

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	Freeman Community Primary School
Number of pupils in school	197
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 to 2028-29
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Gerry Headteacher
Pupil premium lead	Emma Gerry
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,591.81
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£46,591.81

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to provide a positive, caring learning environment where individual's unique qualities are encouraged, valued and celebrated. Our children will build a collection of memorable learning experiences and will be equipped with the skills and knowledge to succeed. They will be fully prepared for the next stage of their education.

Our intention is that all pupils, irrespective of their background or the challenges they face, demonstrate good or better progress that enables them to achieve well from their individual baselines/starting point across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve their goals and make good or better progress.

We carefully consider the challenges faced by vulnerable pupils, including those who have a social worker, family support practitioners/early help and young carers. The activities we have outlined in this statement are intended to support the needs of all children, regardless of whether they are disadvantaged or not.

Quality first teaching is at the forefront of our approach to ensure every child has the best possible teaching and learning 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 approach is responsive to common challenges and individual needs, informed by assessment and teacher knowledge of the children, to set targeted work to address gaps in children's learning. The approaches we have adopted complement each other to help pupils build a secure understanding in their learning. To ensure they are effective we continue to:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

All disadvantaged children have the same access to the wider curriculum as non-disadvantaged children and Pupil Premium Funding will be used to ensure all children to access the extra-curricular activities and all school trips to enable all children to have access to the same opportunities and cultural experiences as well as academic ones.

Challenges/Barriers

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

Challenge number	Detail of challenge
1	Some pupils may not be working at an age-related level and have conceptual gaps or misconceptions.
2	Some pupils may have limited speech and language skills which can impact upon their learning.
3	The number of PP children who also have SEND.
4	In some cases, financial capacity to contribute to extra-curricular enrichment activities and trips.
5	In some cases, consistent attendance and punctuality.
6	In some cases, a lack of regular routines including home reading, homework, spelling and having correct equipment in 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	Outcomes
<p>To ensure classroom teaching is of a high quality to meet the needs of all pupils, including disadvantaged pupils, so that they make progress by meeting (or exceeding) age related national expectations / teacher targets.</p> <p>To ensure pupils consolidate basic skills.</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>All pupils will meet (or exceed) age related national expectations / teacher targets in Reading, Writing and Maths as a result of:</p> <ul style="list-style-type: none"> • CPD provided to staff to develop understanding of pupil premium, and the impact being a disadvantaged child can have on long term development and future prospects. • Planning and lesson delivery demonstrates clear adaptive teaching, scaffolding and modelling to meet the needs of all children in their class. • Development of and CPD for Teachers in the use of accurate formative assessment to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils opportunities to consolidate key skills in Phonics, Reading and Maths. • Support staff will be carefully directed to support learning effectively and promote good learning behaviours. • Pre and post teaching used where appropriate to address gaps in a pupils' understanding before moving on. • Targeted intervention will take place in the classroom as well as in booster sessions as appropriate. 	-
<p>Intervention groups clearly target needs of children and are reviewed regularly to ensure they are having appropriate impact to enable all children, including pupil premium children, to make rapid or sustained progress over</p>	<p>The gap for identified children will be closed (making additional progress) as a result of:</p> <ul style="list-style-type: none"> • Targeted intervention within lessons in the classroom as well as booster sessions. • Gaps identified through termly gaps analysis are carefully planned for and addressed to ensure progress is made in-line with their peers. • Children identified on provision maps for targeted actions to narrow the gap. • Targeted children receive appropriate 	

