Pupil Premium strategy statement 25-28
Fairfields Primary School

This statement details our school's use of pupil premium (and recovery premium) for the period 2022 to 2025 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	594 (November 2025)
Proportion (%) of pupil premium eligible pupils	63 / 594 - 10.60%
Academic year/years that our current pupil premium strategy plan covers	25/26 26/27 27/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kelly Cursley
Pupil premium lead	Martin Gallop
Governor / Trustee lead	Julie Alexander / Michelle O'Garro

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,481
Recovery premium funding allocation this academic year	£ 0
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year	**£113,481**

Part A: Pupil premium strategy plan

Statement of intent

Our key ethos and aims include –

- Fairfields Primary School adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil Premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Governors, especially our Pupil Premium governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.
- At Fairfields Primary School our strategic vision for Pupil Premium pupils is to ensure outstanding provision at two levels - whole school level and bespoke, specific interventions for each pupil.

Whole School Level:

- Our whole school offer is deep rooted in academic research and years of staff experience in piloting new ideas with our most vulnerable being our benchmark.
- Our School Creed underpins our ethos of care, nurture and respect and addresses and celebrates the differences amongst all members of the Fairfields Primary School community.
- Enrichment is key to our success at Fairfields Primary School. We offer over 120 places each week in extracurricular provision where Pupil Premium pupils are targeted and supported to attend. Inevitably, as with any residential trips, holiday clubs or opportunities we offer, we will assist our parents financially if necessary.
- Parental engagement is key to providing a positive and nurturing environment in which our Pupil Premium pupils can achieve their potential.
- Early intervention and targeted learning support are central to our strategy. Diminishing attainment gaps very early on allows us freedoms to layer pupils with the huge number of experiences as they continue their journey through our school.
- Pupil Voice surveys at the beginning of the academic year allow class teachers and SLT to gain a better understanding of each and every individual barrier to learning a child may have.

Bespoke provision for individual pupils:

- We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupils, in addition to, and in different ways from our other intervention programmes.
- As we cannot compartmentalise pupils into specific boxes, we have created a referral system that engages all relevant stakeholders before any additional provisions are introduced. This ensures that no child slips through the net.
- No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised.
- The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing

Challenges

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

Challenge	Detail of challenge
1	Outcomes in the core subjects Internal assessments, in school monitoring and discussions with pupils indicate that disadvantaged pupils have lower academic achievement upon entry.
2	Vulnerable families and pupils that need high academic, emotional and social support.
3	Children displaying low levels of 'resilience' and 'emotional literacy' entry to school.
4	Undiagnosed special educational needs upon entry and their impact upon diminishing the difference in core subject areas.
5	Lack of wider experiences e.g. access to reading books, technology, visits to places of cultural interest, sporting activities.

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 reading attainment among disadvantaged pupils.	• KS2 reading outcomes by the end of 2025/2026 show that disadvantaged pupils meet the expected standard in line with their peers. • KS2 reading outcomes by the end of 2025/2026 show that disadvantaged pupils meet the greater depth standard in line with their peers.
Improved writing attainment among disadvantaged pupils.	• KS2 writing outcomes by the end of 2025/2026 show that disadvantaged pupils meet the expected standard in line with their peers. • KS2 writing outcomes by the end of 2025/2026 show that disadvantaged pupils meet the greater depth standard in line with their peers.
Improved maths attainment among disadvantaged pupils.	• KS2 maths outcomes by the end of 2025/2026 show that disadvantaged pupils meet the expected standard in line with their peers. • KS2 maths outcomes by the end of 2025/2026 show that disadvantaged pupils meet the greater depth standard in line with their peers.
To achieve and sustain improved emotional literacy for all pupils in our school, particularly our disadvantaged pupils.	• Sustained high levels of emotional literacy by the end of 2025/2026 demonstrated in qualitative data from student voice, student/teacher observations: • Teachers and adults using Zones of Regulation as a way of de-escalating and supporting children that are

