

Greasby Infant School - Pupil premium strategy statement



Greasby Infant School Vision & Ethos

Growing Minds

We help all children develop and grow in line with their individual talents and interests. We provide fun, stimulating learning opportunities that develop a curiosity for learning in inspiring and creative ways. We encourage all children to become resilient and independent learners fostering an attitude of consideration and responsibility towards others and their surroundings.

Happy Hearts

We aim to ensure all children develop a love of school through our nurturing environment. We care about the well-being of our pupils and their families and take a holistic approach to their overall development. Through constant engagement with children, parents and the local community, we help our children develop meaningful relationships and a sense of belonging allowing them to feel happy and safe.

Bright Futures

We provide an exciting, active curriculum that challenges all children to develop key knowledge and skills for the future and achieve their full potential. We offer a range of diverse opportunities within our curriculum through languages and outdoor learning, encouraging children to explore their future passions and leave Greasby Infant School ready to take on the world.

At Greasby Infant School are committed to ensuring that every individual pupil is given the best possible chance of making excellent progress and achieve their full potential. We believe that a 'social disadvantage' must not be allowed to be a barrier to a child's future.

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|---------------------------------|
| Number of pupils in school | 159 F2-Y2 38 in F1 part time |
| Proportion (%) of pupil premium eligible pupils | 4.4% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025 -2028 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | Yearly and July 2028 |
| Statement authorised by | Natalie Grimster |

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|-------------------------|------------------|
| Pupil premium lead | Natalie Grimster |
| Governor / Trustee lead | Jessica Liddle |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £7,525 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £7,525 |

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

At Greasby Infant School, we are committed to ensuring that all pupils, regardless of disadvantage, are supported to achieve their full potential. Although the number of pupils eligible for Pupil Premium funding is small, their needs are identified early and addressed through high-quality teaching, evidence-informed practice and personalised support. We try and utilise a 3 year strategy aligned to our SDP. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Our disadvantaged pupils can enter school with lower levels of communication and language development, limited phonics and early reading knowledge, less secure fine motor skills, and a need for additional support in developing emotional resilience, self-regulation and independence. These barriers can affect pupils' ability to access the curriculum and develop secure foundations for future learning if not addressed promptly.

Our strategy is rooted in EEF guidance, particularly the importance of:

- High-quality adult–child interaction
- Oral language development as a priority
- Systematic phonics and early reading instruction
- Early intervention and targeted support
- Supporting social and emotional learning as a foundation for academic success

In line with the EYFS statutory framework, our intent is to ensure that disadvantaged pupils develop the prime areas of learning—communication and language, physical development, and personal, social and emotional development—so that they are ready to succeed in the specific areas of reading and writing. We recognise that strong foundational knowledge and skills in these areas are essential for long-term attainment and progress.

Pupil Premium funding is used to:

- Strengthen spoken language and vocabulary, enabling pupils to communicate confidently and engage in learning
- Secure early phonics knowledge and reading fluency through consistent, systematic teaching and targeted intervention
- Develop fine motor control and physical readiness for writing, supporting early handwriting and writing stamina
- Promote emotional wellbeing, resilience and independence, drawing on the principles of the 'Happy Minds' approach to support emotional regulation, positive relationships and a growth mindset
- Remove barriers to participation, ensuring pupils can access enrichment opportunities and the wider life of the school

Due to the small cohort size, provision is highly personalised and responsive. Teachers and support staff have a strong understanding of each pupil's needs and adapt support quickly based on ongoing assessment and observation. Interventions are carefully monitored to ensure they are effective and that pupils continue to benefit from quality-first teaching alongside their peers.

The impact of our Pupil Premium strategy is evaluated through:

- Progress in communication and language, phonics, reading and early writing
- Improved fine motor skills and independence in learning tasks
- Increased emotional resilience, self-regulation and confidence
- Stronger engagement, attendance and readiness for transition to junior school

By focusing on strong foundations in learning and wellbeing, and by using evidence-informed approaches, Greasby Infant School ensures that disadvantaged pupils are supported to thrive academically, socially and emotionally.

