

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Freegrounds Junior School
Number of pupils in school	304
Proportion (%) of pupil premium eligible pupils	18.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	First Review November 2025 Second Review November 2026
Statement authorised by	Vicky Davies
Pupil premium lead	Vicky Davies
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,440 (2025-2026)
Recovery premium funding allocation this academic year	£0
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	£98,440

Part A: Pupil premium strategy plan

Statement of intent

At Freegrounds Junior School, our vision is for the following to be true for all members of our school:

Aspire, to aim high

Believe, in who you are

Achieve, beyond your dreams

We are passionate that this ambition, which is built on a culture of high expectation, a 'can do' approach and positive relationships, underpins all that we do and informs the decisions that we make.

When making decisions about using the Pupil Premium Grant, we carefully consider individual children's needs and barriers to ensure that they make progress in their personal development and academic achievement. The challenges that children face are varied and there is no 'one size fits all' approach. All teachers work hard to form relationships with pupils to ensure their individual needs are understood and met.

Our ultimate objectives for our disadvantaged pupils are:

- To be resilient and mentally healthy
- To become confident, pro-social members of the community who set aspirational goals for themselves and are intrinsically motivated to achieve them
- To meet or exceed age-related expectations at the end of Year 6
- To have opportunities to celebrate and develop their strengths within the wider curriculum
- To demonstrate positive attitudes to learning and understand themselves as a learner

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils in our school have comparatively lower attainment at the end of KS1 (September 2025: 29% PP combined RWM at ARE compared to 81% non-PP combined RWM at ARE)
2	Social communication, emotional regulation or behavioural difficulties for some PP pupils has a detrimental effect on their academic progress and can impact that of their peers.
3	Disadvantaged pupils have comparatively limited vocabulary, knowledge, skills and experiences to support their achievement across the curriculum.

4	Irregular attendance and punctuality (16.4% persistent absence for PP in 2024-2025 compared to 3.4% non PP)
5	Poor metacognition and motivation for learning.
6	49% of disadvantaged pupils are on the SEND register (September 2025).
7	Many of our disadvantaged pupils lack fluency and comprehension when reading and have gaps in their phonological knowledge.

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
The attainment gap between disadvantaged pupils and their peers continues to be narrowed or eradicated.	<ul style="list-style-type: none"> The gap in combined attainment between disadvantaged and non-disadvantaged pupils continues to be narrowed from our 2022/2023 end of KS2 data. (Disadvantaged 65%, Non-disadvantaged 67%) A greater percentage of pupils achieve combined EXS or better at the end of Key Stage 2, compared to 2022/2023 The attainment of disadvantaged pupils in our school is in line with national non-disadvantaged outcomes (67% - Non disadvantaged 2023/2024)
Improve attendance and punctuality of disadvantaged pupils	<ul style="list-style-type: none"> Ensure attendance of disadvantaged pupils continues to be above 95% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is further reduced (96.92% non PP 23/24) The percentage of disadvantaged pupils being persistently absent is reduced (from 14% over the academic year 2023-2024) Punctuality – minutes late is reduced (from an average of 38.4 minutes per pupil over the academic year 2023-2024)
Improve attitudes and behaviours for learning	<ul style="list-style-type: none"> Observations and pupil discussions indicate positive attitudes for learning and engagement across the curriculum.

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: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development on evidence-based approaches</p> <p>Ongoing CPD around HQIT techniques including Rosenshine's principles of Instruction and metacognition strategies.</p>	<p><i>"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."</i> EEF</p> <p><i>"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."</i> Special Educational Needs and Disability Code of Practice (p99), Department for Education, January 2015.</p> <p>Rowland (The Pupil Premium), clearly states that consistently excellent teaching is key to closing the disadvantaged gaps.</p>	<p>1, 5, 6, 7</p>
<p>Professional development on evidence-based approaches</p> <p>Implementation of Empowerment Approach and 'Brain Fit' lessons including CPD with Kit Messenger.</p>	<p><i>"The Empowerment Approach is built on what the latest neuroscience tells us about the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. It is underpinned by therapeutic approaches."</i></p> <p>https://www.changingchances.co.uk/empowerment-approach/</p>	<p>1, 2, 5</p>
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Ongoing training for English lead, Phonics lead and staff CPD around strategies for teaching reading and fluency and phonics</p>	<p>'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</p> <p>'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.' EEF</p>	<p>1, 7</p>

