

Pupil premium strategy statement - North Farnborough Infant School



This statement outlines how our school uses pupil premium funding to improve the attainment of socio-economically disadvantaged children.

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 children in school	170
Proportion (%) of pupil premium eligible children	9%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date to be reviewed	Interim review - March 2026
Next date for review	December 2026
Statement authorised by	Abigail Morgan
Pupil premium lead	Abigail Morgan
Governor lead	Alison Gomm & Becca Lyon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-26)	£23 725
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23 725

Part A: Pupil premium strategy plan

Statement of intent

Nurturing the future, inspiring success!

At North Farnborough Infant School, we have high aspirations for all our children. We believe that every child, regardless of background or barriers to learning, can achieve success.

Our aim is for every child to be an engaged learner who makes excellent progress. The focus of our pupil premium strategy is to support socio-economically disadvantaged children in achieving this goal, building emotional resilience, and ensuring continued progress for those already performing well. With the right support, we believe all children can reach their full potential.

Our objectives are:

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

We will achieve these objectives by fostering strong, consistent relationships with all children, particularly those who are socio-economically disadvantaged. We want every child to thrive academically and socially, recognising that positive relationships with adults and peers significantly impact attainment and well-being. To succeed in the modern world, children must develop independence, self-efficacy, and a love of reading for both purpose and pleasure.

Our approach is responsive to common challenges and individual needs, rooted in robust assessment rather than assumptions about disadvantage. The strategies we adopt complement each other, align with our school development priorities, and aim to help every child achieve their best.

Challenges

This details the key challenges to achievement that we have identified among our socio-economically disadvantaged children.

Challenge number	Detail of challenge
1	<p>Social, emotional and mental health needs (SEMH)</p> <p>Many children face high levels of SEMH needs alongside safeguarding and child protection concerns. To learn effectively, children must be emotionally stable and have their basic needs met (Maslow’s Hierarchy of Needs). Observations, family discussions, and liaison with external agencies highlight challenges around resilience, friendships, problem-solving, and external factors impacting progress.</p>
2	<p>Phonics and Literacy Development</p> <p>Socio-economically disadvantaged children often struggle with phonics, impacting reading and writing. While 2024–25 data showed improved attainment in reading, writing, and maths, the current 2025–26 cohort is performing below peers across all year groups.</p>
3	<p>Lower attendance rates</p> <p>Persistent low attendance creates gaps in learning. In 2024–25, socio-economically disadvantaged pupils’ attendance averaged 91%, compared to 96% for non-disadvantaged peers. Our goal is attendance above 95% for all children.</p>
4	<p>Limited Access to Enrichment Opportunities</p> <p>Financial constraints often prevent socio-economically disadvantaged pupils from participating in clubs, trips, and visits. This lack of enrichment can hinder progress across the curriculum.</p>

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
<p>Emotional well-being</p> <p>Children will take pride in their achievements and believe in their ability to succeed. They will feel valued, knowing that people care about their progress both inside and outside school.</p>	<ul style="list-style-type: none"> • Pupil voice surveys show at least 90% of socio-economically disadvantaged pupils agree with statements such as <i>“I am proud of my achievements”</i> and <i>“I believe I can succeed.”</i> • Increased participation in class discussions, presentations, and school events by socio-economically disadvantaged pupils (tracked termly). • Positive feedback from parents and carers indicating children feel valued and supported. • Evidence from learning journals and celebration assemblies shows socio-economically disadvantaged pupils regularly share and celebrate achievements. • Reduction in incidents linked to low confidence or disengagement, as recorded in pastoral logs.

<p>Phonics and literacy development Improved progress and attainment in reading and writing among socio-economically disadvantaged children.</p>	<ul style="list-style-type: none"> • Socio-economically disadvantaged pupils meet or exceed age-related expectations in reading and writing across all year groups. • The attainment gap between socio-economically disadvantaged and non-disadvantaged pupils in reading and writing narrows to less than 10%. • Socio-economically disadvantaged pupils make at least expected progress from their starting points, with a significant proportion making accelerated progress. • Phonics screening results for socio-economically disadvantaged pupils improve year-on-year, approaching parity with peers. • Internal and external assessments show sustained improvement in reading fluency, comprehension, and writing quality.
<p>Lower attendance rates To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<ul style="list-style-type: none"> • Overall attendance for socio-economically disadvantaged pupils rises to 95% or above and is sustained over time. • Persistent absenteeism among socio-economically disadvantaged pupils reduces significantly (below 10%). • Attendance gap between socio-economically disadvantaged and non-disadvantaged pupils narrows to less than 2%. • Families of persistently absent pupils engage with targeted support and interventions. • Positive attendance habits are evident through improved punctuality and reduced unauthorised absences.
<p>Limited access to enrichment opportunities Increased participation in extra-curricular/enrichment opportunities</p>	<ul style="list-style-type: none"> • Percentage of socio-economically disadvantaged pupils attending at least one extra-curricular club or enrichment activity rises year-on-year. • All socio-economically disadvantaged pupils have access to at least one funded opportunity (e.g., trip, visit, or club) each term. • Participation rates for socio-economically disadvantaged pupils are comparable to non-disadvantaged peers. • Pupil and parent feedback indicates positive engagement and enjoyment in enrichment activities. • Evidence of enrichment experiences contributing to improved confidence, social skills, and curriculum engagement.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 9 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices supported by professional development and training for staff.</p>	<p>There is extensive evidence linking strong social and emotional skills with improved academic outcomes, behaviour, relationships with peers, and long-term life chances. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>CPD for all staff to support high quality inclusive teaching</p>	<p>Evidence from EEF – ‘Good teaching is the most important lever schools have to improve outcomes for socio-economically disadvantaged children’. Using the Pupil Premium to improve teaching quality benefits all children and has a particularly positive effect on children eligible for the Pupil Premium. EEF education-evidence teaching-learning-toolkit/</p>	<p>1, 2, 3</p>
<p>Support staff will have regular training. SENDCo and Headteacher to identify training needs and provide CPD opportunities.</p>	<p>Evidence from ‘Making the Best Use of Teaching Assistants’ (EEF) makes recommendations to guide schools in maximising the impact of LSAs (TAs). EEF education-evidence making best use of TAs Effective training will support the team to continue to be successful in their role and support the needs of children.</p>	<p>1, 2</p>