Challenges

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

| Challenge number | |
|------------------|---|
| 1 | 20% of Pupil Premium children entering Reception (F2) in 2025 present with severe speech and language difficulties, which act as a significant barrier to learning. |
| 2 | 80% of Pupil Premium children starting Reception (F2) in 2025 demonstrate poor fine motor control and insecure letter formation. This impacts their ability to develop early writing skills in-line with the secure foundational skills needed. |
| 3 | Last year Pupil Premium children didn't secure the required phonics knowledge to pass the Year 1 Phonics Screening Check. |
| 4 | To reduce inequality of opportunity for all children to access enrichment activities, school trips, visits and after school clubs with participation being lower than non PP children. |
| 5 | Some pupils experience difficulties with emotional regulation and self-management, which impacts their ability to engage in learning, follow classroom routines and build positive relationships. This can lead to reduced independence in tasks, lower resilience and missed learning opportunities. |

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 |
|------------------|------------------|
|------------------|------------------|

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|---|--|
| <p>1. Improved oral language skills and vocabulary among disadvantaged children</p> | <p>By the end of F2, at least 80% of disadvantaged pupils with identified speech and language needs will make expected or better progress from their EYFS baseline.</p> <p>All disadvantaged pupils will demonstrate improved ability to understand and follow instructions, as evidenced through observation and teacher assessment.</p> <p>Increased participation in whole-class and small-group discussions, including phonics sessions, evidenced through teacher observation.</p> |
| <p>2. Improved fine motor control and early writing skills</p> | <p>By the end of F2, at least 80% of disadvantaged pupils will show improved fine motor control, enabling them to access writing activities independently and achieve ELG.</p> <p>Increased accuracy and consistency in letter formation, evidenced in writing samples and phonics books for disadvantaged pupils.</p> <p>Improved stamina and confidence in writing tasks across EYFS and Key Stage 1, evidenced in book looks and learning walks.</p> <p>By the end of Y2, 80% of disadvantaged children achieved end of year expectations in writing.</p> |
| <p>3. Improved phonics knowledge and early reading outcomes</p> | <p>Disadvantaged pupils make at least expected progress through the RWI Phonics programme from their starting points.</p> <p>By the end of Year 1, an increased proportion of disadvantaged pupils meet the expected standard in the Phonics Screening Check.</p> <p>Any remaining gaps between disadvantaged pupils and their peers are narrowed by the end of KS1.</p> <p>By the end of Y2, 80% of disadvantaged children achieved end of year expectations in reading.</p> |
| <p>4. Improved emotional regulation and mental wellbeing, resilience and independence</p> | <p>Disadvantaged pupils demonstrate improved self-regulation and emotional awareness, resulting in fewer incidents of dysregulation that impact learning recorded.</p> |

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|---|---|
| | <p>Increased independence in classroom routines and learning tasks, with reduced reliance on adult support evidenced through observation and pupil voice.</p> <p>Improved engagement, wellbeing and readiness to learn, as evidenced through observation, pupil voice and behaviour logs.</p> |
| 5. Enable all children to access the enrichment opportunities on offer at school and support families in times of financial crisis. | <p>Payment for school trips, visits and events if needed to ensure attendance</p> <p>Subsidising and supporting attendance at extra-curricular clubs</p> <p>Providing uniform, school bags and financial support as needed.</p> |

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: £1975

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Quality first teaching implemented across the school | <p>The majority of Pupil Premium funding is allocated to improving the quality of teaching, as this is the strategy with the strongest evidence of impact on pupil attainment, particularly for disadvantaged learners (EEF, 2023). Quality First Teaching is prioritised in line with EEF guidance identifying it as the most effective use of Pupil Premium funding.</p> <ul style="list-style-type: none"> • EEF Teaching and Learning Toolkit • EEF – Pupil Premium Guide (updated annually) • EEF Guide to Pupil Premium (2022) <p>Stresses <i>quality first teaching</i> as the highest-impact lever in schools with high deprivation.</p> | 1, 2, 3 |
| To support vulnerable pupils in making accelerated progress in phonic development by continuing to embed RWI phonics and the handwriting scheme across the school and refresh training, especially for staff new to the school. | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF Improving Literacy in KS1</p> | 1, 2, 3 |

