring 4/5 or above in well-being and engagement	

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Prioritising quality first teaching CPD for all staff</p> <p>Develop staff understanding of Ordinarily Available Provision and what this looks like in the classroom.</p> <p>Develop staff understanding of ordinarily available provision for communication and interaction and cognition and learning</p> <p>Personalised curriculum for all children, providing them with equitable experiences across the curriculum and beyond.</p> <p>Learning starts with an assessment of what children know, understand and can do. Children are given opportunities to revisit knowledge and concepts in different contexts.</p> <p>All staff to ensure disadvantaged pupils are clear about what they are learning and how they will be successful</p> <p>Supporting staff with high quality maths teaching which meets the needs of all children and provides opportunity for:</p> <ul style="list-style-type: none"> <li>- Intelligent practice</li> <li>- Variation</li> </ul>	<p>The EEF's <u>Pupil Premium Guide</u> states that improving the quality of teaching has the most significant impact on closing the attainment gap while also benefiting non-disadvantaged pupils. Studies consistently show that disadvantaged pupils make better progress in schools with strong teaching practices, gaining up to +6 months of progress per year compared to poorly taught environments.</p> <p><u>Sutton Trust: Addressing the Attainment Gap</u></p> <p>The Sutton Trust highlights that a personalized approach to teaching is particularly beneficial for disadvantaged pupils, who often have varied starting points and different educational needs. Personalising the curriculum allows for differentiation and scaffolded learning, ensuring that pupils receive the right level of challenge and support to make progress. For Pupil Premium pupils, this is particularly important to bridge the gap caused by previous lack of opportunities or support.</p> <p><u>Using Pupil Premium Guidance</u></p> <ul style="list-style-type: none"> <li>• The guidance stresses the importance of personalized learning pathways that reflect the individual needs and aspirations of disadvantaged pupils. This ensures they receive a broad, balanced education that supports both academic and personal development. Schools should ensure access to extracurricular opportunities to enrich their experiences beyond the classroom.</li> </ul> <p>EP training sessions for all teaching and support staff understanding ordinarily available provision and Fryern's approach.</p>	1,2,3,4

<ul style="list-style-type: none"> <li>- Going deeper</li> <li>- Fluency in number bonds and number facts recall</li> </ul>		
<p>Prioritising communication and language and social skills for pupils eligible for PP across EYFS and KS1 by:</p> <p>Implementing a play-based language rich curriculum</p> <p>Drawing Club</p> <p>Story Dough</p> <p>Curiosity cube</p> <p>Pupil Premium pupils to have rich vocabulary to draw on when communicating, reading and writing.</p>	<p>Research consistently shows that language and communication skills are foundational to pupils' overall development and closely linked to long-term academic outcomes particularly for disadvantaged pupils. The EEF states that oral language interventions are a high impact for a very low cost with evidence showing an average impact of +6months.</p> <p>Children eligible for PP are more likely to enter school with underdeveloped communication and language skills, which can widen the attainment gap as they progress through school. By prioritising communication and language development we aim to equip these pupils with the essential skills to access the broader curriculum and improve their academic, social and emotional outcomes.</p> <p><u>EEF: Vocabulary and Development (+5months impact)</u></p> <p>The EEF emphasises the importance of developing vocabulary as a key component of reading comprehension and writing. For disadvantaged pupils' vocabulary gaps often contribute significantly to the attainment gap.</p> <p>Teaching pupils rich vocabulary helps improve their ability to understand and use complex language in both spoken and written forms leading to better reading comprehension, academic success and communication skills.</p> <p>Explicitly teaching vocabulary, embedding new words through regular exposure and providing opportunities for pupils to use new vocabulary in context can make a significant difference in outcomes for disadvantaged pupils.</p> <p><u>Sutton Trust: Language development</u></p> <p>The Sutton Trust highlight that language development is one of the most critical factors in closing the achievement gap for disadvantaged pupils.</p>	1, 3
<p>Ensuring teaching is targeted and considers starting points for individual pupils</p>	<p>Use of ongoing assessments to inform planning, task design and teaching. Formative and summative assessments used to adjust curriculum content in the medium and long term. Teachers target pupils who may need additional targeted academic support.</p> <p><u>The Sutton Trust</u> highlights that a personalised approach to teaching is particularly helpful for disadvantaged pupils who often have varied starting points and different educational needs. Personalising the</p>	1,3,

