

Pupil premium strategy statement – Garrick Green Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	117
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2025 -2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sarah Waterfield
Pupil premium lead	Liz Banner
Governor / Trustee lead	Jason Tipple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29900
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£29900

Part A: Pupil premium strategy plan

Statement of intent

At Garrick Green Infant School, where we proudly 'work as one big team', our central goal is for every single pupil to be happy, make excellent progress, and achieve high attainment across our rigorous and comprehensive curriculum, regardless of their background or the individual challenges they may face.

Parents and carers value our nurturing environment, where staff ensure pupils feel safe and looked after. This positive environment, combined with the school's ambition for its pupils, is key to our approach.

Our central goal is simple: We want all pupils, regardless of their background, to make strong progress and achieve high results across every subject.

This strategy is designed to leverage and strengthen the unique ethos and provision for which Garrick Green is known.

Our Key Principles at Garrick Green

Great Teaching Comes First

We believe excellent teaching is the foundation of everything. We want every child to enjoy learning, build strong knowledge and vocabulary, and develop a love of reading—starting with phonics from day one.

Support Tailored to Each Child

We don't make assumptions about disadvantages. Instead, we get to know each child well and act quickly when support is needed.

High Expectations for Everyone

All staff share responsibility for the progress of every pupil, especially those who may need extra help. We believe every child can achieve great things.

Challenges

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

Challenge number	Detail of challenge
1	Oral Language and Vocabulary Gaps: Assessments (WellComm, Sept/Oct 2025) indicate underdeveloped oral language skills and vocabulary gaps. 24% of the assessed cohort (29 children) scored in the Red (7%) or Amber (17%) categories, indicating a need for intervention.

2	Reading and Writing Attainment: Disadvantaged pupils generally have greater difficulties with reading and writing attainment compared to their non-disadvantaged peers. Although Year 1 Phonics results (88% met expected standard in 2024) exceed national disadvantaged averages, the attainment gap remains.
3	Learning Readiness and Emotional Regulation (SEMH): Ongoing social and emotional needs have been identified. We need to strengthen the physical foundations (e.g., balance, concentration, emotional control) required for learning readiness in a sedentary, digital world.
4	Attendance and Persistent Absence (PA): Attendance for the disadvantaged (FSM) cohort in 2024/25 was 92.7%, which is lower than the whole school attendance of 94.5%. Persistent absence remains a higher concern for this group.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. The percentage of children scoring in the Red/Amber categories on WellComm will be reduced by at least 50% by the end of the 2025/2026 academic year.
Improved reading and maths attainment among disadvantaged pupils.	Disadvantaged pupils' attainment in reading and maths at the end of KS1 (2025/2026) will continue to exceed national disadvantaged averages and the attainment gap between our disadvantaged and non-disadvantaged pupils will be further reduced.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: an increase in focus and concentration and fewer reported heightened behaviours, supported by the <i>Movement Matters</i> programme.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced. The rate of persistent absence among disadvantaged pupils will be substantially reduced compared to 2024/2025 figures.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£11,490**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist SaLT Input and Training to support EPA to deliver Wellcomm intervention across school. (£10,090)	Oral language interventions are inexpensive to implement with high impacts on reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Movement Matters Programme Resources - Purchase of necessary resources (e.g online access to training, downloadable activities) to embed foundational movement strategies across the curriculum. (£500)	Movement is essential for building neural networks and automaticity, laying down critical foundations for formal learning. Balance underpins focus, concentration, emotional control, and courageous learning. Coordination super-charges the brain for sophisticated cognitive processing.	3

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

Budgeted cost: **£17500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated Intervention Significant allocation of dedicated, skilled EPA's time to provide high-dosage, bespoke 1:1 and small group intervention targeting identified gaps in phonics, reading, memory. (17,500)	Intervention targeted at specific needs and knowledge gaps is an effective method to support low attaining pupils.	1, 2

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staffing allocation dedicated to monitoring attendance, tackling punctuality issues, and engaging with families to reduce the PP persistent absence gap. (£500)</p>	<p>The strategy embeds principles of good practice set out in DfE guidance on improving school attendance. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>4</p>
<p>Funding covers costs for all Pupil Premium children to participate fully in school life, including uniform, school trips, and extracurricular clubs. (£500)</p>	<p>Access to wider experiences boosts confidence, aspiration, and life skills.</p>	<p>4</p>

Total budgeted cost: £29990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year, drawing on national assessment data (Year 1 Phonics screening 2024) and internal assessments (KS1 and EYFS data, primarily reflecting 2023/2024 outcomes).

Academic Performance and Attainment:

- Disadvantaged pupils exceeded the target set for attainment in reading, writing, and maths at the end of KS1 and met the target set for achieving the Good Level of Development (GLD) at the end of EYFS.
- In the Year 1 Phonics screening check (2024), disadvantaged pupils achieved 88%, which was significantly better than the national average for disadvantaged pupils (80%).
- Early Learning Goals (ELGs) (2023/2024 outcomes): The school's data shows that pupils performed strongly across all ELGs compared to the national average in 2023/24. For instance, the difference with national averages was positive across all measured ELGs, including Comprehension (+11.3ppt), Managing self (+10.3ppt), Listening, attention, and understanding (+9.8ppt), and Speaking (+3.4ppt).

Impact of Strategies:

- Attendance for the FSM/PP cohort in 2024/25 was 92.7%, showing a 'Relative improvement' trend, though still lower than the whole school attendance of 94.5%.
- The twice-termly visits from the SaLT gave staff confidence to deliver S&L interventions, resulting in children making good progress.
- Engagement with the Angles Maths Hub and Mastering Number resulted in strong outcomes in maths and increased fluency.
- The Family Support Worker (FSW) time was successful in empowering parents and ensuring children benefitted from ring-fenced time to develop their social and emotional skills.
- Funding allocated to uniform, clubs, and school trips ensured full inclusion and provided opportunities and experiences which were highly successful.

Based on all the information above, the performance of our disadvantaged pupils met/exceeded expectations in terms of specific academic targets (RWM, GLD) and successful implementation of wellbeing strategies, but the attendance gap remains an area requiring additional focus

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.