

Pupil Premium Strategy Statement – One In A Million Free School 2025-2026

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
School name	One In A Million Free School
Number of students in school	371 (October 2025 School Census)
Proportion (%) of pupil premium eligible students	56.8% (October 2025 School Census)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	J Hobbs, Principal
Pupil premium lead	T Coles, Vice Principal
Governor / Trustee lead	C Schofield, Chair of Governing Board

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,938
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£206,938

Part A: Pupil Premium Strategy Plan

Statement of Intent

One In A Million Free School (OIAMFS) is committed to ensuring that all students, irrespective of their background or the challenges they face, achieve or exceed their potential and secure their next steps. The focus of our Pupil Premium Strategy is to support disadvantaged students to achieve this goal.

Our Pupil Premium Strategy identifies the barriers to learning faced by many of our Pupil Premium students; we have used research evidence to determine the strategies, which we will use to mitigate these challenges with clear outcomes to measure progress towards these objectives.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress of their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students achieve or exceed their potential and secure their next steps. We will ensure that Pupil Premium funding reaches the students it is intended for and makes a significant impact on their lives.

To ensure they are effective we will:

- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations and aspirations of what they can achieve
- Close the attendance gap between disadvantaged students' and non-disadvantaged students
- Embed more effective practice around feedback and Assessment for Learning for all students (including disadvantaged students)
- Provide effective additional and appropriate support to improve the literacy and numeracy progress and attainment of all disadvantaged students
- Offer opportunities, experiences and a sense of belonging for all students at OIAMFS (including disadvantaged students).

As recommended by the DfE, this is a three-year plan from 2024/25 - 2026/27.

Challenges

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

Challenge number	Detail of challenge
1	Deprivation. One In A Million Free School (OIAMFS) serves a local community with high levels of social and economic deprivation. School has to respond to the associated socio-economic problems faced by many of our families including the lack of financial resources to provide everyday essentials such as food, uniform, equipment and opportunities to enrich lives and learning through extra-curricular activities, education trips and visits; which impacts on students' ability to access the curriculum at a higher level.
2	Aspirations, ambitions and parental engagement. Engagement from some parents of disadvantaged students is low, reducing the impact of the home-school partnership, resulting in these students lacking focus and application at school. Significant numbers of disadvantaged students require extensive pastoral support with behaviour routines, acquisition of social skills, organisation, mental health and support with emotions & relationships. Limited aspirations for the future also mean that some disadvantaged students do not fully value the impact of being successful in school and often present with low self-esteem and lack self-confidence.
3	Attendance. Although our attendance data over the last two-years indicates that the attendance gap between FSM6 students and non-FSM6 students is decreasing, (2023-2024 = 6.9%, 2024-2025 = 3.9%), attendance is still a continuous challenge at OIAMFS. Current analysis of data also shows a higher percentage of disadvantaged students (78%) who are 'persistently absent' compared to their non-disadvantaged peers (28%). Our assessments and observations indicate that absenteeism is negatively impacting students' progress, including disadvantaged students.
4	Literacy and Numeracy. There is a literacy and numeracy gap for many of our disadvantaged students, who arrive at school with below age-appropriate levels of reading, writing and numeracy. Over that last three years, this is around 40% of each Year 7 intake. Due to this barrier, students do not have the foundational knowledge in literacy or numeracy. This places them at a disadvantage in accessing various subject curriculum, acquiring and retaining knowledge and securing understanding.
5	EAL. Our student cohort is extremely mobile and our proportion of EAL students is always significantly above national average at around 65–70% (as of 4/12/25 the % of EAL students at OIAMFS was 65.7%). Currently (Dec' 2025), 55.3% of our Pupil Premium students are also EAL, meaning that these students do not have English as their first language. This creates similar barriers to the literacy gap. Students are put at a disadvantage when attempting to access subject curriculum, develop knowledge and understanding.

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
Progress of PP students is at least in line with non-PP students and national benchmarks.	Progress 8 score of 0 or above <i>For 2025-2026 there will be no official P8 data, however we will use internal school data based on CAT4 tests.</i>
Attainment of PP students is at least in line with non-PP students and national benchmarks.	Attainment 8 score of 40 (4.0) or above. Attainment 8 'Basics' at least in line with national benchmarks.
Attendance – PP students attend school regularly	PP attendance is at least in line with non-PP and with local and national benchmarks.
Behaviour of PP students is positive and they complete work to their best of their ability.	Behaviour Data shows that sanctions issued to PP students are in line with or lower than non-PP students and national benchmarks.
PP students engage with a range of enrichment/extra-curricular activities and have aspirations for the future.	Enrichment/extra-curricular data shows that attendance from disadvantaged students is in line with their non-disadvantaged peers.
PP students are confident, able to express themselves eloquently and have high aspirations for the future.	100% Positive destinations data; including details relating to the level of course being studied (FE/Sixth Form/Apprenticeships) for PP students, with NEET figures (0%).
Parental Engagement improves.	Parental engagement at events such as Parents' Evenings is at least 70%.

