

# Pupil premium strategy statement - Fair Field Junior 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	206
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Davinia Leggett, Headteacher
Pupil premium lead	Finella Parmar, Assistant Headteacher and Inclusion Lead
Governor / Trustee lead	Patrick Mroz-Dawes, Lead for Disadvantaged Pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£65,860

# Part A: Pupil premium strategy plan

## Statement of intent

At Fair Field Junior School, our aim is to provide a broad and balanced curriculum for all pupils, while striving to ensure that every child reaches their full academic potential. We maintain high expectations and respond to the needs of our pupils and their families, supporting them to experience a genuine sense of achievement.

We believe in thinking creatively and responsibly, and our support is personalised to maximise the social and educational development of children who qualify for Pupil Premium funding. We are committed to preparing them for the next stage of their education and fostering a lifelong love of learning.

Our Priorities are:

- Ensuring all pupils receive quality first teaching during lessons
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Providing wider extra-curricular activities
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

At Fair Field Junior School, overcoming barriers to learning is at the heart of how we use the Pupil Premium Grant. We understand that every child's needs are different, so funding is not automatically allocated on a per-child basis. Instead, we carefully identify the barriers each pupil faces and provide the support they need—whether in small groups, larger groups, whole-class activities, or one-to-one sessions.

Our approach is guided by the latest research to ensure it is effective. We value the rich diversity of backgrounds and experiences our children bring and work to eliminate any gaps in achievement that may arise from disadvantage. This ensures every pupil has the opportunity to succeed and enjoy their learning.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - Current data shows attendance for disadvantaged pupils to be 4% lower than for non-disadvantaged pupils.
2	Emotional self-regulation - Social, emotional and mental health needs are a significant barrier for many of our disadvantaged pupils. Our observations show many children lack the ability to cope with their emotions and find it difficult to self-regulate.

3	Parental / Family Engagement - Improve parental / family engagement further so that children and families are able to take enhanced roles in school life.
4	Financial constraints for families - Ensure that all children are able to be fully involved with a wide range of activities and they are able to make good progress social as well as academically.
5	Academic attainment - Assessments and teacher observations show our disadvantaged pupils are academically behind their peers and require additional support to accelerate their progress in reading, writing and maths.

## 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
1. Improved attendance of disadvantaged pupils	Disadvantaged groups' attendance is in line with the rest of children. Intervention for attendance is rapid and support is accessed where required, resulting in sustained improvement.
2. All pupils to be able to identify and communicate how they are feeling and how they can self-regulate.	Pupils show developed self-regulation, metacognition strategies and communication skills; They can speak about their feelings, identify causes and ways to overcome obstacles.
3. Improve parental engagement further so that children and families are able to take an enhanced role in school life.	Increased partnership between PPG families and school. PPG families are confident to approach school when they require support and/or are open to the enhanced partnership that is on offer. Strong partnership and support from home is impactful on children's learning, therefore pupils are more engaged in learning and school life.
4. All pupils to have access to extra-curricular activities and learning experiences to support their academic learning.	A broad enrichment curriculum, which goes beyond the school curriculum is in place. Children become more open-minded and have a broader range of experiences to draw from when making sense of the curriculum and the wider world. This enables them to be more successful when accessing the curriculum leading to assessments in line with age related expectations across all curriculum subjects. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
5. Gap reduced between disadvantaged and non-disadvantaged pupils. Good progress from starting points, in reading, writing and maths.	Early interventions addressing gaps, children have access to high level of Quality First teaching, parental engagement is high

## 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: £29,228.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor learning	Providing CPD for teaching assistants on using outdoor classrooms can support both learning and pupils' mental health. Evidence on physical activity and wellbeing shows that engaging pupils in active, outdoor tasks can improve mental health, concentration, and engagement in learning, with disadvantaged pupils often benefiting most. Embedding outdoor learning in the curriculum can therefore enhance both academic and personal development, supporting resilience and motivation in children who may face additional social or emotional challenges.	2, 4 & 5
Maths mastery	EEF research shows mastery-style maths can boost disadvantaged pupils' progress by 2 months in primary school.	5
Develop staff skills of teaching sentence structures to support writing. Teacher and teaching assistant training. Strategies to be used in class and during small group intervention.	Alan peat, colourful semantics, Nessie. EEF research indicates that targeted oral language work can improve pupils' writing and language skills by an average of up to 6 months' progress, helping to close gaps in sentence complexity, vocabulary, and overall writing ability.	5
Inclusion Leader time - increase support of Inclusion Lead in the management of the delivery of strategy for PPG	Inclusion lead remains non-class based and is able to take more time to lead/ monitor/ evaluate the success of PPG children. EEF states that teaching interventions can have an impact of 4+ months. The Inclusion leader is fundamental in ensuring that the interventions are informed and focused. Ensuring that all children eligible for PPG grant are identified.	1,2,3,4, & 5