	curriculum ensures that pupils receive the right level of challenge and support to make progress. For pupil premium pupils, this is particularly important to bridge the gap caused by previous lack of opportunities or support.	
High quality, specific in the moment/live feedback ensures learners know how to improve	<a href="https://educationendowmentfoundation.org.uk/education-eef/eef-research/eef-research-6-months">https://educationendowmentfoundation.org.uk/education-eef/eef-research/eef-research-6-months</a> EEf research +6 months The EEf highlights that effective feedback, especially involving metacognitive and self-regulatory skills, significantly helps Pupil Premium (PP) students close the achievement gap by informing them of strengths and weaknesses, guiding strategy use.	1, 4
Focussed pupil progress meetings where specific barriers to progress are unpicked and strategies/interventions identified. Follow up conversations including LSAs  Targeted CPD for teachers and LSAs responding to whole school trends identified at pupil progress meetings	EEf PP Strategy – part 1 <u>Diagnosing your pupil needs</u> recognises that the first step in a Pupil Premium (PP) strategy is diagnosing pupil needs by deeply understanding barriers, not just attainment gaps, using data on attendance, wellbeing, safeguarding, engagement, and family context alongside academic data, to identify <i>what</i> hinders learning (e.g., poor attendance, low engagement) so interventions can be targeted and evidence-based, rather than just labelling pupils or assuming deficit.	1, 2, 3, 4
Effective liaison between class teachers and LSAs running interventions.  Develop Independence: Train TAs to help pupils develop independent study skills and take ownership of tasks, rather than just completing work.  Ensuring in-class quality first teaching identifies at the planning stage any alternative strategies to support PP children.	The EEf <u>Making best use of teaching assistants</u> emphasises that LSA are most effective when they are well prepared for their role in delivering targeted interventions. Ongoing dialogue focuses on learning. The pupil premium guidance highlights that successful schools prioritise coordinated support by ensuring teachers and LSAs work together to deliver consistent messages and approaches to learning.	1, 2, 3, 4

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

Budgeted cost: £9,268

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>LSA support for reading, phonics, handwriting, and mental maths:</p> <ul style="list-style-type: none"> <li>- Precision teaching</li> <li>- Phonics intervention</li> <li>- Small group and 1:1 provision</li> <li>- Handwriting / fine motor</li> <li>- Fluency bee</li> </ul>	<p><u>Small group and one-to-one tuition</u></p> <p>EEF research shows small group tuition has an average impact of +4 months' progress, and 1:1 tuition has an average impact of +5 months' progress.</p> <p>These approaches allow for highly focused teaching tailored to specific gaps in knowledge or skills, benefiting pupils who are at risk of falling behind or those striving to reach greater depth.</p> <p><u>Phonics (+5 months impact)</u></p> <p>Phonics teaching is one of the most effective strategies for developing early reading skills. Evidence shows that a systematic phonics program, can significantly improve reading outcomes, particularly when combined with daily “keep-up” and “catch-up” interventions.</p> <p><u>Early Mathematics Interventions</u></p> <p>Developing number fluency and mental maths skills is highlighted in the <u>EEF's Improving Mathematics in the Early Years and Key Stage 1 report</u>. Short, frequent sessions focusing on core arithmetic skills and concepts, such as those delivered in small groups or 1:1, are highly effective for closing gaps.</p> <p><u>Training and Professional Development</u></p> <p>The EEF underscores that the quality of teaching is the most important factor in improving outcomes for disadvantaged children. Targeted training for LSAs on delivering high-quality interventions, particularly in communication, language, and phonics, ensures that support is impactful.</p> <p>Regular professional development ensures fidelity to programs, equipping staff to deliver interventions effectively.</p> <p><u>Regular Assessment and Feedback</u></p> <p>The <u>EEF's Guide to Assessment highlights</u> that regular, rigorous assessment linked to intervention programs improves pupil progress by identifying gaps and ensuring teaching is adapted to meet needs. For example: ▪ 6-</p>	1, 2, 3

