

Pupil premium strategy statement – Fairlands Primary 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	41.5% Reception – Year 6 29.4% Early Years Pupil Premium
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)	2026-2029
Date this statement was published	1 September 2026
Date on which it will be reviewed	1 September 2027
Statement authorised by	Robert Staples, Headteacher
Pupil premium lead	Michelle Bridge, Senior Deputy Headteacher
Governor / Trustee lead	Claire Severn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£351,850
Early Years Pupil Premium	£10,000
Projected additional contribution from school funds	£1,304
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£363,154

Part A: Pupil premium strategy plan

Statement of intent

At Fairlands, our intention is that all pupils, regardless of their background, circumstances, or the challenges they face, make strong progress, and achieve highly across the curriculum. Our Pupil Premium Strategy is designed to support disadvantaged pupils in achieving this ambition, including those who are already attaining at a high level.

We also recognise the additional challenges faced by pupils experiencing other vulnerabilities, including those with a social worker and young carers. The approaches outlined in this strategy are intended to support these pupils' needs as well, regardless of whether they are eligible for Pupil Premium funding.

A commitment to excellent teaching and high-quality learning for every pupil sits at the heart of our approach. We focus particularly on the areas where disadvantaged pupils require the greatest support, recognising that high-quality teaching has the most significant impact on reducing attainment gaps while benefiting all learners. Through this strategy, we aim not only to improve outcomes for disadvantaged pupils but also to sustain and enhance attainment and progress for their non-disadvantaged peers.

Our approach is responsive to both individual needs and common barriers to success. It is informed by robust assessment and evidence rather than assumptions about disadvantage. The strategies we have adopted work together to enable pupils to thrive and achieve their full potential.

To ensure these approaches are effective, we will:

- provide appropriately ambitious challenge for disadvantaged pupils across the curriculum;
- identify needs promptly and intervene at the earliest opportunity;
- maintain a whole-school culture in which all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations of what they can achieve.

This shared commitment will help ensure that every pupil can succeed, flourish and realise their potential.

Challenges

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

Challenge number	Detail of challenge
1	The correlation between special educational needs and disadvantage within our school context, including speech & language difficulties & delay
2	The impact of complex social, emotional, and mental health needs on the attainment of our disadvantaged pupils
3	Low parental engagement and aspiration for our disadvantaged pupils
4	The persistent absence of a proportion of disadvantaged pupils

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
To accelerate the progress and attainment of disadvantaged pupils with SEND	Individual case studies demonstrate disadvantaged children with SEND making and exceeding expected progress within the planned curriculum
To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school.	PPG case studies and longitudinal studies demonstrate impact of key interventions.
Persistent absence of disadvantaged pupils will reduce	Individual case studies demonstrate impact of targeted casework on lowering persistent absence for disadvantaged pupils.

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.

Rationale for our spending distribution

The **Education Endowment Foundation (EEF)** recommends a tiered approach to Pupil Premium spending, with funding typically distributed across three areas: **high-quality teaching, targeted academic support, and wider strategies**:

<https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

While we have used the EEF framework to inform our planning, our spending profile reflects the specific needs of pupils at Fairlands. Consequently, we allocate a greater proportion of funding to **high-quality teaching and targeted support** than is suggested by the indicative EEF model, with our current distribution being **43% high-quality teaching, 53% targeted academic support and 4% wider strategies**.

This approach is based on our analysis of pupil needs and attainment data, which identifies a need for sustained investment in teaching quality, adaptive classroom practice, and timely intervention. We believe that ensuring every pupil has access to excellent teaching, alongside carefully targeted support, provides the greatest opportunity to overcome barriers to learning and achieve strong outcomes.

