Pupil premium (including EY PP) strategy statement updated 2026/27

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.

It forms part of the 3 year cyclical Pupil Premium Plan (2026-2029) and is an integral part of existing school development planning.

School overview

Detail	Data
School name	Farnborough Road Infant School
Number of pupils in school	406 pupils (including Nursery children)
Proportion (%) of pupil premium eligible pupils	7% (26 children) 2020-21 10% (36 children)2021-22 11% (38 children)2022-23 12% (40 children)2023-24 10% (32 children)2024-25 11% (38 children) 2025-26 10% (40 children)2026-27
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-29
Date this statement was published	September 2026
Date on which it will be reviewed	March 2027 June 2027 November 2027
Statement authorised by	Miss Jennifer Sephton (Head) Mrs Lucy Fletcher (Chair)
Pupil premium lead	Ms Jennifer Sephton
Governor lead	Mrs Ruth Caplan Hinett

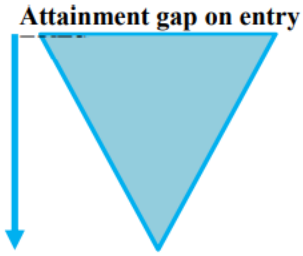
Funding overview 2026-27

Detail	Amount
Pupil premium funding allocation this academic year	£54,760
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	£54,760

Part A: Pupil premium strategy plan

Statement of intent

Introduction



Each year, all schools must publish online information regarding their planned expenditure of Pupil Premium Funding.

Funding is allocated at the rate of £1,515 for pupils eligible for Free School Meals (FSM) at any point in the past 6 years, £350 for Service Pupil Premium, £2630 for any pupils who has left Local Authority Care, as a result of adoption; special guardianship order; a child arrangements order; who has been in local authority care for 1 day or more and £570 per Early Years Pupil Premium Child . For the school year 2025-26, we have been allocated a total of £46,500

Purpose

This strategy has been written to indicate how we:

- Aim to identify the needs of Pupil Premium children in our school and any barriers to their possible progress

- Intend to address these through specific, realistic targets with appropriate time scales
- Will target funding in order to accomplish these targets for the benefit of all children as well as Pupil Premium

- Ensure that high quality teaching provides appropriate support and challenge for disadvantaged pupils

- Will focus on evidence from EEF (Education Endowment Foundation) and other key research findings in relation to metacognition, high quality feedback, learning mastery, reading comprehension and emotional intelligence

- Link to our Sports Premium to ensure maximal health benefits to all of our pupils

Link directly to the 2026-27 School Improvement Plan. Pupil Premium is integral to whole-school improvement and supports three connected priorities: Strong Foundations through play, high-quality adult interactions, reading, writing and oracy; Targeted Academic Support through early identification, inclusive practice, adaptive teaching and carefully selected intervention; and Wider Strategies that strengthen attendance, wellbeing, belonging and equitable access to enrichment.

The five key areas below will:

- Inform the core of the staff development and training plan for 2025-26

- Ensure that we achieve the most efficient use of resources and are able to respond to new challenges

- Provide appropriate training to teaching and support staff

- Continuously monitor progress against our set objectives

- Ultimately, ensure that we are able to diminish the gap in terms of progress and achievement between disadvantaged and non-disadvantaged pupils whilst the children are in the Infant School.

- That we are seen to live our key mission of providing the very best opportunities for all our pupils by working together

Aim:

At Farnborough Road Infant School our aim is that all children benefit from the highest standard of education and expectations. This ensures that they can all achieve their full potential academically, socially and emotionally. Children develop the knowledge and skills needed to thrive at school and participate successfully throughout their lives.

Our curriculum puts all our children at the heart of everything we do. We are passionate about providing a highly inclusive and supportive environment where every FRIS child can succeed. Our bespoke curriculum raises aspirations and promotes a growth mindset to overcome any potential barriers to learning, regardless of starting points or circumstances.

We understand that " ***Analysing our outcome data is incredibly important when starting to plan our Pupil Premium strategy. We look closely at the progress of pupils who are socio-economically disadvantaged compared against national benchmarks. We use other vital internal data, including attendance rates, SEND needs, as well as information on wellbeing and safeguarding. This helps build a picture of the current needs of our most vulnerable children." EEF 2025***

As school leaders we believe using the recommended EEF tiered approach to produce our Pupil Premium Strategy will effectively meet the needs of our pupils.