<p>and vocabulary development.</p> <p>Purchase of additional resources to support teaching of reading with a focus on fluency (Little Wandle Fluency).</p> <p>Use of EEF's updated guidance report 'Improving Literacy in Key Stage 2' November 2021</p>		
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Opening Doors to Ambitious Primary English.</p> <ul style="list-style-type: none"> - Training and coaching of staff (4 days and twilights) - Purchase of additional resources (books) - Release time for teachers to work with English advisor 	<p><i>"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."</i> EEF</p> <p>Impact of Opening Doors: https://searchingforexcellence.co.uk/impact-of-opening-doors/</p>	<p>1, 2, 3, 5</p>
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Year 6 Raising Attainment course to support Year 6 teachers make rapid improvements to assessment, teaching and outcomes for pupils. (7 days of training and associated release time)</p>	<p><i>"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."</i> EEF</p>	<p>1,3,5,7</p>
<p>Developing high quality teaching, assessment and a curriculum which</p>		<p>1</p>

<p>responds to the needs of pupils.</p> <p>Purchase of standardised materials to refine assessment in Y3-Y5 to aid earlier identification and tracking of pupils' attainment and progress.</p> <p>Training for staff on administration, data handling and next steps for teaching and learning.</p> <p>CPD for senior teachers to analyse and use data effectively.</p>		
--	--	--

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy and numeracy</p> <p>Phonics and fluency interventions for children in Y3-Y5.</p> <ul style="list-style-type: none"> - Cost of Little Wandle Licence, products and training - Cost of staff to deliver intervention - CPD for staff delivering these interventions 	<p>Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants.</p> <p>'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</p>	1, 6, 7
<p>Interventions to support language development, literacy and numeracy</p> <p>Daily/weekly support/interventions from LSAs and teaching staff on a 1:1 or small group basis</p> <ul style="list-style-type: none"> - Cost of staff to deliver interventions 	<p>Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants.</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can</p>	1, 6, 7

	be used to assess the best way to target support. EEF Toolkit	
<p>Interventions to support language development, literacy and numeracy</p> <p>Small group interventions for pre-teaching, responsive interventions and SEND interventions (LSAs in all year groups)</p> <p>- Cost of staff to deliver interventions</p>	Targeted interventions in one to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). EEF findings on the impact of teaching assistants.	1, 6, 7

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Communicating with and supporting parents</p> <p>Family support worker to liaise with vulnerable families to support them in becoming more invested and involved in the children's education (support at parents' evenings, parental workshops, support around attendance and punctuality).</p>	<p>The role of the family support worker has been integral in developing relationships between hard-to-reach families and school. Attendance and punctuality rates have increased for targeted pupils.</p> <p>An increased number of hard-to-reach parents have attended parents' evenings.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?search_term=atten</p>	2, 4
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>EBSA (Emotionally Based School Avoidance)</p> <p>Whole school SEMH provision to support anxiety with trained practitioners within school (ELSA, TALA,)</p>	<p>"Breakfast clubs, greeting children at the door and working with parents can all support good behaviour." EEF Improving Behaviour in Schools 2019</p> <p><i>"The Empowerment Approach is built on what the latest neuroscience tells us about the factors that sit behind behaviour that is unhelpful to the child and to those around them. It is informed by our understanding of neurodiversity and the impact of attachment and trauma on behaviour difficulties. It is underpinned by therapeutic approaches."</i></p> <p>https://www.changingchances.co.uk/empowerment-approach/</p>	2, 4

<p>Access to indicated provision e.g., safe space within the school – morning breakfast club led by the ELSA to support transition between home/school.</p> <p>SEMH provision to support anxiety within a graduated response – assess, plan, do, review offering a personalised and holistic approach to individual needs.</p> <p>Specific roles for SENCO, Family Support Worker, ELSA, TALA to offer emotional support and over-seeing arrangements for EBSA children.</p> <p>Continuous professional development for all staff which makes clear the promotion of positive emotional health and wellbeing (TrickBox Programme)</p> <p>Lunchtime provision</p> <ul style="list-style-type: none"> - Calm space for children to eat in a smaller group with support from Behaviour Support Worker - Additional lunchtime activities to boost physical and mental health – range of organised activities available. <p>SEMH provision following the Empowerment Approach and developing executive functioning skills</p>		
--	--	--