| | | |
|---|--|------|
| | Writing Framework | |
| Implement high-quality, language-rich adult-child interactions in line with an oracy progression | <p>Quality First Teaching is prioritised in line with EEF guidance identifying it as the most effective use of Pupil Premium funding. EEF: Early Language Interventions. High-quality early language provision has a disproportionate impact on disadvantaged pupils. Delays in oral language significantly reduce access to the wider curriculum if not addressed early (EEF, 2020).</p> <ul style="list-style-type: none"> • EEF – Improving Literacy in the Early Years (2020) • EEF – Preparing for Literacy • Carneiro, Cattan & Ridpath (2024) – early investment yields long-term gains • Hart & Risley – vocabulary gap • EEF: Early Language Interventions | 1, 3 |
| Embed explicit teaching of self-regulation and executive function through daily routines, modelling, and structured play in EYFS. | <p>Research consistently shows that early self-regulation is a strong predictor of later academic success, particularly for disadvantaged pupils (EEF, 2021). Pupils with well-developed executive function are better able to focus, manage emotions, and engage independently in learning. Our strategy prioritises explicit teaching of self-regulation and co-regulation, in line with EEF guidance highlighting early behaviour and executive function as key levers for improving long-term outcomes for disadvantaged pupils. Teaching self-regulation and metacognitive strategies has a <i>high impact for low cost</i>, particularly in EYFS and KS1</p> <ul style="list-style-type: none"> • EEF – Improving Behaviour in Schools (2021) • EEF – Early Years Evidence Store • Blair & Raver (2015) – executive function and later attainment • EEF – Improving Behaviour in Schools (2021) • EEF – Preparing for Literacy (2018) emphasises self-regulation as foundational for early reading and writing. | 1, 4 |

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

Budgeted cost: £5,050

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Deliver targeted fine motor skills activities and handwriting groups | Research consistently highlights the importance of physical development and fine motor control as foundational skills for early | 2 |

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|---|--|---|
| | <p>writing and later academic success. Pupils who struggle with fine motor skills often experience difficulty forming letters accurately, sustaining writing and recording their learning independently, which can negatively impact confidence and progress.</p> <p>The EEF identifies early writing and physical development as key components of foundational knowledge, particularly in EYFS and KS1. Targeted fine motor interventions are most effective when delivered regularly, in small groups, and alongside high-quality classroom teaching. By strengthening fine motor control, pupils are better able to focus on the cognitive aspects of writing rather than the physical demands.</p> <p>This approach aligns with the EYFS statutory framework, which identifies Physical Development as a prime area of learning and a prerequisite for success in writing. Targeted support for disadvantaged pupils helps reduce barriers early and supports long-term outcomes.</p> <ul style="list-style-type: none"> • EEF – <i>Preparing for Literacy</i> (2018): identifies fine motor skills as essential foundations for early writing • EEF – <i>Early Years Evidence Store</i>: highlights physical development as a key driver of later attainment • EYFS Statutory Framework – Physical Development and Writing • DfE Writing Framework (non-statutory guidance): emphasises transcription and handwriting as foundational skills | |
| Deliver targeted RWI 1:1 and booster sessions | <p>Research shows that systematic synthetic phonics is one of the most effective approaches to teaching early reading, particularly for disadvantaged pupils. The EEF Teaching and Learning Toolkit identifies phonics as a high-impact approach, especially when delivered consistently and supported by timely intervention for pupils who fall behind.</p> <p>Targeted phonics intervention is most effective when it is closely aligned to whole-class teaching, delivered frequently, and responsive to assessment. RWI provides a structured, cumulative programme with regular assessment and immediate feedback, enabling pupils to make accelerated progress from their starting points.</p> <p>Securing early phonics knowledge is critical for pupils' success in reading, writing and</p> | 3 |

| | | |
|--|--|--|
| | <p>across the wider curriculum. Early intervention supports pupils to close gaps quickly and increases the likelihood of success in the Year 1 Phonics Screening Check, supporting long-term literacy outcomes.</p> <ul style="list-style-type: none"> • EEF – <i>Teaching and Learning Toolkit: Phonics</i> (+5 months progress) • EEF – <i>Improving Literacy in Key Stage 1</i> (2020): emphasises early identification and targeted intervention • EEF – <i>Read Write Inc. Phonics</i> evaluation • DfE – <i>Reading Framework</i> (2023): stresses the importance of systematic phonics and early intervention | |
|--|--|--|

