

Pupil premium strategy statement – Forefield Infant School

This statement details Forefield Community Infant and Nursery's use of pupil premium 2025 to 2026 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
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	11.9%
Academic year/years that our current pupil premium strategy plan covers	2025 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Beverly Roberts
Pupil premium lead	Vanessa Buckley
Governor / Trustee lead	Rebecca Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,480
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>	£ 48,480

Part A: Pupil premium strategy plan

Statement of intent

At Forefield Community Infant and Nursery School we have high aspirations and ambition for all children. Our intention 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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

To reach their full potential, it is important that all pupils secure foundational knowledge to prepare them for the next steps in their education.

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 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.

Our pupils eligible for Pupil Premium may face various barriers to reaching their potential. As a School we use timely and robust early assessments to identify specific barriers, not assumptions about the impact of disadvantage. The early intervention and approaches we implement, supports pupils to break down barriers and make rapid progress.

Our curriculum is rich, varied and designed specifically to offer enhanced opportunities which enrich the early life experiences of our pupils, which we know from research impact on their vocabulary and foundational knowledge.

Being a nursery and infant school, we acknowledge the vital importance of the Early Years in promoting not only the achievement of all pupils but also the well-being of the whole child.

To ensure that the approaches we have chosen are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified
- Adapt 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.	<p>Baseline assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Nursery and Reception. Baseline assessments and observations indicate that this is more prevalent among our disadvantaged pupils than their peers.</p> <p>40% of PP children compared to 19% of non-pupil premium children are working below on entry to Reception in 2025. This is a historic trend with 67% of PP children presenting with a C&L delay or barrier in 2024 baseline assessments.</p>
2.	<p>Baseline assessment and observations indicate that disadvantaged pupils have greater difficulties in physical development in Reception than their peers. This is particularly linked to fine motor skills which does impact on writing. In 2025 baseline data 14% of EYPP children in Nursery were identified with a physical barriers during baseline assessments whilst in Reception 17% of PP children are identified with a physical barrier during baseline assessments.</p>
3.	<p>Baseline assessment and observations indicate that disadvantaged pupils have greater difficulties in PSED, specifically executive functioning skills. This can impact on self-regulation and metacognition. In Reception baseline data 67% of PP children have a specific PSED barrier whilst a similar figure of 58% of EYPP children in Nursery present with a similar PSED barrier on entry.</p>
4.	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 2 years, between 83-100% of our PP pupils arrive below age-related expectations compared to 31-36% of other pupils.</p>
5.	<p>Initial assessments in Key Stage One indicate that pupils eligible for Pupil Premium are demonstrating barriers linked to phoneme grapheme correspondence which impacts on word reading and dictated sentence writing in Key Stage One. Year 1 and Year 2 baseline assessments show between 36-55% of pp children are working below in ARE in this area.</p>
6.	<p>Initial assessments in Key Stage One indicate that pupils eligible for Pupil Premium are demonstrating barriers linked to reading comprehension. Year 1 and Year 2 baseline assessments show between 11-40% of pp children are working below in ARE in this area.</p>
7.	<p>Initial assessments in Key Stage One indicate that pupils eligible for Pupil Premium are demonstrating barriers linked to writing.</p>
8.	<p>Initial assessments in Key Stage One indicate that pupils eligible for Pupil Premium are demonstrating barriers linked to mathematics, in particular number. On average between 50-63% of PP children are working below ARE in maths.</p>

9.	Attendance of disadvantaged pupils is lower than other pupils in school. In 23-24 PP attendance was 94.8% compared to 96.1% (WS) and in 24-25 PP attendance was 93.7% compared to 96.2% (WS).
10.	Not all pupils entitled to pupil premium attend extra-curricular clubs and activities, which widen and enrich their experiences and create aspirations for their future.

