

Fleet Infant School Pupil premium strategy statement

This statement details our school's use of pupil premium funding (for the 2025 to 2026 academic year) 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	Fleet Infant School
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	8.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	M Clark
Pupil premium lead	J Tarling
Governor lead	S Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,003
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	£20,003

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and develop into resilient and confident children prepared and inspired for life in the modern world.

At Fleet Infant school, all our staff strive to achieve the very best outcomes they can, for every child, through high quality first teaching. We invest in high quality training for all staff to ensure teaching and learning is of a consistently high quality for everyone. We recognise that not every child receiving Pupil Premium funding is socially disadvantaged and also that not every child who is disadvantaged receives Pupil Premium funding and therefore reserve the right to allocate funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Our approach will be responsive to common challenges and individual needs, identified by robust assessment, not assumptions about the impact of the disadvantage. By focusing on children's individual needs we aim to enable every child to achieve and make the best progress they can. Whilst maintaining a careful track of all pupils' progress, we also closely track how well children who receive funding are achieving in comparison to their peers in order to narrow the gap. The approaches we use complement each other to help pupils excel. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	Poor parental support around reading at home and practising basic maths skills.

2	Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among some disadvantaged pupils.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our disadvantaged pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments, observations and discussions with pupils and staff suggest disadvantaged pupils may have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.
5	Assessments, observations and discussions with pupils and staff suggest disadvantaged pupils may have greater difficulties with writing than their peers. Poorer reading development will impact on writing attainment.
6	Assessment, observations and discussions with staff have shown some children have poorer attendance and this can have an impact on their attainment and progress.
7	Assessments, observations and discussions with staff suggest some disadvantaged pupils may have greater difficulties with sustaining focus with teaching and learning.

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
Improved reading attainment among disadvantaged pupils.	% of Pupil Premium children achieving ARE in reading will be closely aligned with All Pupils.
Improved attainment in Phonics at the end of EYFS, Year 1 and Year 2.	% of Pupil Premium who pass the phonics screening in June each year will be in line with All Pupils. All Year 2 children will pass the autumn phonics screening each year if they did not pass it in Year 1.
Improved attainment in maths for disadvantaged pupils, at the end of KS1.	% of Pupil Premium children achieving ARE in maths will be in line with All Pupils.
Progress in writing	% of Pupil Premium children achieving ARE in writing will be in line with All Pupils
To achieve and sustain improved well-being for all pupils in our school, particularly the disadvantaged, children will develop strategies to regulate their emotions.	Children will be able to join in learning effectively. Pupil voice, teacher observations and conversations with parents will show sustained higher levels of well-being.
Parents read regularly, support practice of mental maths and other home learning	Frequency of reading at home increased to support continued progress.

<p>Parents are encouraged to seek support when required so that they understand school processes and behaviour strategies.</p>	<p>Increased attendance at parental support sessions and meetings resulting in a positive change in home learning support, behaviour at home and school for all pupils but especially disadvantaged pupils.</p>
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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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Psychologist training on relational behaviour management	Spending on improving teaching through professional development and training ensures an effective teacher is in front of every class, and that every teacher is supported to keep improving. Relational approaches support good mental health of children including better self-esteem, clear boundaries leading to feeling secure and therefore more able to learn and thrive.	2 3 4 5 7
PBS training for learning support assistants on; De-escalation, Co-regulation, Mind your language	Behavioural interventions have been proved to have a moderate impact on learning. Having all support staff trained in these strategies will impact children's learning.	2 3 4 5 7

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

Budgeted cost: £ 47,315

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Headteacher released to work with small groups and 1:1 £12,686	Working 1:1 or with a small group allows the DHT to target specific gaps identified by the class teacher which can then be addressed quickly so that the children keep up with the curriculum. EEF toolkit evidence states that individual tuition has high impact for moderate cost (+5 months)	1 2 4 5 7
Small group and 1:1 tuition with LSA's. Support for reading,	Intensive tuition and interventions in small groups or 1:1, is often provided to support lower attaining learners as well	1 2 4 5 7