<p>Extra-curricular activities</p> <p>Financial support for extra-curricular activities (50% reduction in trip payments and music lesson fees; support for clubs – 1 per term)</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of school work. (Social Mobility Commission report – An Unequal Playing Field)</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. EEF Toolkit</p>	<p>1, 2</p>
<p>Supporting pupils' social, emotional and behavioural needs</p> <p>ELSA and TALA interventions.</p>	<p>ELSAs can help with: loss and bereavement, social skills, communication skills, understanding and regulating emotions, friendship issues and bullying, self-esteem and removing barriers to learning. Consistent feedback from schools across the UK has shown that the introduction of ELSAs has made a significant positive impact on the emotional wellbeing of children and young people and their ability to manage better at school — socially, emotionally and academically</p>	<p>2</p>

Total budgeted cost: £105,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024- 2025 academic year (the first year of this three -year strategy).

KS2 Results 2025

Our key stage 2 results for 2024/2025 show that in this cohort, there was a significant gap between the attainment of our disadvantaged pupils compared to non-disadvantaged pupils. 21% of disadvantaged pupils achieved combined EXS compared to 73% non-disadvantaged pupils. The gap between disadvantaged pupils and non-disadvantaged pupils was similar across all three subjects and in combined GDS.



ATTAINMENT & ASSESSMENTS

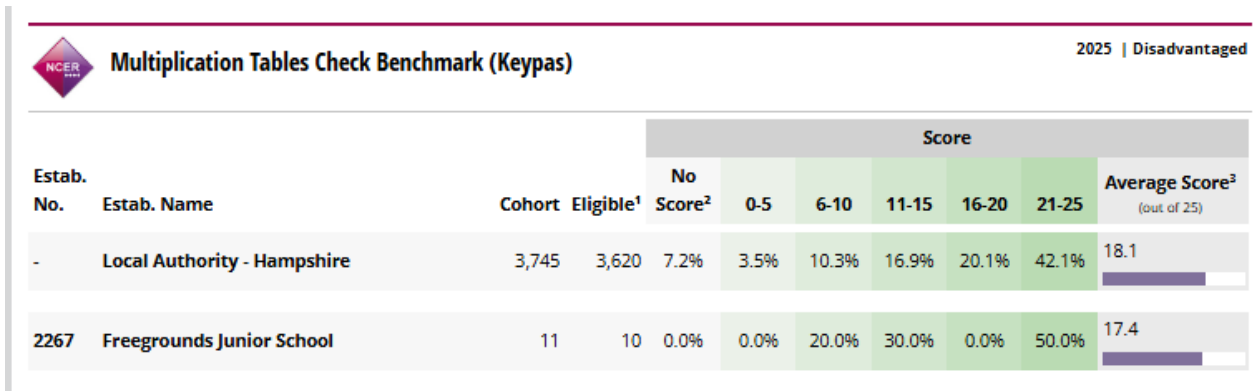
Subject	Level	Freegrounds Junior School (2267)		Local Authority - Hampshire	
		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	21.1%	-19.9%	41.0%	
	GDS/High Score	0.0%	-2.3%	2.3%	
Reading	≥Exp.Std.	36.8%	-23.3%	60.1%	
	High Score	5.3%	-12.6%	17.9%	
Writing (TA)	≥EXS	26.3%	-27.4%	53.7%	
	GDS	0.0%	-5.0%	5.0%	
Maths (test)	≥Exp.Std.	31.6%	-25.0%	56.6%	
	High Score	5.3%	-6.3%	11.6%	

A focus on the catch-up and test-readiness of Year 6 pupils, which included the use of pupil premium funding to support catch-up groups and intervention, led to improved outcomes for some individuals in this year group based on their starting points at the beginning of Year 6. However, the SEMH and SEND needs of this disadvantaged cohort were more significant and complex than those of the previous cohort and they did not respond as well to additional support and intervention in Year 6.