	<p>weekly assessments tied to Fryern Phonics ensure interventions are responsive and targeted.</p> <p>Progress monitoring helps refine teaching strategies, increasing the likelihood of success.</p> <p>Alignment with EEF Guidance: The approach aligns with EEF recommendations, including:</p> <p>The importance of high-quality, structured phonics teaching.</p> <p>The need for regular assessment-informed interventions.</p> <p>The role of training and professional development in maximising the impact of LSAs</p>	
<p>ELSA intervention</p> <p>Vulnerable children receive pastoral support in small groups in class, or 1:1 with ELSA when identified.</p> <p>Pastoral KS1 LSA responding to need and implementing tailored interventions and personalised provision that directly addresses pupils' emotional needs.</p>	<p><u>EEF Social and Emotional learning in small groups.</u></p> <p>The EEF finds that small-group interventions are often more effective than whole-class support, particularly for vulnerable pupils. The ELSA model which provides personalised, focussed attention in small groups or 1:1, allows for tailored interventions that directly address the emotional needs of pupils.</p>	1, 2, 3, 4

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

Budgeted cost: £9269

Activity	Evidence that supports this approach	Challenge number(s) addressed
Monitor attendance half termly. Mentoring and target setting, engage with parents and attendance officer.	EEF poor attendance is linked to poor academic attainment as well as anti-social characteristics.	4
Sensory circuits	<p>EEF: Physical Activity and Cognitive Development (+5 months impact)</p> <ul style="list-style-type: none"> <li>Sensory circuits include physical exercises like jumping, balancing, and climbing, which support the development of gross motor skills.</li> <li>The EEF highlights that physical activity in the early years supports the development of motor skills, which are linked to better academic outcomes, as children gain the physical confidence needed for activities like writing, playing, and other classroom tasks.</li> </ul> <p>For children eligible for Pupil Premium, sensory circuits provides an accessible, enjoyable way to build the physical strength and coordination that underpin success across the curriculum.</p>	1, 2, 4
<p>Support cost of educational trips and visits</p> <p>Support access to clubs and after school clubs</p>	<p><u>EEF: Physical Activity and Cognitive Development</u> (+5 months impact)</p> <p>According to the EEF, physical activity, including that provided through extra-curricular activities, is associated with improved cognitive outcomes. By engaging in physical activities outside the classroom, children develop the motor skills necessary for overall physical wellbeing. These skills contribute not only to health but also to academic achievement by promoting better focus and energy levels in the classroom.</p> <p>Pupil Premium pupils may not have as many opportunities for out of school physical activities due to economic barriers. By providing them access to extra-curricular sports clubs, dance classes, or active trips, schools help these children gain exposure to healthy living practices and experiences they might not otherwise have.</p> <p><u>Sutton Trust: Enrichment Activities and Engagement</u></p> <p>The Sutton Trust emphasizes that extra-curricular activities improve student engagement and academic outcomes, particularly for disadvantaged pupils. Out-of-school learning experiences like educational trips or after-school clubs help children develop social skills, confidence, and a sense of belonging. These are essential</p>	4

	<p>for supporting academic achievement and improving long-term outcomes for Pupil Premium children. Extra-curricular programs, including sports, arts, and outdoor adventures, provide disadvantaged children with exposure to new experiences, boosting their self-esteem and learning opportunities beyond the core curriculum.</p> <p><u>Using Pupil Premium Guidance</u></p> <p>The Pupil Premium Guidance highlights the importance of enriching the learning experience of disadvantaged pupils. It recommends that schools invest in trips and extra-curricular activities to ensure children have equitable access to experiences that help broaden their horizons, enhance their physical development, and support social and emotional growth. The guidance also points to the fact that extra-curricular activities can help engage students, particularly those at risk of disengagement, and provide opportunities to build soft skills such as teamwork, resilience, and leadership.</p> <p><u>Sutton Trust: Creating Equal Opportunities for All Children</u></p> <p>The Sutton Trust highlights that providing financial support for things like uniforms, equipment, and school trips ensures that disadvantaged children do not face barriers to participating in school activities. Ensuring Pupil Premium children have access to school uniform removes one of the social barriers they may face, allowing them to feel included and equal to their peers. For children eligible for Pupil Premium, school uniforms can also promote a sense of equality and belonging, helping to reduce social stigma related to socio-economic status and supporting positive mental well-being.</p>	
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**Total budgeted cost: £ 37075**