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
1. Improved reading attainment among disadvantaged children to meet ARE by the end of the year in Key Stage One.	To increase the number of pupils eligible for Pupil Premium meeting or exceeding age-related expectations in reading to at least 64% by the end of KS1.
2. Improved writing attainment among disadvantaged children to meet ARE by the end of the year in Key Stage One	To increase the number of pupils eligible for Pupil Premium meeting or exceeding age-related expectations in writing to at least 60% by the end of KS1.
3. Improved maths attainment among disadvantaged children to meet ARE in Key Stage One.	To increase the number of pupils eligible for Pupil Premium meeting or exceeding age-related expectations in maths to at least 61% by the end of KS1.
4. Meeting the standard of the phonics screener in Year 2	At least 90% pupils eligible for Pupil Premium will meet the expectation of the phonics screener by the end of Key Stage One.
5. Meeting the standard of the phonics screener in Year 1	Between 70-80% of pupils eligible for Pupil Premium will meet the expectation of the phonics screener by the end of Year One
6. To improve metacognition for children to ensure foundational knowledge is secure enabling children to achieve in line with end of phase (EYFS/KS1) expectations.	Between 58%-66% of pupils eligible for Pupil Premium to achieve GLD by the end of Reception. Between 70-80% of Pupil Premium will meet the expectation of the phonics screener by the end of Year One. By the end of KS1 at between 47%- 62% of PP children achieve the expected standard in RWM.
7. To support health and well-being.	Access to extra-curricular clubs will ensure that pupils eligible for Pupil Premium will access after school activities.

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

Budgeted cost: £9382.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead to monitor and analyse progress of PP children across the school.	Having an allocated PP lead who a senior leader in school, to monitor and report on the impact ensures high quality provision and progress for identifies pupils.	1-8
Teachers model and build into lessons and provision opportunities to teach of self-regulation and metacognition strategies through class and whole school approaches.	Self-regulated learners apply metacognition strategies to their learning and become independent learners, managing thoughts, behaviours and work reflectively to make good progress. Metacognition and self-regulation EEF	3
OTTO Programme is being delivered to all Yr1 classes as part of the project.	Baseline assessments identify key barriers for children in fine motor and handwriting. The initial evidence and observation by staff are positive impacting on fine motor and handwriting skills of children. The OTTO Club - trial EEF	2,7

Targeted academic support

Budgeted cost: £ 39,362.39

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematic and synthetic approach to phonics including the deployment of TA for daily	Phonics approaches have a strong evidence base indicating a positive impact on pupil's language skills particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks	5,6,7,8

phonics lessons across Key Stage One	Phonics Toolkit Strand Education Endowment Foundation EEF	
Individual Speech and Language Intervention implemented as directed by SLT.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
PP children to access Lexia phonics programme 3 x per week.	Lexia aims to improve reading skills using personalised online pupil activities and real time assessment and reporting of progress. Lexia Reading Core5® EEF	5
Maths Intervention across Key Stage One	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) There is evidence that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	8

Wider strategies

Budgeted cost: £ 7,303.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA TA'S to deliver social groups and provide individual social and emotional support as identified through assessments.	Social and emotional learning (SEL) interventions seek to improve pupils' 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/teaching-learning-toolkit/social-and-emotional-learning	3
Funding of extra-curricular activities for pupils eligible	Children who attend extra-curricular clubs receive equitable opportunities to wide range of opportunities and experiences.	10

for PP to support health and wellbeing.	This impacts positively on aspirations for the future, as well as health and wellbeing. Aspiration interventions EEF Physical activity EEF	
To ensure pupil premium children meet the expected attendance target of 97%	Children who attend school regularly are proven to have better outcomes at the end of KS2. Establishing early good habits for attendance has a positive impact on attendance moving throughout education. Why school attendance matters, and what we're doing to improve it – The Education Hub	9

Total budgeted cost: £ 56,048,34

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Reception	Achieving Good Level of Development
Listening Attention and Understanding	88%
Speaking	78%
Gross Motor	100%
Fine Motor	88%
Reading	67%
Writing	46%
Number	78%

End of Key Stage One	Met Age Related Expectations
Reading	89%
Writing	56%
Maths	67%

Year Group	Meeting the expectations of the Phonics Screener
One	67%
Two	NA

Attendance	
Disadvantaged Pupils	97%
Whole School	96%

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
Lexia Reading Core 5	Lexia UK
OTTO Club Yr1 Programme	OTTO Club (occupational therapy to bridge the learning gap)