<p>time.</p> <p>The children consolidate age-appropriate skills and address gaps in their knowledge</p>	<p>interventions on a regular basis</p> <ul style="list-style-type: none"> 90% or better achieve their end of year targets in reading, writing and maths to either narrow the gap to their peers or to meet the challenge set of them. 	
<p>School will deliver an engaging, broad and varied curriculum.</p>	<p>All children engage in a broad and balanced curriculum as a result of:</p> <ul style="list-style-type: none"> Age-appropriate subject skills will be taught within a thematic approach where it allows. Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day, supported financially when needed to ensure experiences are available to all. Use schemes of work to ensure broad and balanced curriculum offer, personalised to Freeman and the children who attend, which is sequential and developmental using engaging resources. 	
<p>Pupils will have opportunities in school to read, consolidate x tables and complete homework (if necessary).</p>	<p>All children will have the opportunity to consolidate their reading and times tables knowledge as a result of:</p> <ul style="list-style-type: none"> Regular and careful assessment of engagement with reading at home as well as access and engagement with Century and TT Rockstars. Regular reward and incentive for classes to encourage all to read and complete homework, including that related to times tables. Pupils will have opportunities in school to read in school to an adult if they are unable/don't read at home Opportunities to consolidate x tables and basic maths skills through attending booster sessions will be provided Complete homework (if necessary) at homework club if they are unable (or do not do this) at home. 	-
<p>Pupil premium children are able to attend extra-curricular clubs, trips, take part in residential trips and are dressed in appropriate school uniform.</p>	<p>All children have fair access to extra-curricular activities, school trips and enrichment activities as a result of:</p> <ul style="list-style-type: none"> Regular monitoring and tracking of children who attend extra-curricular activities Holding conversations with those who are disadvantaged and have not attended clubs, to identify barriers and work with parents to ensure attendance at clubs and extra-curricular activities is a possibility. Providing financial support for clubs, trips and school uniform from the school to enable their children to engage in extra-curricular activities, trips and to be dressed in school uniform. 	
<p>Pupil Premium children will have good attendance to enable them to make good progress in their learning.</p>	<p>All children will make good progress in their learning as a result of:</p> <ul style="list-style-type: none"> School ethos to encourage good attendance through communications with parents and carers. EWO support for those families whose children's attendance becomes a concern. Promotion of good attendance through the weekly attendance cup award and attendance board. <p>Support for those children who struggle to come in to school e.g. using a different entrance, staff member to</p>	

	greet them, being last on the playground when it is less busy.	
Personal, social and emotional needs are addressed using provision on offer within the school.	<p>Data and attendance will demonstrate improved outcomes as a result of:</p> <ul style="list-style-type: none"> • Any pupil premium child who is identified as benefitting from our nurture group, ELSA, Draw and Talk, Lego Therapy or Lunchtime club will be able to attend to address their identified needs. This will be tracked to measure impact on the whole child. • Use of Empower to support identified children with their wellbeing in year 5 and year 6 • Use of the Mental Health Support Trust to support identified children with their wellbeing and mental health. • Seeking additional external support for identified children in collaboration with other external professionals. 	

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: **£42,012.55:** (£ 26,460.54 Additional support, £1,785 CPD and resources, £1,000 to support trips, £1,757.50 on AR and resources, £5,499 on CUSP Curriculum and resourcing, £5,510.51 on curriculum monitoring and CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcomes
<p>Quality first teaching across the whole school. Carefully planned, modelled, scaffolded and adapted (where appropriate) work to enable all children to access the learning and make good or better progress.</p> <p>Cross curricular/topic work where possible to enrich learning. CUSP curriculum used to support teaching of Writing and explicit whole class Reading sessions.</p> <p>Whole school phonics and writing CPD for staff to enrich teaching to all children.</p> <p>Phonics grouping in Key stage 1. Registration time tasks to address gaps.</p> <p>Pre and post teaching for identified children to address barriers/gaps in learning.</p> <p>CPD to support all needs within the classroom as needed</p> <p>Ensure new staff are brought up to speed with curriculum approach at Freeman.</p> <p>Accelerated Reader to be embedded to track KS2 children's independent reading to ensure they are choosing an appropriate level book and progressing through the reading zones.</p>	<p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teaching.'</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p> <p>CUSP curriculum includes clear and explicit modelling by the teacher. Disadvantaged children will hear 4-5 million fewer words by the age of 5. Whole class reading in Key Stage 2, and explicit Reading teaching in Key Stage 1 will expose all children to good modelling of reading and comprehension and enriching the vocabulary the children hear and read.</p> <p>Century and TT Rockstars used to develop fluency in maths to support the teaching that takes place in the classroom.</p> <p>Registration time activities are used to address gaps in maths, GaPS and reading skills/understanding taken from formative assessment in the classroom as well as NFER assessments.</p> <p>Booster sessions for identified Year 6 children enables almost 90% of targeted children to meet their end of Year teacher targets/to be at the expected standard.</p> <p>Children on the provision map receive targeted or additional support as evidenced in observations, learning walks, pupil voice/book scrutiny planning monitoring.</p>	<p>1 and 6</p>	