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: **£105,066**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Lead Practitioner (English) £51,908	<p>Our Lead Practitioner (English) will continue to:</p> <ul style="list-style-type: none"> Oversee and lead on curriculum intent including high quality reading and vocabulary acquisition and oracy across the curriculum leading to improved outcomes in English Language and English Literature in the summer of 2026 Model and train English staff on teaching reading effectively in English lessons leading to sustained improvements in the reading ages of PP students as demonstrated by their diagnostic assessment. <p>All of which are promoted and supported by the DfE's Reading Framework document. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p> <p>Our Lead Practitioner (English) is an experienced teacher and evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	2, 3, 4 & 5
Retention of Lead Practitioner (Maths) £51,908	<p>Our Lead Practitioner (Maths) will continue to:</p> <ul style="list-style-type: none"> Support our disadvantaged students to make a successful transition between primary and secondary school by attaining a good understanding of their strengths and weaknesses and providing them with structured intervention Oversee and lead on Sparx Maths to supplement and support our Maths curriculum leading to improved outcomes in Maths in the summer of 2026 Model and train Maths staff on teaching strategies for solving problems leading to sustained improvements in the mathematics of PP students as demonstrated by their diagnostic assessment. <p>All of which are promoted and supported by the EEF's DfE's Improving Mathematics in Key Stages 2 and 3 Guidance Report. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf?v=1687514195</p> <p>Our Lead Practitioner (Maths) is an experienced teacher as we know that evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833</p>	2 & 3

Continued staff CPD and resources for effective Assessment for Learning (including use of Mini White Boards)	<p>From EEF recommendations we have prioritised high-quality teaching in our spending, including embedding effective Assessment for Learning strategies (particularly the use of Mini White Boards, effective circulation and targeted questioning) by staff in all subjects.</p> <p>Using more effective practice around feedback demonstrates significant benefits, particularly for disadvantaged students. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Effective circulation also helps establish and maintain a positive classroom culture by intentionally monitoring, connecting with, encouraging, guiding and supporting all students to demonstrate expected behaviours and engage in learning tasks. https://www.edresearch.edu.au/sites/default/files/2023-12/circulation-aa.pdf</p>	2, 3, 4 & 5
£1,250		

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

Budgeted cost: **£64,512**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of Literacy Intervention Lead</p> <p>£48,860</p>	<p>Our Literacy Intervention Lead will continue to:</p> <ul style="list-style-type: none"> Oversee and lead on reading interventions for students who need additional support, which results in a demonstrable improvement in the reading ages of PP students Ensure that high quality KS3 library reading lessons and comprehension/grammar lessons are being delivered, which results in a demonstrable improvement in the reading ages of PP students Ensure that effective form time class reading is happening on a regular basis, which results in a demonstrable improvement in the reading ages of PP students Ensure that effective Disciplinary Reading is taking place in every subject lesson, including pre-teaching subject specific (Tier 3) words, reading subject texts and asking comprehension questions about the text. <p>All of which are promoted and supported by the DfE's Reading Framework document. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	1, 2, 3, 4 & 5
<p>Literacy and Numeracy interventions (including training and resources)</p> <p>£1,500</p>	<p>Continue to deliver a DfE validated systematic synthetic phonics programme to improve the reading ages of PP students as demonstrated by their diagnostic assessment. Our Literacy Intervention Lead will also continue to regularly quality assure this provision. https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes</p> <p>Deliver targeted academic support for Literacy and Numeracy that can support student progress. Interventions will be carefully linked to classroom teaching and matched to individual students' specific needs, while not inhibiting their access to the wider curriculum.</p>	4

	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	
One to One and Small Group Intervention teaching for Literacy £12,588	Recruitment of a one-to-one/small group intervention teacher delivering targeted academic support for Literacy that can support student progress. KS3 students will be identified through robust assessment in Year 7 (or when they join the school) and have bespoke intervention lessons on a regular basis. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	4
Invest in ICT software and assistive technology to support the learning of PP EAL/NTE students. £1,594	ICT equipment will support PP EAL/NTE students to develop their language and literacy skills to access the curriculum more effectively resulting in PP and PP EAL/NTE students making demonstrable progress moving from strands A to B and B to C (The Bell Foundation). https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/ To improve learning, we have considered the specific barriers technology is addressing, particularly for disadvantaged students, and we will use technology in a way that is informed by effective pedagogy. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216	1, 2, 3, 4 & 5

