Pupil premium strategy statement

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	162
Proportion (%) of pupil premium eligible pupils	16% (FSM) 5.5% (targeted)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	06.10.26(updated)
Date on which it will be reviewed	Annual review Oct 27
Statement authorised by	FGB 06.10.26 (updated)
Pupil premium lead	Jill King, Headteacher
Governor lead	Tessa Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 23,250
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year	£23,250

Part A: Pupil premium strategy plan

Statement of intent

At Frogmore Infant School, we have high aspirations for all our children. We believe that every child, regardless of background or barriers to learning, can achieve success. Our aim is for every child to be an engaged learner who makes excellent progress. The focus of our pupil premium strategy is to support socio-economically disadvantaged children in achieving this goal, building emotional resilience, and ensuring continued progress for those already performing well. With the right support, we believe all children can reach their full potential and thrive.

Our objectives are:

- Narrow the attainment gap between socio-economically disadvantaged children and their peers through high-quality teaching, tailored interventions and additional learning support.
- Ensure equal access to a broad, balanced and enriched curriculum.
- Help children develop resilience, positive self-esteem and strong relationships.
- Work closely with parents and carers, involving them in school life and supporting them to help their children succeed.

We will achieve these objectives by fostering strong, consistent relationships with all children, particularly those who are socio-economically disadvantaged. We want every child to thrive academically and socially, recognising that positive relationships with adults and peers significantly impact attainment and well-being. To succeed in the modern world, children must develop independence, self-efficacy, and a love of reading for both purpose and pleasure. Our approach is responsive to common challenges and individual needs, rooted in robust assessment rather than assumptions about disadvantage. The strategies we adopt complement each other, align with our school development priorities, and aim to help every child thrive and achieve their best.

Challenges

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

Challenge number	Detail of challenge
1	Delayed language, limited vocabulary and speech difficulties. This negatively impacts on pupils' speaking and listening skills as well as having a detrimental impact on reading, writing and numeracy skills.
2	Gaps in attainment between PP/Non PP children in reading, writing and maths. Greater difficulties with phonics and reading fluency than their peers. This negatively impacts their development as readers and writers. Greater difficulty with the understanding and application of mathematical concepts.

	Increase in number of PP pupils who have not attended FIS from beginning of YR and enter school with gaps in English and maths
3	Lower parental engagement and support at home
4	Reduced attendance and higher levels of persistent absence (2025/26 all pupils 10.27%, PA 28.5%)
5	Social, emotional, behavioural needs impacting on access to learning. Some pupils have difficulties with self-regulation and managing their social and emotional needs which means they are not ready to effectively access the full curriculum.
6	Inequitable access to rich and varied out of school experiences having a negative impact on their knowledge of the world and vocabulary acquisition
7	Some children have under developed fine and gross motor skills which impact on their levels of attention and concentration due to lack of core strength as well as academic progress e.g. writing.

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
For all children to make at least expected progress in reading, writing and maths.	90% PP children make at least expected progress (1/+ milestone) in reading, writing and maths. 100% non-SEND PP children pass Y1 phonic screening 100% of PP pupils identified as below age-related expectations receive timely intervention.
For attendance of our PP children to be comparable with attendance of non PP children. For attendance to be in line with national attendance for all pupils.	Attendance for all children is 96% or higher/ PP attendance is at least 96%. % of persistent absence is reduced 100% of identified families receive appropriate attendance support.
PP children are able to attend school clubs/ sports activities. Enable families and children to feel a sense of belonging in the local community. PP pupils to be able to develop/enhance feelings of self-worth and they can make a difference to others	100% PP children attend at least one extra-curricular club/Y1/2 pupils-sports activity. 100% PP pupils in Y2 given area of responsibility Pupil surveys show at least 95% of PP pupils report feeling valued and included in school life.
PP children with SEMH needs show increased confidence, engagement/attention and control over their own emotions.	80% of PP pupils receiving SEMH support demonstrate improvement in Boxall Profile outcomes within two review cycles.