Our spending decisions are therefore evidence-informed, responsive to the needs of our pupils, and aligned with our commitment to securing the best possible educational outcomes for disadvantaged children.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £156,291 (43%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership of standards and pupil premium – 1 day per week for each DHT/AHT Continued professional development for teachers and support staff – CPD addressing specific issues relating to disadvantaged children	High-performing primary schools, regardless of socio-economic context, have highly developed evidence of: • strong & visionary school leadership • shared sense of purpose • engaging parents and carers • high-quality teaching <u>School cultures and practices: supporting the attainment of disadvantaged pupils - A qualitative comparison of London and non-London schools Research Report</u> DfE, May 2018	1,2,3,4,5

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

Budgeted cost: £191,714 (53%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech, language & communication assistant & therapist - Provision of targeted support for children in Reception & KS1 with speech & language difficulties.	Speech, language, and communication interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1
Additional tuition for KS2 Provision of targeted 1-1 support during school and additional after school tuition opportunities for children in Upper KS2.	1:1 and small group intervention has an average impact of four months' additional progress over the course of a year. Providing training to the staff that deliver small group intervention is likely to increase impact. Small group tuition Toolkit Strand Education Endowment Foundation EEF	2,5
School family worker - Parent support worker who provides a wide range of support to vulnerable families; improving standards of behaviour, attendance, and parental engagement. Provision of professional and administrative support to DHTs	The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Recommendations are made that SEND pupils make greatest progress when schools: • create a positive and supportive environment for all pupils without exception • build an ongoing, holistic understanding of pupils and their needs • understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach. Special Educational Needs in Mainstream Schools, Guidance Report EEF March 2020 Parental engagement toolkit, EEF 2020	2,3
Counselling service - Provision of therapeutic counselling services two mornings a week for identified children.	Specialised therapeutic intervention targeted at children with emotional, behavioural, or learning difficulties Improving social and emotional learning in primary schools, EEF 2020	2
Targeted teaching assistant support & training • to deliver high-quality one-to-one and	252 hours of TA time = 14 hours per class per week Y1-Y6 This use of teaching assistants shows a consistent impact on attainment of three to four additional months' progress.	2,5

small group support using structured interventions • to deliver inclusion support provision of targeted support to meet social, emotional, and mental health need • to deliver phonics-based interventions – enabling teacher-led and teaching assistant-led targeted small groups	<u>Guidance on use of teaching assistants</u> EEF, 2021 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): <u>Improving social and emotional learning in primary schools</u>, EEF 2020 Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <u>Phonics Toolkit Strand Education Endowment Foundation EEF</u>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,149 (4%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Improvement • 1 day per week Additional professional and administrative support in relation to attendance of disadvantaged pupils	<u>Improving School Attendance</u> DfE 2021 advises that significantly reduced levels of absence and persistent absence can be achieved with investment in: • leadership and management • relationships and communication • systems and data • intervention	4
Provision of food: • Fruit for schools - Provision of free fruit snack to every PPG child across EYFS – KS2; school subsidises this to ensure all children are included. National School Breakfast Programme - Provision of breakfast for all children EYFS-KS2	Performance is most clearly affected [by poor diet] when tasks are more mentally demanding, when they involve working memory (storing and manipulating information in the short term), and in the case of children who are poorly nourished in general. <u>Diet makes a difference to learning</u> Centre for educational neuroscience, UCL 2012	2,4

Uniform	Facilitating redistribution of pre-loved uniform	2, 3, 4
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Total budgeted cost: £363,154

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

To accelerate the progress and attainment of disadvantaged pupils with SEND

Individual case studies demonstrate disadvantaged children with SEND making and exceeding expected progress within the planned curriculum

Evidence from internal monitoring and assessment data that many disadvantaged pupils with Special Educational Needs and Disabilities (SEND) are making strong, and in many cases accelerated, progress from their individual starting points. Case studies demonstrate that these pupils are accessing the curriculum successfully, benefiting from targeted support, and achieving positive outcomes. Evidence shows that many are meeting, and in some instances exceeding, expected rates of progress, reflecting the effectiveness of the school's inclusive approach, adaptive teaching strategies, and tailored interventions. Collectively, this demonstrates the positive impact of the provision in helping disadvantaged pupils with SEND overcome barriers to learning and achieve their potential.