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

Budgeted cost: £21,950.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics small group catch up: Use of Little Wandle rapid catch-up programme.	EEF suggest using a systematic approach that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence together with training and monitoring will increase +5 months.	5
Priority reading for all PPG children	Teaching reading comprehension strategies can yield up to +7 months' progress per year, while systematic phonics instruction adds around +5 months' progress, especially benefiting lower-attaining pupils. In addition, targeted interventions like Reciprocal Reading (small groups) have been shown to boost reading by +2 months. By focusing on these evidence-based reading strategies, we can close the reading attainment gap for disadvantaged pupils and accelerate their progress.	5
Teacher and Teaching Assistant support for mentoring, targeted academic support and well-being: EG: Social skills groups, catch up, 1:1 support, transition support, line of sight and pre teaching.	Targeted intervention based on effective assessment of children's needs has a positive impact on children's learning 'where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching' EEF, + 4 months.	1, 2 & 5

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

Budgeted cost: £14,681.17

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent support E.g.: family support worker, counselling, Senior Leadership team, outside agency referrals, signposting.	Schools involving parents in supporting their children's academic learning. It includes approaches to encourage parents to support their children with, for example reading or homework; the involvement of parents in their children's learning activities; and more intensive programmes for families in crisis. Around +4 months	2, 3, 4 & 5
Attendance team meeting fortnightly to monitor pupil absence and attendance and work with Inclusion lead to improve attendance of PPG children.	The EEF's rapid evidence assessment highlights that responsive, tailored interventions can improve attendance, and their guidance underscores the importance of building a culture of belonging to reduce persistent absence. Poor attendance is closely linked to lower academic attainment for disadvantaged children. By coordinating outreach, relationship-building, and targeted support, the Attendance Lead can help close the attendance gap, thereby improving both engagement and long-term educational outcomes for our most vulnerable pupils.	1 & 3
Support with Social and Emotional. E.g.: social skills groups, play therapy and emotional literacy. Use of Jigsaw for PSHE, online support and resources.	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) Around +4 months.	1
Drawing and Talking programme for our disadvantaged children	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood (Children and Young People's Mental Health Coalition)	2
Wider curriculum experiences, uniform, snacks, and trips.	Arts and music participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Around +3 months. Access to additional experiences outside the classroom raises aspirations and opens doors otherwise unavailable to disadvantaged pupils. Being able to have access to correct uniform fosters pupils' sense of belonging to the school community.	2, 4 & 5
Access to breakfast club and after school club	Families may need support for a wide range of reasons E.g. Supporting parents back into work, providing food and a calm start to the day for children where home may not be as calm.	2, 3, 4 & 5

**Total budgeted cost: £65,860**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Outcome 1: Gap reduced between disadvantaged and non-disadvantaged pupils / Good progress from starting points**

Summer 2025 data shows that although disadvantaged pupils made progress across the year, the gap between disadvantaged and non-disadvantaged pupils has not yet reduced consistently, particularly in Writing and GDS attainment:

- No disadvantaged pupils achieved GDS in Year 6 in any subject.
- Disadvantaged GDS is very low across all year groups, with only Year 5 Reading at 8.3%.
- Writing remains a key concern: e.g., Year 6 PPG Writing EXS is 63.6%, and Year 3–4 show over 40% below EXS.
- Maths shows pockets of strength (Year 6: 72.7% EXS; Year 5: 58.3% EXS) but is significantly lower in Year 3.

Gap reduction is partially met, with progress evident but gaps remain significant, especially in Writing and GDS. Increased focus on early intervention and QFT is still required.

#### **Outcome 2: All pupils able to identify and communicate feelings / Self-regulate**

While quantitative academic data does not directly measure self-regulation, evidence from SEMH interventions, attendance meetings, and pastoral records indicate improved outcomes for pupils accessing support:

- Pupils involved in Drawing & Talking, social skills, and mentoring demonstrated improved emotional literacy.
- Behavioural logs for PPG pupils show a reduction in dysregulation incidents across the year.
- Teacher reports confirm improved use of strategies taught through Jigsaw lessons.

Outcome is on track, with qualitative evidence showing improved self-regulation and emotional communication.

#### **Outcome 3: Improved attendance of disadvantaged pupils**

While the strategy intended to bring PPG attendance in line with peers, monitoring data shows:

- Disadvantaged attendance remains 4% lower than non-disadvantaged pupils.
- Persistent absence for a small number of pupils continues to affect outcomes.
- Early intervention is in place but has not yet brought attendance to parity.

Outcome not fully met. Improvement is seen for individual families, but whole-cohort attendance remains below target.

#### **Outcome 4: Improved parental engagement**

Evidence from parental participation shows some improvement:

- Higher engagement during pupil progress meetings.
- More PPG families are accessing pastoral support and communicating regularly with school.
- Positive feedback collected from parents on inclusion support.

Engagement remains inconsistent, with some families still requiring significant support.

Outcome partially met with some progress, but further consistency is needed.

#### **Outcome 5: All pupils have access to enrichment experiences & extracurricular activities**

Enrichment has expanded and participation from PPG pupils has improved:

- PPG pupils accessed funded trips, music tuition, outdoor learning and workshops.
- Teachers report that broader experiences are improving vocabulary and comprehension, especially in Year 5.

Participation is not yet equitable, with a small number of PPG pupils still opting out of extracurricular offer.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Multiplication	Times Table Rock Stars
Maths intervention	Number Stacks
Phonics	Little Wandle
Anxiety and Worries intervention	ELSA
Drawing and Talking intervention	Drawing and talking
Nessie	Nessie