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

Budgeted cost: £500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Enhance the quality of curriculum provision for SEMH and social and emotional learning through ELSA, Forest school and introduction on 'Happy Minds' | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF guidance: Social and Emotional learning</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p> <p>https://myhappymind.org/</p> | 4 |
| To ensure equality of opportunity for all children for school trips, visits and after school activities | <p>The PPG grant is used to pay for vulnerable children and those entitled to FSM to attend a range of trips, curricular and extra-curricular activities. This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall curriculum knowledge and well being</p> | 5 |

Total budgeted cost: £ 7,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

EYFSP

2023

| EYFSP | All Pupils | Boys | Girls | FSM6 | NFSM6 | DA | NDA | SEN without statement | NSEN | Autumn | Spring | Summer |
|-------------------|--------------|----------------|--------------|---------------|--------------|---------------|--------------|-----------------------|--------------|--------------|--------------|--------------|
| No. of Pupils | 59 | 32 | 27 | 2 | 57 | 2 | 57 | - | 59 | 18 | 17 | 24 |
| GLD | 81% (65%) | 81% (67.3%) | 81% (57%) | 100% (73%) | 80% (68%) | 100% (49%) | 80% (69%) | - | 81% (72%) | 88% (74%) | 88% (66%) | 70% (54%) |
| Exp+ in all goals | 76% (62%) | 71% (53%) | 81% (71%) | 100% (46%) | 75% (65%) | 100% (46%) | 75% (66%) | - | 76% (69%) | 88% (72%) | 88% (64%) | 58% (50%) |

2024

| EYFSP | All Pupils | Boys | Girls | FSM6 | NFSM6 | DA | NDA | SEN without statement | NSEN | Autumn | Spring | Summer |
|-------------------|--------------|--------------|----------------|--------------|----------------|---------------|--------------|-----------------------|--------------|--------------|--------------|--------------|
| No. of Pupils | 60 | 28 | 32 | 1 | 59 | 2 | 58 | 5 | 55 | 18 | 19 | 23 |
| GLD | 75% (75%) | 64% (81%) | 59% (60.8%) | 0% (84%) | 76% (75.3%) | 50% (100%) | 75% (52%) | 40% (80%) | 78% (81%) | 83% (88%) | 68% (88%) | 59% (70%) |
| Exp+ in all goals | 71% (76%) | 63% (71%) | 57% (81%) | 0% (100%) | 72% (75%) | 50% (100%) | 72% (75%) | 40% (80%) | 74% (76%) | 77% (88%) | 62% (88%) | 56% (58%) |

2025

| EYFSP | All Pupils | Boys | Girls | FSM6 | NFSM6 | DA | NDA | SEN without statement | NSEN | Autumn | Spring | Summer |
|-------------------|--------------|--------------|----------------|------|--------------|----|--------------|-----------------------|--------------|--------------|--------------|--------------|
| No. of Pupils | 54 | 25 | 29 | - | 54 | - | 54 | 3 | 51 | 22 | 18 | 14 |
| GLD | 85% (75%) | 72% (84%) | 56% (61.6%) | - | 85% (84%) | - | 85% (71%) | 0% (40%) | 90% (78%) | 90% (83%) | 88% (68%) | 56% (73%) |
| Exp+ in all goals | 79% (71%) | 64% (57%) | 55% (84%) | - | 79% (72%) | - | 79% (50%) | 0% (40%) | 84% (74%) | 90% (77%) | 66% (68%) | 54% (69%) |