	Behaviour incidents involving PP pupils reduce compared with baseline measures. Pupil voice indicates improved confidence and resilience.
For all children to have the opportunity and support to complete home learning activities.	All PP children read regularly outside of school curriculum time. All PP children complete home learning projects. Families access support and resources to enable learning at home.
PP children develop the physical skills needed to support their learning.	90% of identified PP pupils show measurable progress in fine motor, gross motor and core strength assessments. Teacher assessments indicate improved stamina, handwriting readiness and participation in physical activities.

Monitoring and evaluation

Activity	Monitoring	Review Frequency
Language Link	Entry and exit assessments	Termly
RWI interventions	Half-termly phonics assessments	Half-termly
Attendance support	Attendance data	Monthly
Club participation	Participation records	Termly
SEMH interventions	Boxall scores	Termly
Reading, writing, maths	Pupil progress meetings IEPs	Termly
Speech and language	Entry and exit assessments	Half-termly

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: £5,060

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Language Link to assess children on entry to school and implement relevant interventions	Oral language interventions have an impact of an average of 6 months additional progress. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions*	1
Continue to improve high quality inclusive teaching (HQIT) across the school.	Evidence from EEF – 'Good teaching is the most important lever schools have to improve outcomes for socio-economically disadvantaged children'. Using the Pupil Premium to improve teaching quality benefits all children and has a particularly positive effect on children eligible for the Pupil Premium. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,5
Provide CPD for staff in the effective use and implementation of HIAS mathematics scheme and related pedagogy in order to enhance all children's understanding of number and improve outcomes in maths.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning*	2
Ensure consistency across the school in the teaching of reading and phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for socio-economically disadvantaged children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Provide staff CPD and implement effectively PSHE programme to further develop the quality of social and emotional learning across the school	Social and emotional learning (SEL) interventions seek to improve children's decision making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	5

Provide staff CPD in neurodivergent friendly approaches including executive functioning, sensory needs	One in seven children are estimated to be neurodivergent. The positive impact of the PINS programme is already being seen in 1,600 primary schools which have previously taken part, with staff reporting increased attendance, improved behaviour, and better pupil wellbeing – which in turn benefits the entire school community. *https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-interim-evaluation-report*	2,5
Maintain accurate tracking of vulnerable groups of children so that needs can be identified early and met effectively.	Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback. Providing feedback is well evidenced and has a high impact on learning outcomes, particularly for lower attainders and those from disadvantaged backgrounds https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment	1,2,5
Implement revised writing approach to ensure foundation skills are embedded to support effective progress.	Writing places significant demands on pupils' working memory so it is vital to teach it in a sequenced way that helps to manage those demands. *https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school*	2

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

Budgeted cost: £14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link structured interventions	Overall, studies of oral language interventions consistently show positive impact on learning. Children who participate in oral language interventions make approximately five months additional progress over the year. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions*	1,2
1:1 Read Write Inc interventions	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Provision of therapeutic learning experiences, social and emotional interventions- use of myHappymind programme, updated PSHE SoW	A therapeutic approach to learning is proven by a wide range of sources, to reduce school exclusions and provide disaffected and anxious pupils with a more positive attitude towards school and themselves as learners. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5,6

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

Budgeted cost: £3,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Analyse school club attendance for PP children. Ensure attend 1/+ school clubs each term.	Children who are able to follow their hobbies and interests and learn new passions have the opportunity to raise their self-esteem and increase their cultural capital. https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility	6
Rigorously analyse school attendance data. Provide support for families below 96%. Use of Attendance Officer to support families and improve attendance as required.	Guidance shows direct correlation between low attendance and attainment. *https://educationhub.blog.gov.uk/2023/05/school-attendance-important-risks-missing-day/*	4
Provide equipment/materials as required to enable all children to complete home learning activities.	EEF recognises that this wider strategy is effective in creating equal opportunities for this group of children.	2,3
Embed lunchtime provision in supporting emotional wellbeing	Research shows play develops children's wellbeing by strengthening social-emotional skills, fostering cognitive development, and improving mental health outcomes like reduced anxiety and depression. *NHS Scotland, UNISEF*	5,6