In relation to published data, evidence indicates increasingly positive outcomes against this objective. While attainment for disadvantaged pupils remains below national averages in some key measures, there is strong evidence that progress is improving, particularly in reading, and attainment gaps are narrowing in several areas.

The context of the school is highly significant. Fairlands has a **well above average proportion of pupils receiving SEN Support (27.9%) and an above average proportion of pupils with Education, Health, and Care Plans (6.4%)**, with disadvantaged cohorts frequently identified as having a high proportion of pupils with SEND.

At Key Stage 2, disadvantaged pupils' attainment in reading, writing and mathematics combined improved from **28% in 2024 to 34% in both 2025 and 2026**. While this remains below the national disadvantaged average of 49% in 2026, it represents an improvement from previous years and suggests that attainment is moving in the right direction. The attainment gap with national non-disadvantaged pupils has also narrowed slightly from **39 percentage points in 2024 to 36 percentage points in 2026**.

Reading provides the strongest evidence of impact. In 2026, **76% of disadvantaged pupils reached the expected standard in reading**, outperforming the national disadvantaged average of 63% and significantly narrowing the gap with national non-disadvantaged pupils to just 6 percentage points. Furthermore, disadvantaged pupils

achieved a **reading progress score of +1.9**, which was significantly above the national disadvantaged average and represented a positive gap when compared with national non-disadvantaged pupils. The IDSR also identifies disadvantaged reading progress as significantly above that of similar schools.

Performance in mathematics has also strengthened. Disadvantaged pupils achieving the expected standard increased from **41% in 2024 to 60% in 2025 and 2026**, bringing attainment broadly in line with the national disadvantaged average and reducing the attainment gap from 39 to 22 percentage points. Maths progress is now close to national averages, with evidence of a narrowing gap over time.

Writing outcomes remain an area for further development. Attainment for disadvantaged pupils has remained stable at around **50%**, with a persistent gap of around 29-30 percentage points compared to national non-disadvantaged pupils. However, progress measures indicate that disadvantaged pupils are making progress broadly in line with national disadvantaged pupils, suggesting that improvements in attainment may take longer to become fully evident.

To provide enhanced support to meet the social, emotional, and mental health needs of pupils across the school.

PPG case studies and longitudinal studies demonstrate impact of key interventions.

Evidence from Pupil Premium Grant (PPG) case studies and longitudinal tracking demonstrates that the school's investment in social, emotional, and mental health (SEMH) support is having a positive and sustained impact on pupils' wellbeing, engagement, and readiness to learn.

Individual case studies show that targeted interventions have successfully reduced barriers to learning, improved emotional regulation and increased pupils' confidence, resilience, and participation in school life. Longitudinal evidence further indicates that pupils receiving SEMH support demonstrate improved engagement with learning over time, stronger attendance, and greater capacity to access the curriculum successfully.

The consistency of outcomes across a range of pupils and interventions suggests that the school's graduated approach to SEMH support is effective in meeting individual needs and helping vulnerable pupils to thrive. This work continues to play a critical role in improving pupils' wellbeing and ensuring they can engage positively with learning and achieve their full potential.

Attendance of disadvantaged pupils will improve across the school

Individual case studies demonstrate impact of targeted casework on improving attendance for disadvantaged pupils.

Published school attendance data demonstrates a sustained improvement in attendance rates for disadvantaged pupils. Attendance for pupils eligible for Free School Meals (FSM) increased from **91.1% in 2023-24 to 93.1% in 2025-26** (IDSR, September 2026), indicating a positive upward trend and a narrowing of attendance-related barriers to learning.

This improvement is supported by a range of school-level internal monitoring and case studies, which provide evidence of the positive impact of targeted attendance interventions, personalised family support and effective multi-agency working. These approaches have enabled barriers to attendance to be identified and addressed at an early stage, resulting in improved attendance and greater engagement with learning.

Externally provided programmes

There were no externally provided programmes.