<p>Provision maps updated termly to address children who are below age expected or have fallen below their target.</p> <p>Termly data and gaps analysis for all groups inform interventions, planning and provision maps.</p>	<p>Children on the provision map receive targeted or additional support as evidenced in observations, learning walks, pupil voice/book scrutiny planning monitoring</p>		
<p>Staff meetings and PD days used to deliver CPD to staff using subject leaders and external professionals to improve the quality of teaching across the school.</p> <p>Support staff meetings used to develop support staff using subject leaders and external professionals to improve knowledge and understanding of different strategies.</p>	<p>July 2016 DfE Standards for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>Research by Cordingley (2014) underlined the importance of having regular sequential slots to develop teaching. Teachers are most likely to improve when CPD is sustained and rhythmic. The best approaches provide opportunities to trial, revisit and evaluate and last for two terms or longer.</p>	1	
<p>Mrs Gerry and Mrs Clarke to monitor and review changes implemented to our curriculum offer to ensure progression, breadth and cultural capital enables all children to experience a broad and balanced curriculum that fully prepares them for the next stage in the education.</p> <p>Subject leads to be upskilled and supported to monitor their subject to ensure children are making good progress and there is consistency across the school.</p>	<p><u>Ofsted Framework Requirement: 26: Quality of education</u></p> <p><i>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life</i></p>	1	
<p>Money allocated to support pupil premium children with school trips, residential trips, breakfast club, extra-curricular clubs and school uniform.</p>	<p>Previous years has shown Pupil Premium children being able to attend school trips and residential trips as finance was not a barrier however this is now no longer the case. Aiming to continue 100% attendance on school trips for disadvantaged children.</p> <p>Pupil Premium children have access to discounted school uniform through the school.</p>	4	

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

Budgeted cost: **£5,703.98** (£895.79 on Speech intervention package, £1,108.06 on Maths intervention package, £3,700.13 on intervention delivery.)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcomes
<p>Booster for KS2 in maths and reading using Century, TT Rockstars and Hit the Button groups used to support identified children.</p> <p>After school booster group for Year 6 from October 2025- May 2026.</p>	<p>The mentioned interventions have proven successful when used in previous years or when introduced.</p> <p>Gaps identified in formative assessment allow for precisely targeted teaching to address these.</p> <p>Meta-Analysis of research by John Hattie breaks down quality teaching into:</p> <ul style="list-style-type: none"> • Pupils having clear goals/objectives. • Teachers providing pupils with modelling/scaf- folding/appropriate steps to achieve them. 	<p>1, 2, 3 and 6</p>	
<p>Dyslexia screening tool to identify those who need further support.</p> <p>Speech and Language support (external) for identified children.</p> <p>Targeted phonics groups for identified children using Twinkl (an approved phonics and reading approach).</p> <p>Additional teaching Assistant support to work with small group / identified children in Reception and in Key Stage 1.</p> <p>Assessments of Needs by SENCo.</p> <p>Additional support during assembly time by teacher as identified.</p>			

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

Budgeted cost: **£5,822.60** (£5,129.60 ELSA, Draw and Talk and Relaxation, £693 Attendance support)

Activity	Evidence that supports this approach	Challenge number(s) addressed	Outcomes
<p>ELSA sessions for identified children.</p> <p>Lunchtime Club for identified children.</p> <p>Support staff used as named person for identified children to have time with.</p> <p>Promotion of good attendance through weekly attendance cup, website updates, reminders to parents and engagement of EWO as required.</p> <p>Support from external agencies. Plan CPD for identified needs.</p> <p>Collaborate with the MHST to support children and families who need it to improve wellbeing.</p> <p>Jigsaw PSHE scheme every week with focus on wellbeing.</p>	<p>Assessment sheet to be used to measure impact ELSA has on PSE.</p> <p>Regular dialogue with class teacher, parents and child to discuss concerns of identified children and successes of support put in place.</p> <p>Maslow's hierarchy of need points out that basic needs must be met to ensure children are ready physically, mentally and emotionally to learn.</p>	<p>3, 5 and 6</p>	

Total budgeted cost: £53,539.13

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

The results are based on teacher assessment and national testing in May and June 2025.

Impact

1. Attainment 2025		
Key Stage 1 Results (5)	<i>Freeman figures for pupils eligible for PP including Service children, LAC and PLAC (2025)</i>	<i>National figures for pupils not eligible for PP (2025)</i>
% achieving expectations in reading	80%	TBC
% achieving expectations in writing	80%	TBC
% achieving expectations in maths	80%	TBC
% achieving expectations in reading, writing and maths	8%	TBC
Key Stage 2 Results (7)	<i>Freeman figures for pupils eligible for PP including Service children, LAC and PLAC (2025)</i>	<i>National figures for pupils not eligible for PP (2025)</i>
% achieving expected in reading, writing and maths	43%	TBC
% achieving expected in reading	86%	TBC
% achieving expected in writing	71%	TBC
% achieving expected in maths	51%	TBC

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	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We ensured that there was Teaching assistant time dedicated to the emotional wellbeing and academic achievement of service children. They helped pupils to share worries, discuss strategies to enable them to engage in their learning as they had coping strategies to cope with worries and anxiety. It was also used to support a child's start of the day by paying for their attendance to Breakfast Club. Without this, they would find school attendance difficult and were able to come in to school regulated and ready to learn.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support was provided.