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

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to assess children on entry to EYFS and new starters across the school using Language Link, and implement relevant interventions	Oral language interventions have an average impact of six months' additional progress. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. 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. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2
Ensure additional phonics sessions (catch-up) with trained staff to support targeted pupils take place	Highly trained staff providing specific and targeted phonics interventions is the best approach to assuring gaps will close. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Education Endowment Foundation EEF	1, 2
Our Emotional Literacy Support Assistant (ELSA) provides support for children dealing with low self-esteem, anxiety, stress. This is through a nurture group or 1:1 ELSA sessions	This is good evidence to show the academic improvements and mental wellbeing of children who work to improve their social and emotional skills. It is worth noting this evidence suggests regular short bursts are the most effective - which is why we have timetabled it this way in school. Regular ELSA supervision with an Educational Psychologist means training is maintained to a high level. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £6225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed My Happy Mind programme.	This whole-school, science-based programme builds positive mental wellbeing by helping children understand how their brains work. It fosters a culture of resilience, confidence, and self-esteem, while teaching self-regulation and emotional management during stressful times—empowering children to be their best selves.	1, 3

<p>Pastoral support for families, which improves their punctuality and attendance, but also ensures they have their needs met based on Maslow's Hierarchy of Needs.</p>	<p>Assuring that the family situation is looked at holistically when addressing attendance is key to making improvements in a child attending school. DfE – Improving School Attendance</p>	<p>1, 2, 3</p>
<p>Subsidising class trips/visits to improve cultural capital.</p>	<p>Inclusion is at the heart of everything we do at NFIS. Ensuring that all children including our socio-economically disadvantaged children are able to access our wider curriculum including experiential, hands-on visits is fundamental to our school vision and is supported by the governing body.</p>	<p>1,2, 3, 4</p>
<p>Extra-curricular activities, such as clubs to be available without charge.</p>	<p>Children's engagement will increase and social and emotional needs will be supported through enjoyable activities</p>	<p>1, 4</p>

Total budgeted cost: £ 23 725

Part B: Review of the previous academic year (2024-25)

Fourteen pupils received pupil premium funding in 2024–25

Well-being:

Evidence shows improved well-being through positive pupil voice and teacher observations. Parent feedback will be collected in 2025–26 to complement pupil and teacher observations. The majority of children arrive at school happily, speak positively about time with their special adult, and increasingly articulate their feelings. Support is quickly offered to any children that need it (ELSA, nurture, changes to morning routine)

Attendance:

Attendance for socio-economically disadvantaged pupils has improved from 88.75% in 2023-24 to 91% in 2024-25. The Headteacher and Senior Admin Assistant have strengthened attendance monitoring, ensuring concerns are promptly shared with parents. Strategies will be further developed in 2025–26, with refined success criteria for more effective monitoring.

Attainment Data:

Year R	% that met Good Level of Development (GLD)	
	2024-25	National 2023-24
Cohort (52)	67%	68%
Pupil premium (5)	40%	52
Not pupil premium (47)	70%	72

Of the three children that qualified for pupil premium and did not reach a good level of development (GLD):

- One joined in February and relocated in May but remained on roll.
- One was on reduced hours until mid-January and had SEND
- One met all Early Learning Goals except self-regulation.

Outcomes for socio-economically disadvantaged children

End of Key Stage 1 Outcomes 2024-25

Year 2 % in brackets = 2023-24 data	Working at expected level +		
	Reading	Writing	Maths
Cohort (57)	79% (74%)	72% (68%)	86% (77%)
Pupil premium (4)	75% (67%)	75% (33.3%)	100% (33.3%)
Not Pupil premium	80% (74%)	71% (70%)	85% (80%)

- Pupil Premium pupils made exceptional progress, narrowing the attainment gap significantly.
- **Maths:** Strongest improvement overall, especially for socio-economically disadvantaged pupils.

Extra-curricular opportunities:

Fewer than half of eligible pupils attended extra-curricular clubs. This indicates that free club information may not be well advertised; gathering family feedback is crucial to improving attendance.