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

Intended outcome	Success criteria	Review		
Diminish the difference between outcomes for PP and Non across the school.	We aim for PP outcomes to be in line with non-PP in all year groups.	Target not consistently met See data below		
Improve attendance of disadvantaged pupils and reduce % of persistent absentees.	Current attendance: 89.4% Aim: 95.6% which is above national and in line with whole school attendance.	Target not met Attendance continues to be a barrier to children’s achievement and well-being.		
		Pupil group	Attendance 2023/4	Attendance 2024/5
		All pupils	95.3%	95.3%
		Disadvantaged	90.8%	88%
	Non-disadvantaged	95.9%	92.2%	
	Persistent absentee reduces to below national.	<u>Persistent Absentees</u> The number of disadvantaged pupils who were persistently absent has reduced. 23-24 = 7pupils (33%) 24-25 = 5 pupils (20%)		
Language development is carefully planned for and taught through a language rich curriculum and environment	We provide a language rich curriculum with exposure to high quality, challenging vocabulary in a word rich environment Vocabulary is modelled and taught in all subjects and opportunities context Ensure multiple exposures to a new word.	Target met Planning scrutiny shows vocabulary clearly identified and whole school tiered approach in place. Tiered approach ensures key vocabulary as well as more challenging vocabulary is planned for and taught to the children. Teaching and learning monitoring showed that vocabulary in explicitly taught in all subjects and children have the opportunity to use new vocabulary. Displays are language rich.		
Metacognitive strategies and emotional regulation	End of EYFS data for self-regulation and building relationships increases to inline with non-disadvantaged. Using the Leuven scale:	Target Partially met EYFS DATA		

strategies are effective for disadvantaged pupils for whom this a barrier	<p>We have introduced the use of the Leuven scale for disadvantaged pupils for whom emotional regulation and mental health and well-being is a concern.</p> <p>We aim for: 100% of disadvantaged pupils children scoring 4/5 or above in well-being and engagement</p>	Staff were introduced to this and it was a good tool to use to reflect on self-regulation and pupil emotional regulation strategies. This needs to be embedded further with staff and a regular part of conversations.
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We have analysed the performance of the schools disadvantaged pupils during the previous academic year drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. Pupil premium numbers fluctuate across year groups and within a cohort from one year to the next.

No National data for KS1 2025

	School	School PP	National	National PP
Year 1 phonics	73%	70%	80%	68.1%
EYFS GLD	71%	78%	68%	51.4%

### **Whole School Data Disadvantaged pupils**

		Reading		Writing		Maths		Combined	
		Dis-adv	Non	Dis-adv	Non	Dis-adv	Non	Dis-adv	Non
YR									
	EOYR 9	78%	73%	78%	73%	78%	75%	78%	70%
Y1	EOYR 7	86%	85%	86%	76%	71%	88%	71%	76%
	EOY1 10	40%	63% 19%	40%	58% 10%	40% 10%	74% 13%	40%	55% 10%
Y2	EOY1 6	50%	78% 17%	33%	70% 14%	67%	83% 19%	33%	67% 8%
	EOY2 6	84% 17%	85% 24%	17%	66% 16%	83%	86% 18%	17%	63% 11%

<b>Year 1</b>	<b>Phonics 22-23</b>	<b>Phonics 23-24</b>	<b>Phonics 24-25</b>
<b>Overall</b>	<b>77%</b>	<b>83%</b>	<b>73%</b>
<b>All Pupil Premium</b>	<b>50%</b>	<b>83%</b>	<b>70%</b>
<b>Non-PP</b>	<b>79%</b>	<b>83%</b>	<b>74%</b>

- Good development within listening, attention and understanding, speaking, building relationships, self-regulation, word reading and comprehension.
- Phonics outcomes for disadvantaged pupils remain above national and inline with non-disadvantaged.
- EYFS outcomes for disadvantaged pupils remain above non-disadvantaged and above national.
- Increased understanding and use of vocabulary seen through teacher assessments of wider curriculum
- Teacher observations and reflections indicate improvements in:
  - Access to wider curriculum
  - children's attitude and resilience in learning
  - communication and language