Our focus for 2026-27 is Strong Foundations and High Quality Teaching. The 2026-27 School Improvement Plan prioritises developmentally appropriate, evidence-informed teaching from Nursery to Year 2: high-quality adult-child interactions; purposeful play and continuous provision; secure foundations in spoken language, phonics, reading and writing; and repeated practice that develops automaticity. These priorities are

particularly important for disadvantaged pupils who enter school with lower starting points in language, communication, literacy and readiness to learn.

We will further develop purposeful play and continuous provision from EYFS into Key Stage 1. Carefully planned provision will enable disadvantaged pupils to retrieve and apply taught knowledge, strengthen language and vocabulary through interaction, develop independence and self-regulation, and demonstrate learning in accessible and meaningful contexts. Adult interactions will be intentional and responsive, with staff using modelling, questioning and vocabulary to extend thinking and learning.

Targeted Academic Support will be driven by diagnostic assessment and pupil progress information. Disadvantaged pupils who are not on track will receive timely, structured support matched to identified barriers, including phonics, additional reading, reading fluency and comprehension, WellComm communication and language support, early writing and transcription, and fine-motor development. Where disadvantage intersects with SEND, support will align with the graduated approach and the school's developing inclusive provision, including The Nest SEND Hub and SpLD expertise.

Wider strategies recognise that attainment is affected by attendance, wellbeing, self-regulation, relationships and a sense of belonging. FRIS will continue to provide a relational, restorative and trauma-informed culture, supported by myHappymind, ELSA, play therapy, sensory approaches and work with external professionals. The intention is to reduce barriers to learning, strengthen readiness to learn and ensure disadvantaged pupils feel safe, included and able to participate fully in school life.

Pupil Premium funding will also support Wider Strategies that secure strong attendance and punctuality and equitable access to enrichment. Participation will be monitored at pupil level so that disadvantaged pupils have access to the same breadth of clubs, visits, cultural experiences, leadership opportunities and wider curriculum experiences as their peers. Leaders will identify individual barriers and respond through targeted invitations, subsidised places and school-day opportunities where appropriate.

The key principles underpinning our approach are:

- A relentless focus on high quality of curriculum and teaching and learning achieved through high quality training and support. Our pupil premium strategy links to all other aspects of our whole school strategic planning
- Our actions are evidence-based on national research
- Our actions are measurable with clear success criteria
- That all members of our community are aware of the desired outcomes of our plan, how we will achieve them and the roles they play.
- That our plan will be proactive, responsive and flexible to meet any changing local and national needs

2026/27 development – Moving the Box: Following recent training, FRIS will explore the programme within its Strong Foundations approach, using purposeful provision and intentional adult interaction to address identified barriers in communication, early literacy, attention and independent learning. Implementation will be evaluated before expansion, with particular attention to disadvantaged pupils and those with overlapping SEND needs.

Moving the Box – Sefton Early Years Equity and Curriculum Development Programme (2026–27). FRIS is participating in a Sefton Council-funded, year-long programme involving 30 selected local authority schools, working in collaboration with Coram Hempsalls and in partnership with Jan Dubiel. The project focuses on equitable outcomes for disadvantaged children through stronger Early Years leadership, curriculum design, pedagogy and assessment. It supports the school's existing Strong Foundations priority and responds to 2025–26 Reception outcomes: 42% of Pupil Premium pupils achieved GLD compared with 68.1% of the whole cohort (a 26.1 percentage-point gap). The programme provides training, professional partner visits, collaboration and online CPD, with an impact-sharing event planned for June 2027. FRIS will evaluate changes in practice and pupil outcomes rather than assume that participation itself improves attainment.

Challenges

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

	Detail of challenge
1	Language, communication and literacy foundations A significant proportion of disadvantaged pupils enter school below age-related expectations in communication, language, reading and/or writing. The 2025-26 strategy records that 79% of Reception pupils in receipt of Pupil Premium were below ARE at baseline and 64% had reading and writing identified as an area of need. The 2026-27 SIP therefore prioritises spoken language, high-quality adult interactions, phonics, reading fluency, transcription, handwriting, spelling and sentence construction.
2	Readiness to learn, self-regulation and physical development Some disadvantaged pupils require additional support to develop the fine and gross motor, attention, independence, self-regulation and learning behaviours that underpin successful early learning. The previous strategy identified fine/gross motor or writing needs for 47% of Pupil Premium children across Nursery and Reception. The SIP responds through purposeful play, continuous provision, sensory approaches, explicit learning dispositions and high-quality adult interaction.
3	Attendance, wellbeing and belonging Disadvantaged pupils are more likely to experience barriers associated with attendance, punctuality, wellbeing and readiness to learn. The previous strategy identified Pupil Premium attendance below whole-school attendance. The 2026-27 SIP includes a whole-school attendance priority alongside

relational, restorative and trauma-informed practice so that barriers are identified early and families receive timely support.