Total budgeted cost: £23,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2025/26

Intended outcome	Success criteria	RAG	Comment
For all children to make at least expected progress in reading, writing and maths.	90% PP children make at least expected progress (1/+ milestone) in reading, writing and maths.		All non-SEND pupils made at least expected progress. Pedagogical approaches ensure children have access to a broad curriculum and use a keep up approach. Teachers reduce barriers within the classroom. In response to school observations/data and national publications from DfE e.g. 'Strong foundations in the first years of school', we have reviewed our approaches to reading, writing and maths to ensure pupils are able to build fluency in foundational knowledge and skills. Our school curriculum ensures a "knowledge-rich" and retrieval-practice-based curriculum for all subjects, which systematically builds on prior knowledge and uses frequent, active recall to transfer information to long-term memory. These approaches are strengthened by using dual coding (combining visuals and words) and interleaving (alternating between related topics) to enhance comprehension and retention.
	100% of PP pupils identified as below age-related expectations receive timely intervention.		Interventions for reading are rooted in a systematic synthetic phonics programme
	100% of non-SEND pupils achieve Y1 phonic screening passmark		All non SEND pupils achieved passmark in Year 1 All non SEND pupils achieved passmark in Year 2
For attendance of our PP children to be comparable with attendance of non PP children. For attendance to be at least in line with	Attendance for all children is 96% or higher.		All pupils 95.4% (national) PP pupils (national)
	% of persistent absence is reduced		All pupils 10.27% (National 13.9) PP 28.5% (national 23.8)- of the 8/28 PA children, 6 children were not enrolled for full year, data without these children 18.2% (4/22)

national attendance for all pupils.	100% of identified families receive appropriate attendance support.		Attendance officer works with families to reduce barriers to attendance
PP children are able to attend school clubs/ sports activities. Enable families and children to feel a sense of belonging in the local community. PP pupils to be able to develop/enhance feelings of self-worth and they can make a difference to others	100% PP children attend at least one extra-curricular club/Y1/2 pupils-sports activity.		All PP children attended club or interschool sports activity. Provision linked to pupil's interests and knowledge of participation outside of school. All pupil premium children have equal access enrichment opportunities. Barriers removed e.g. transport to events
	100% PP pupils in Y2 given area of responsibility		June 2026 survey 100% of PP pupils said that they enjoyed taking responsibility and making a difference
	Pupil surveys show at least 95% of PP pupils report feeling valued and included in school life.		June 2026 survey 100% of PP pupils said that they felt happy in school, liked school, school was fair
PP children with SEMH needs show increased confidence, engagement/attention and control over their own emotions.	80% of PP pupils receiving SEMH support demonstrate improvement in Boxall Profile outcomes within two review cycles.		
	Behaviour incidents involving PP pupils reduce compared with baseline measures.		Reduction in red behaviours over time due to careful identification and implementation of proactive and reactive strategies linked to individual Need, and fair and consistent whole school implementation of Behaviour policy
	Pupil voice indicates improved confidence and resilience.		June 2026 survey 100% of PP pupils said that they felt happy in school, liked school, school was fair
For all children to have the opportunity and support to complete home learning activities.	All PP children read regularly outside of school curriculum time.		18/21 pupils read regularly at home. Increase from 2024/25
	All PP children complete home learning projects.		19/21 pupils
	Families access support and resources to enable learning at home.		Access to resources for all pupils so resources are not a barrier to participation

PP children develop the physical skills needed to support their learning.	90% of identified PP pupils show measurable progress in fine motor, gross motor and core strength assessments.		Targeted approach plus OAP, improvements in mark making control. Increased access to vertical writing surfaces.
	Teacher assessments indicate improved stamina, handwriting readiness and participation in physical activities.		Targeted approach plus OAP, improvements in mark making control. All YR PP pupils show improvements in letter formation