	Autumn Term SATs mock	Summer Term SATs Results
Percentage of Disadvantaged pupils assessed as EXS combined	0%	21%

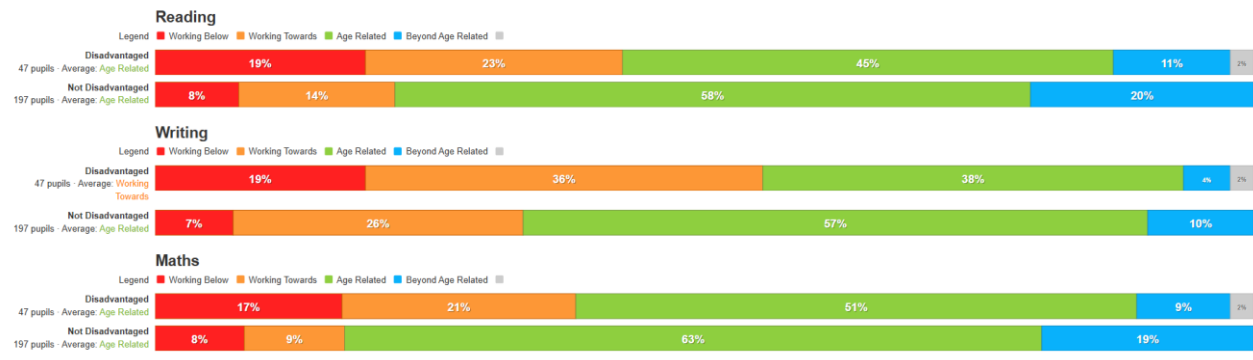
MTC Results 2025

Our MTC results show that in our Y4 cohort, 50% of disadvantaged pupils achieved the top banding on 21-25 marks which is higher than the local authority.

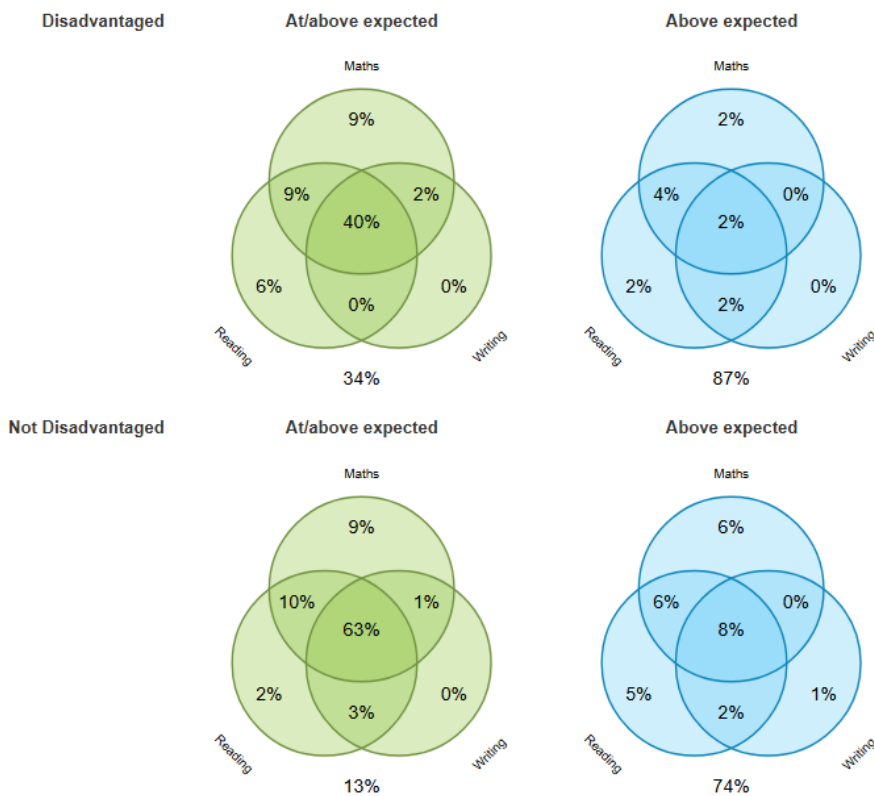


Internal Assessments

Our internal assessments during 2024/2025 suggest that the attainment gap between disadvantaged and non-disadvantage pupils in other year groups remains and that the largest gap is in Writing. Gaps continue to be plugged through responsive teaching and the use of targeted intervention. The introduction of 'Opening Doors' English in September 2025 aims to improve the engagement and achievement of pupils in both Writing and Reading and will support disadvantaged pupils to access more challenging texts. Provision is in place to support children to be 'ready to learn' and small steps of progress are being made in terms of individuals' attendance and engagement in the classroom.



Combined attainment



The planned introduction of standardised testing for each year group will provide additional assessment data for teachers and improve the validity of their judgements. Robust assessment procedures will ensure that pupils and their gaps are identified more quickly and targeted earlier to improve outcomes and reduce the gap. The level and complexity of SEMH needs for our disadvantaged pupils continues to vary from year group to year group.