4 Equitable access, inclusion and enrichment
Disadvantage may intersect with SEND and can restrict access to wider experiences that build confidence, language, cultural capital and aspiration. FRIS will strengthen adaptive teaching, early identification and targeted support, including The Nest and SpLD expertise, while monitoring access to enrichment so disadvantaged pupils participate fully in the wider life of the school.

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
Disadvantaged pupils develop secure foundations in spoken language, reading and writing.	Diagnostic assessment identifies gaps early. Pupils make strong progress from starting points in communication and language, phonics, reading and writing. The gap between disadvantaged pupils and their peers narrows over the three-year strategy. Classroom practice demonstrates explicit vocabulary instruction, purposeful talk, secure phonics, reading fluency and increasingly automatic transcription and sentence-level writing.
Disadvantaged pupils are increasingly independent, engaged and ready to learn.	Learning walks and pupil voice show high engagement, purposeful play, effective adult interaction and increasing independence. Pupils apply taught knowledge within continuous provision and demonstrate stronger self-regulation, resilience, collaboration and sustained attention. Fine/gross motor and handwriting needs are identified and addressed promptly.
Attendance and punctuality for disadvantaged pupils improve and persistent absence reduces.	Attendance is reviewed routinely at pupil level; concerns trigger timely, proportionate support. Disadvantaged attendance moves towards whole-school and national expectations and the proportion of disadvantaged pupils who are persistently absent reduces. Families understand the impact of attendance on learning and engage with support.
Disadvantaged pupils with additional needs receive timely, inclusive and ambitious support.	Teachers use adaptive teaching consistently. Pupil progress meetings identify barriers and evaluate intervention impact. Where appropriate, pupils benefit from The Nest, WellComm, phonics/reading support, SpLD-informed practice and external expertise while retaining belonging within their mainstream class and school community.
Disadvantaged pupils participate fully in enrichment and the wider life of FRIS.	Termly participation analysis shows equitable access to clubs, visits and the school's agreed enrichment categories. Leaders know which pupils have narrower participation, understand barriers and take targeted

	action. Pupil voice evidences increased confidence, enjoyment, aspiration and sense of belonging.
Improve equity in EYFS outcomes through participation in Sefton's Moving the Box programme, with particular attention to disadvantaged children's progress and GLD.	Leaders record a baseline and termly review of PP pupils' learning and barriers; staff reflect on curriculum progression, pedagogical choices and assessment; professional learning informs agreed refinements to provision. Monitor PP progress in communication and language, literacy, mathematics and the 12 GLD ELGs; compare PP and whole-cohort GLD and interpret small cohort numbers carefully. Report implementation and emerging impact to governors in March and June 2027.

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 (eg CPD, recruitment and retention)

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong Foundations CPD: high-quality adult interactions, purposeful talk and oracy-rich classrooms; implementation of developmentally appropriate play and continuous provision across EYFS and KS1. Equipping staff with the expertise, tools and resources to provide a high-quality oracy education in every subject in every classroom.	Research from EEF evidences that oral language interventions have a high impact on average (+6 months for primary age and +7 months during early years) Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with	1

	peers, particularly when this is provided one-to-one.	
Moving the Box (2026–27): participate in Sefton-funded professional development with Coram Hempsalls and Jan Dubiel; review EYFS curriculum design, progression, assessment and pedagogy; use professional partner visits, collaboration and online CPD to refine practice for disadvantaged pupils.	Sefton programme flyer: 30 schools selected through data analysis to explore focused, tailored approaches to equity and GLD, strengthen EYFS leadership and curriculum expertise, and build an evidence base of effective practice. This describes the programme rationale and intended evaluation, not independently verified causal impact. Local need: 2025–26 Reception PP GLD 42% versus whole cohort 68.1%.	1,2, 4