Phonics, Handwriting, Mental maths £19,227	as those who may need boosting to greater depth. e.g. Peg to Paper, Dynamo Maths, Clever bodies, Direct Instruction, Daily reading, writing basic skills and maths basic skills EEF toolkit evidence states that small group tuition has moderate impact for low cost (+4 months)	
Attendance at Nurture Group to support children who are having difficulty accessing learning through SEMH difficulties. ELSA sessions with individuals Social skills sessions £15, 402	Support from outside agencies indicates that some children need individualised social and emotional support over and above their peers. Interventions which target social and emotional learning seek to improve children's interaction with others and self-management of their emotions. These children require this to enable them to be ready to learn. Support for emotional needs, health and mental wellbeing will enable pupils to be better placed to access their learning and to achieve good academic outcomes. EEF toolkit 2 7 evidence states that social & emotional learning has m	2 3 6

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

Budgeted cost: £2,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor Cost from January 2025	Use of parent support advisor to support parents with behaviour and emotional support. Build parents confidence in how to support their child's learning and/or behaviour at home., which will lead to better outcomes in school. More intensive programmes for families in crisis available.	1 2 3 5 6
Funding support for families £2,290	Families are offered a variety of different types of support based on individual circumstances. This could include - School visit funding - Milk - KS1 extra-curricular clubs - Holiday clubs	3

	<p>Financial support will enable all pupils to fully participate in enrichment activities and to be able to access the full curriculum, both within and outside of school. This document supports this approach:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium__How_schools_are_spending_the_funding.pdf</p>	
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Total budgeted cost: £49,605

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.

Year 2

In Year 2, 100% (5 out of 5) made ARE in reading compared to 95.1% for All Pupils. Two of these made really good progress with their reading and were reading beyond the expected standard 40% compared to 35.8% of all pupils.

100% (5 out of 5) pupils made ARE in writing compared to 87.7% of All Pupils. One pupil (20%), was working beyond the expected standard in writing compared to 19.8% of All Pupils.

100% (5 out of 5) achieved ARE in maths compared to 86.5% for All Pupils. 40% were working beyond the expected standard compared to 34.6% of All Pupils.

100% of the Pupil premium group passed the phonics check by Year 2.

Year 1

67% of Year 1 children (4 out of 6) passed the phonics check compared to 79.8% of All Pupils. Extra 1:1 phonic sessions were very effective in targeting blending and segmenting gaps. One child who did not pass has special educational needs and the other was very close to passing so should pass the phonics screening in Year 2.

Year R

The three children in this cohort all made a good level of development with their reading 100% compared to 96% for All Pupils. One child achieved a good level of development in writing 33% compared to 94% of All Pupils and one child achieved a good level of development in maths 33% compared to 92% of All Pupils. One child is on the SEN register.

Extra 1:1 reading, writing and phonics with these children has helped them improve their skills in basic literacy and numeracy to try and support them in being ready for Year 1. This support will continue to be needed in Year 1.

There was one EAL child on the PP register this academic year.

ELSA/Nurture Group sessions - The use of these interventions supported children's ability to access the curriculum and provide equity. Home school liaison proved to be effective through parent meetings during the year. Teachers reported that children enjoyed sessions and this supported their classroom learning and mental well-being.

Parent Support Advisor –Unfortunately this role has not been filled and so there was no Parent Support Advisor this academic year.

<p>Educational Psychology Support was accessed for two children on the PP register, giving an opportunity for some joined up thinking with parents and staff. This supported improved progress for the child.</p> <p>One child had access to the Nurse drop-in service at the school to support attendance and mental well-being.</p> <p>A private educational psychologist was accessed by one child through South Adopt and one child has had play therapy throughout the year through South Adopt.</p>
<p>All PP children have attended visits to ensure inclusivity.</p> <p>All KS1 children have been offered one club a term.</p> <p>One family was supported by funding the purchase of a washing machine and another family was supported with vouchers to pay gas and electricity bills.</p> <p>Through Connect4Communities families were given a food vouchers, an allowance for winter essentials including Clarks vouchers for shoes and vouchers for winter clothes.</p> <p>Milk provides nutrition and supports a healthy diet and is provided free for any FSM children who would like it. This academic year only one child accessed this provision.</p> <p>Pupil Premium children's attendance is assured through providing transport where needed and necessary. All but one child had an attendance of 92% or higher.</p>

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?	See above
What was the impact of that spending on service pupil premium eligible pupils?	The one child in Year R achieved a good level of development in all but writing. He had basic skills interventions and some 1:1 support to settle in the Autumn term which supported progress and independence.

	<p>The one child in Year 1 achieved ARE in maths and writing and exceeded in reading. He passed the phonics check.</p> <p>The one child in year 2 achieved ARE in all three core subjects.</p>
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