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

Budgeted cost: **£37,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support from Local Education Authority £24,880	<p>Our Attendance support will:</p> <ul style="list-style-type: none"> Contribute to raising achievement by improving school attendance Provide a specialist service to assist the school in meeting their obligations and targets in relation to school attendance, especially persistent absence Promote positive attitudes by students and families towards education and to ensure that parents are made fully aware of their statutory responsibilities Make contact with families to assess the reasons impacting on the attendance of individual students, facilitating their return or access to regular full time education provision Establish and develop a professional service to support the school in raising attendance, investigating persistent absences and improving punctuality <p>All of which are promoted and supported by the EEF's Supporting School Attendance document https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1, 2 & 3

	and the DfE guidance on attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	
Rewards and promotion of attendance £2,000	To ensure that the improvement in attendance is recognised and rewarded. At OIAMFS, we visibly demonstrate the benefits of good attendance throughout school life, through displays, assemblies and in form time. This also includes sensitively and without discrimination, praising and rewarding improvements in attendance at year group, class and individual level. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	1, 2 & 3
School-Home Support (SHS) £2,280	School-Home Support worker will engage with students to support improved attendance. They will also support families to cope with increased cost of living. Our school practitioner has access to information and funding to be able to offer additional support with issues such as housing, benefits and poverty/debt. Impact will be measured through attendance and behaviour data and SHS reporting and evaluation. https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	1, 2 & 3
One In A Million PP Hardship Fund £8,200	There is hardship funding available to support all our PP students for basic essentials, school trips, enrichments and extra-curricular activities. This is to ensure that all of our PP students have fair access to all aspects of school life; promoting equality and equity. The One In A Million PP Hardship Fund will be accurately monitored to enable evaluation of student-by-student impact.	1, 2, 3 & 4

Total budgeted cost: £206,938

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

In 2024-2025, the school achieved its best results ever. 62.3% of students achieved a Grade 4 in both English and Maths (6% higher than the Local Authority Average), and 44.2% of students achieved a Grade 5 in both English and Maths (7.1% higher than the Local Authority Average). One In A Million Free School was the second most improved school in England for English and Maths at Grade 4 and the third most improved school for English and Maths at Grade 5 (The Excellence Hub, 2025).

The attainment data for Pupil Premium students has increased, with the Attainment 8 figure increasing by 5.23 points to 29.21 in 2024-2025. However, our analysis shows that our Pupil Premium students performed lower in their Attainment 8 figure (29.21) compared to their non-disadvantaged peers (46.48). The attainment data for our EAL students has also increased, with the Attainment 8 figure increasing from 2023-2024 by 10.59 points to 38.87. Our analysis shows that our EAL students performed higher in their Attainment 8 figure (38.87) compared to non EAL students (38.02)

Our internal Progress 8 data shows that Pupil Premium students have an increased Progress 8 score of -0.03 compared to the 2023-2024 P8 measure of -1.62. Our analysis shows however that our Pupil Premium students performed lower in their Progress 8 figure (-0.03) compared to their non-disadvantaged peers (0.79). The internal progress data for our EAL students has also increased, with the Progress 8 figure increasing from -1.03 in 2023-2024 to +0.47 in 2024-2025. Our analysis shows that our EAL students' progress was higher in their P8 figure (+0.47) compared to non EAL students (+0.33).

To help us gauge the performance of our disadvantaged students we compared their results to those for disadvantaged and non-disadvantaged students at national and local level and to results achieved by our non-disadvantaged students (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently). Our school experience indicates that the legacy of the pandemic continues to affect students particularly in terms of gaps in learning, specifically in foundational knowledge.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. Our attendance data over the last two years indicates that the attendance gap between disadvantaged students and non-disadvantaged students has increased. (2022-2023 = 5.7% and 2023-2024 = 6.9%). However, it is really pleasing to see that the attendance gap between disadvantaged students and non-disadvantaged students has decreased in 2024-2025 to 3.9%.

Our evaluation of the Whole School Literacy strategies that we have implemented and embedded over the last two academic years shows significant impact with 61% of Year 7 students in 2024-2025 improved their Standard Age Score (SAS) for reading, 79% of Year 8 students and 79% of Year 9 students. The percentage of Y11 students who achieved a Grade 7 or above in English has increased from 2023-2024 by 12.6%, with 23.1% of our students achieving a Grade 7 or above in English, which is significantly higher than the National average.

Based on all the information above, the performance of our disadvantaged students improved significantly from 2023-2024. However, we did not achieve all the outcomes we set out to achieve as stated in the Intended Outcomes section in the three-year PP strategy, primarily ensuring that our Pupil Premium students achieve as well as Non-PP students. Therefore, we have reviewed our three-year strategy plan and made changes to how we intend to allocate our Pupil Premium budget this academic year.