Targeted academic support (eg tutoring, one-one support structured intervention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1 intervention Systematic teaching of pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them matched to the child's current level Monitored intervention to ensure targeted support on exactly what is needed to improve.	Research from EEF shows that 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. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics approaches have been consistently found to be effective in supporting younger pupils to master the	4

	basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read.	
Additional 1:1 reading to support home reading across Reception Year 1 and Year 2 and Year 2 small group intervention to develop more effective comprehension skills and strategies particularly for pupils achieving ARE or above in Year 2	Research from EEF evidences that reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.	4
Early writing foundations: fine/gross motor development, pencil grip, letter formation, handwriting automaticity and oral composition. High Quality Fine and Gross motor skill bags developed for use in classes and support with development at home Development of home support for letter	Improvement of physical growth, skills and health.e.g. fine motor skills and encouraging active outdoor play is related to writing. Research from EEF says that there is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning.	2 and 4

formation and name writing. Training for staff and use of the Early Fluency Program to develop fine motor skills development into early writing.		
Reading for pleasure and vocabulary: high-quality daily story reading, carefully selected texts and structured opportunities to talk about books. Children have access selected high quality story time text with a focus on an author of the term across Reception, Year 1 and Year 2.	Training from Mary Myatt on advantages of reading wide variety of texts modern and classic. May Myatt comments that: Stories have the power to open up the imagination, to supply tier two and tier three vocabulary and to provide a context for the big ideas and concepts. Stories also contain sophisticated language of greater lexical depth and complexity than we would encounter in everyday classroom talk. And it is as a result of this insight that Doug Lemov makes the case that reading aloud is critical for developing vocabulary for all pupils. The importance of stories is backed up by findings from cognitive science. If we agree with Daniel Willingham's argument that our 'brains privilege story' then it follows that learning is likely to be deeper if we incorporate stories, conflicts and dilemmas into our schemes. Additionally, the Education Inspection Framework (EIF) has an increased focus on reading, with the view that a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. In the handbook 'reading is prioritised to allow pupils to access the full curriculum offer.' This makes it a great opportunity to consider some of the most efficient ways of tapping into the power of stories in order to develop reading.	4

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

Budgeted cost: £28,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged pupils have equitable access to enrichment, clubs, visits, cultural experiences and pupil leadership opportunities. Ensure all paid providers of clubs offer 3 free places for PP children Tracking club attendance for pupil groups.	EEF Physical activity toolkit: Physical activity has important benefits in terms of health, wellbeing and physical development. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance and retention. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	3
Ensure pupils have a wide range of educational and enriching experiences as non-PP to enhance their cultural capital	The Social Mobility Commission report 'An Unequal Playing Field' uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks. 2,4 11 Reviewed October 2021 Bourdieu defined cultural capital as the various assets that people have including the way they speak, their level of education and their hobbies and interests. He noted that children from less advantaged backgrounds were less likely to achieve academically than their better off peers and concluded that the education system and wider society values certain aspects of cultural capital more than others. Since the introduction of the 2014 National Curriculum which defined cultural capital as 'the essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said', usually relating to ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to. The 2019 Education Inspection Framework serves the function of tackling social justice issues and emphasises that developing a curriculum aimed at improving the cultural capital of all pupils, regardless	3

	of starting points, backgrounds or individual needs, will contribute to the creation of successful, wellrounded and informed citizens.	
Improve attendance and punctuality for disadvantaged pupils through systematic monitoring, early identification, family engagement and targeted support.	Education data lab research (October 2020): Found a relationship between absence rates and disadvantage rates. Within the north-west of England, there is a very strong relationship between school attendance and disadvantage, with school attendance lower in LAs with higher disadvantage. Advice from the National Strategies (hosted on the National Archives) says that: • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years	3
Relational, restorative and trauma-informed support, including ELSA, play therapy, emotional coaching, sensory approaches and appropriate targeted interventions. Develop children's strategies to deal with social, emotional and behaviour issues which impact on their well – being and capacity to learn	EEF Social and emotional learning toolkit: Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF behaviour toolkit: According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason	4

	for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills	

Total budgeted cost: £54,760 (Teaching £1,500; Targeted academic support £25,000; Wider strategies £28,260).