Y1 Phonics Check

2023

| Phonics | All Pupils | Boys | Girls | FSM6 | NFSM6 | DA | NDA | SEN without statement | NSEN | Autumn | Spring | Summer |
|------------------|----------------|-----------------|----------------|------|----------------|----|-----------------|-----------------------|----------------|----------------|----------------|----------------|
| No. of Y1 Pupils | 60 | 31 | 29 | - | 60 | - | 60 | 4 | 56 | 16 | 21 | 23 |
| Y1 Result | 85.0 (85%) | 80.0 (80.2%) | 89.0 (80%) | - | 85.0 (85%) | - | 85.0 (83.3%) | 50.0 (42.3%) | 87.0 (86%) | 93.0 (90%) | 90.0 (87%) | 73.0 (73%) |
| Y1 Av. Mark | 35.3 (35.3) | 34.9 (34.9) | 35.8 (35.8) | - | 35.3 (35.3) | - | 35.3 (35.3) | 29.5 (29.5) | 35.7 (34.7) | 37.2 (37.2) | 36.5 (36.5) | 31.7 (31.7) |
| No. of Y2 Pupils | 60 | 35 | 25 | - | 55 | - | 55 | 5 | 55 | 20 | 17 | 23 |
| Y2 Result | 95.0 (95%) | 94.0 (94%) | 96.0 (96%) | - | 96.0 (96%) | - | 96.0 (94%) | 60.0 (60%) | 98.0 (98%) | 95.0 (95%) | 94.0 (94%) | 95.0 (95%) |
| Y2 Av. Mark | 36.3 (36.3) | 36.2 (36.2) | 36.4 (36.4) | - | 36.5 (36.5) | - | 36.5 (36.5) | 31.0 (31.0) | 36.8 (36.8) | 36.1 (36.1) | 36.5 (36.5) | 34.4 (34.4) |

2024

| Phonics | All Pupils | Boys | Girls | FSM6 | NFSM6 | DA | NDA | SEN without statement | NSEN | Autumn | Spring | Summer |
|------------------|----------------|----------------|----------------|-----------------|----------------|-----------------|----------------|-----------------------|----------------|----------------|----------------|----------------|
| No. of Y1 Pupils | 60 | 32 | 28 | 2 | 58 | 2 | 58 | 6 | 54 | 18 | 18 | 24 |
| Y1 Result | 80.0 (80%) | 75.0 (75%) | 85.0 (85%) | 100.0 (100%) | 79.0 (79%) | 100.0 (100%) | 79.0 (79%) | 33.0 (33%) | 85.0 (85%) | 88.0 (88%) | 88.0 (88%) | 66.0 (66%) |
| Y1 Av. Mark | 34.0 (34.0) | 32.6 (32.6) | 35.5 (35.5) | 35.0 (35.0) | 33.9 (33.9) | 35.0 (35.0) | 33.9 (33.9) | 25.0 (25.0) | 34.9 (34.9) | 35.6 (35.6) | 35.4 (35.4) | 31.6 (31.6) |
| No. of Y2 Pupils | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Y2 Result | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) |
| Y2 Av. Mark | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) |

2025

| Phonics | All Pupils | Boys | Girls | FSM6 | NFSM6 | DA | NDA | SEN without statement | NSEN | Autumn | Spring | Summer |
|------------------|----------------|----------------|----------------|---------------|----------------|---------------|-----------------|-----------------------|-----------------|--------|--------|--------|
| No. of Y1 Pupils | 58 | 27 | 31 | 1 | 57 | 1 | 57 | 6 | 52 | - | - | - |
| Y1 Result | 87.0 (80%) | 85.0 (79%) | 90.0 (83%) | 0.0 (100%) | 89.0 (79%) | 0.0 (100%) | 89.0 (83.4%) | 16.0 (33%) | 96.0 (88.1%) | - | - | - |
| Y1 Av. Mark | 34.8 (34.8) | 33.8 (33.8) | 35.7 (35.7) | 6.0 (6.0) | 35.4 (35.4) | 6.0 (6.0) | 35.4 (35.4) | 12.3 (12.3) | 37.4 (37.4) | - | - | - |
| No. of Y2 Pupils | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | - | - | - |
| Y2 Result | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | 0.0 (0%) | - | - | - |
| Y2 Av. Mark | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | 0.0 (0.0) | - | - | - |

| Programme | Provider |
|-----------------------|------------------|
| Read to Write | Literacy Counts |
| White Rose Maths | White Rose Maths |
| Read Write Inc | OUP |
| Mastering Number | NCETM |
| Jigsaw PSHE | Jigsaw |
| Charanga Music Scheme | Charanga Ltd |
| Happy Minds | Happy Minds |
| ELSA | ELSA |