SEMH and The Empowerment Approach

A range of strategies have continued to be used to support the complex SEMH needs of our pupils. These include: breakfast settling in club, lunchtime provision, ELSA and TALA. SEMH coaching groups related to the Empowerment Approach and executive functioning skills have been added to our provision this year. All SEMH related interventions have had a positive outcome score recorded on Edukey. Staff have a good awareness of, and range of strategies to support the SEMH needs of their pupils. Additionally, the inclusion of Empowerment Approach

sessions within class in the form of 'Brain Fit' lessons has improved children's understanding of how their brains work.

Parental Engagement

Support from the family support worker has targeted vulnerable families and improved engagement of 'hard-to-reach' families. Coffee Mornings run by the family support worker have continued to offer a safe space for vulnerable families to engage with school and these have been well-attended this year. These sessions are now linked to elements of the Empowerment Approach and support the school's messaging around concepts such as 5C Needs, Prep for Best and different types of stresses.

Attendance

Persistent Absence

14.3% of your school's Disadvantaged cohort are **persistently absent**, **9 pupils** out of 63.

This is **4.0%** higher than the **national Non-Disadvantaged** cohort at **10.3%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 0.7%** from +3.3% in 2023/24, to +4.0% in 2024/25.

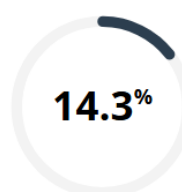
Your Disadvantaged cohort's **persistent absence** has **decreased by 0.5%** from 14.8% in 2023/24, to 14.3% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 17** for **persistent absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+4.0%
National: Disadvantaged	-9.9%
School: Non-Disadvantaged	+9.5%

SCHOOL: VALUE



Overall Absence

Your school's Disadvantaged cohort of 63 enrolments have an **Overall Absence** of **5.3%**.

This is **1.1%** higher than the **national Non-Disadvantaged** cohort at **4.2%**.

Your **school's gap to Non-Disadvantaged** pupils **nationally** has **increased by 0.5%** from +0.6% in 2023/24, to +1.1% in 2024/25.

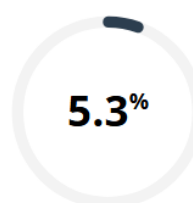
Your Disadvantaged cohort's **Overall Absence** has **increased by 0.3%** from 5.0% in 2023/24, to 5.3% in 2024/25.

The Disadvantaged pupil(s) in your school are in **percentile 19** for **Overall Absence** when compared to other schools.

GAP TO:

National: Non-Disadvantaged	+1.1%
National: Disadvantaged	-2.0%
School: Non-Disadvantaged	+2.2%

SCHOOL: VALUE



Teaching Strategies

The continued professional development of our teachers ensured that they were equipped to deliver HQIT to all pupils. The training and implementation of 'Let's Think in English' sessions has

increased the engagement of children in class discussions and developed oracy skills. Continued staff development in the science and teaching of reading has improved outcomes so that 56% of disadvantaged pupils in Year 3-5 were teacher assessed as EXS at the end of 2024-2025 compared to 52% at the end of 2023-2024.

Little Wandle Catch Up Impact

Disadvantaged pupils completing Little Wandle Phonics Catch Up during 2024/2025	100% (9/9)
---	------------

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
Phonics	Little Wandle
Let's Think in English	Let's Think in English

Further information (optional)

Within the classroom, we will implement a tiered approach to supporting our disadvantaged pupils:

Tier 1:

- **Universal strategies which will benefit all disadvantaged pupils.** These include:
 - High quality inclusive teaching
 - Financial support for extra-curricular activities including school trips and music lessons
 - Regular positive contact with parents and carers
 - Priority for verbal feedback and daily check-ins with their class teacher
 - Use of Edukey to monitor and track provisions and interventions
 - Priority list for reading with an adult in school
 - Regular tracking of attendance and punctuality
 - Pre-exposure to topics wherever possible – this may include pre-teaching vocabulary or unfamiliar concepts, etc.
 - Use of their work where possible to demonstrate and share good examples in order to improve self-esteem

Tier 2:

- **Targeted support to address specific need.** This includes:
 - SEMH provision – ELSA, TALA, Executive Functioning skills sessions
 - 1:1 tuition with LSAs, class teachers and SLT
 - Small group interventions in Reading, Maths and phonics