Implementation and monitoring: The Headteacher/Pupil Premium Lead, Inclusion Leader, curriculum leaders and governors will review implementation termly. Monitoring will triangulate attainment and progress, phonics and reading information, attendance, pupil progress meetings, learning walks, intervention records, pupil and parent voice, wellbeing/readiness-to-learn information and enrichment participation. Activities will be adapted where evidence shows insufficient impact. The strategy will be reviewed and republished annually within the 2026-29 cycle. Moving the Box will be introduced as a monitored EYFS pilot following staff training. The EYFS leader and PP lead will agree the participating classes and pupils, implementation expectations, baseline evidence and termly review points. Governors will receive a summary of implementation, staff feedback and outcomes for disadvantaged pupils; decisions about wider rollout will follow evaluation. Moving the Box will be reviewed through staff reflection, curriculum and assessment review, professional partner feedback and pupil-level PP progress. Its Sefton-funded provision will not be counted as additional PP spending unless actual school expenditure is identified. The June 2027 impact event will inform the annual strategy review.

Part B: Review of outcomes in the previous academic year (2025-26)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

Our assessment of the impact of the Pupil Premium strategic plan is outlined below:

	School 2023-24	School 2024-25	School 2025-26
Communication & Language Listening, attention and Understanding Cohort	85%	86%	83.6%
PP (12)	82%	90%	75%
Communication & Language Speaking	87.6%	92%	92.2%
PP (12)	100%	90%	83%

End of Reception Data 2025-26 for all Pupils in Reading, Writing and Maths

	GLD	Comprehension	Word Reading	Writing	Number	Numerical Patterns
Cohort	68.1%	87.1%	75.9%	75%	85.3%	84.5%
PP (12 children)	42%	67%	50%	50%	75%	92%

Phonics 2025-26 Year 1/ Year 2 Data

	Y1 Cohort	Y1 Intervention	Y2 Cohort	Y2 Intervention
Expected Standard	86%	28/ 52 54%	95%	12/17 71%
PP Pupils	6/10=60%	2/6 =33%	12/14=86%	2/4 = 50%

KS1 Progress	Reading	Writing	Maths
End of Year 1 2025/6 Cohort	EXS+ 75% GD 11%	EXS+ 71% GD 8%	EXS+ 85% GD 15%
End of KS1 2025/6 Cohort	EXS+ 80% GD 28%	EXS+ 72% GD 11%	EXS+ 83% GD 25%
End of Year 1 2026 PP End of Year 2026 PP	EXS+ 4/10 40% GD 1/10 10% EXS+ 9/14 64% GD 5/14 38 %	EXS+ 3/10 30% GD 1/10 10% EXS+ 8/14 57% GD 2/14 14%	EXS+ 7/10 70% GD 1/10 10% EXS 10/14 71% GD 6/14 % 43%
National 2023	EXS 68% GD 19%	EXS 60% GD 8%	EXS 71% GD 16%

Review of 2025-26

The 2025–26 Pupil Premium Strategy had a positive impact overall, although outcomes show that disadvantage remains a significant barrier for some children, particularly at the beginning of their school journey. The strategy appropriately prioritised early identification, high-quality teaching, targeted academic support and wider pastoral approaches to reduce barriers to learning.

Outcomes were strongest for disadvantaged pupils by the end of KS1. In Year 2, 64% achieved EXS+ in reading, 57% in writing and 71% in mathematics. Particularly encouraging was attainment at greater depth: disadvantaged pupils achieved 38% GD in reading, 14% in writing and 43% in mathematics, demonstrating that disadvantage did not place a ceiling on achievement. Year 2 phonics was also strong, with 86% of PP pupils meeting the expected standard.

Outcomes in Reception and Year 1 demonstrate the need to maintain a strong focus on early foundations. Reception PP GLD was 42%, compared with 68.1% for the cohort, with gaps particularly evident in word reading and writing. Year 1 PP outcomes were also below those of the whole cohort, including 60% in phonics and 40%, 30% and 70% EXS+ in reading, writing and mathematics respectively.

Attendance was a notable area of improvement. PP/FSM attendance increased by approximately 2.9 percentage points during 2025–26, contributing to the school's very strong overall attendance position. This suggests that early identification, family engagement and targeted support were effective in reducing attendance barriers. Attendance nevertheless remains a priority because sustained high attendance is essential if disadvantaged pupils are to benefit fully from teaching and intervention.

Overall, the strategy was effective but not evident in closing all gaps. Evidence supports continuing the emphasis on Strong Foundations, early language and literacy, phonics, writing, high-quality adult interaction, targeted support and attendance, alongside our continued close tracking of PP pupils in year group and pupil progress meetings from their individual starting points. The strong Year 2 outcomes provide encouraging evidence that sustained support across FRIS can enable disadvantaged pupils to catch up and, for some, attain at a high level.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	