	showing a diminished resilience and engagement with school both academically and pastorally. • All children to be able to be able to confidently talk about the zone they are in and share with their class teacher / key adults how they are feeling so that they are able to engage with school in a positive way.
Improved parental engagement among disadvantaged pupils.	Sustained high participation of parental engagement from 2025/2026 demonstrated by: • 100% parental attendance at parent consultations evenings • Minimum of 1 parental engagement school event each half term with a specific focus on inviting Pupil Premium parents and open to all parents. • Parents approached directly for enrichment opportunities, prior to general release. • Use of directed, pertinent forms of parental voice in order to further inform Pupil Premium Strategy and initiatives.
All disadvantaged children entering the school will be assessed using SNAP assessment software to give a clearer contextual picture of both strengths and areas for development.	• An aspirational target of 100% of disadvantaged children with an undiagnosed SEND need being assessed using in house assessment tools. • 100% of subsequent recommendations from either the Pupil Support team or external specialists, such as the IFTL Educational Psychologist/SALT/ MK Council SEND Team shall be enacted through quality first teaching, as well as bespoke individual or group interventions.

Improved aspirations, enrichment and extended opportunities attendance among disadvantaged pupils.	• Sustained high levels of aspirations from 2025/2026 demonstrated in qualitative data from pupil voice, student/teacher observations: • A mixture of external and internal enrichment opportunities. • Exposure to people from different careers, backgrounds and cultures. • Links with key entities in the community police, firefighters, parish council, mayor etc. • Pupil Premium children targeted for extra-curricular and after school clubs with 1:1 conversations with children and parents to ensure they are accessing these and providing support as needed. • Pupil Premium children first to be selected for extra small group experiences • A wide range of residential opportunities locally and cross-curricular activities. These can be subsidised/discounted for our Pupil Premium pupils. Enabling Pupil Premium pupils to be included and have these valuable and memorable experiences.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year (25/26)** to address the challenges listed above.

Teaching

Budgeted cost: £56,741

Activity	Evidence that supports this approach	Challenge number(s) addressed

Training staff in QFT strategies to enhance provision in all classes across school.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2
Small 'set' teaching groups for Year six in core subjects	Through small group lessons in core subjects, high quality feedback is always given. The children have the opportunity to engage with each other and the adults around the room and receive more personalised learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2
Zones of Regulation Training for both staff and children through targeted throughout the day.	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,3
Greater emphasis and opportunities for reading across the school within all core and non-core subjects at all levels; coupled with targeted mechanical and comprehension reading interventions across all year groups.	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Reading Comprehension EEF (educationendowmentfoundation.org.uk)	1,2

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

Budgeted cost: £34941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our phonics scheme.	Some children need extra support from the beginning. Schools should identify such children as soon as they begin to fall behind their peers. To enable children to keep up, they should be given extra practice, either in a small group or one-to-one, whether or not a specific reason has been found. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000989/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_4_.pdf	1,2
To provide tuition, and for pupils whose attainment falls below their projected end of KS2 target A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3
To purchase and utilise bespoke assessment and monitoring tools – with a specific focus upon SEND assessments	The yearly purchase of SNAP Assessment will enable the early identification of any specific learning needs of disadvantaged children. Any subsequent recommendations from these assessments to inform quality first teaching strategies and further bespoke interventions from staff.	4

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

Budgeted cost: £21,799

Activity	Evidence that supports this approach	Challenge number(s) addressed
A wider cross curricular approach to ensuring visits and visitors to enhance the school offer. Continuation of prioritising Pupil Premium children for clubs and supporting widely as necessary. Pupil voice of the Pupil Premium children to ensure clubs and activities they are interested in are on offer.	It is the right of all children to be given the opportunities for inclusion in extra-curricular activities and trips. Children should not be denied these experiences due to any home circumstances. "Cultural capital is the essential knowledge that pupils need to become educated citizens and succeed in life. Inspectors evaluate how well leaders use the curriculum to build this knowledge and enrich pupils' experiences, particularly for the most disadvantaged." - OFSTED	5
Greater involvement with families and school to support the social and emotional wellbeing of the pupils.	Through observations and professional discussions it is noted that upon entry children have often moved school mid-term and this can affect their emotional wellbeing. Their emotional and social wellbeing has a direct impact on their ability to fully engage with whole school curriculum and after school activities. Encourage a greater home school link through open lines of communication, an open door policy, social media to celebrate successes and through email/direct phone call. Invite parents in for enrichment days to encourage difficult to reach families to be part of our growing school community. Continual development and enhancement of Pastoral Lead role within the school. Pastoral Lead to work with vulnerable children and families presenting with a variety of support	2

	needs – attendance, attachment, bereavement, social skills, protective behaviours for example.	

Part B: Review of the previous academic year – 24-25

Outcomes for disadvantaged pupils

School Context

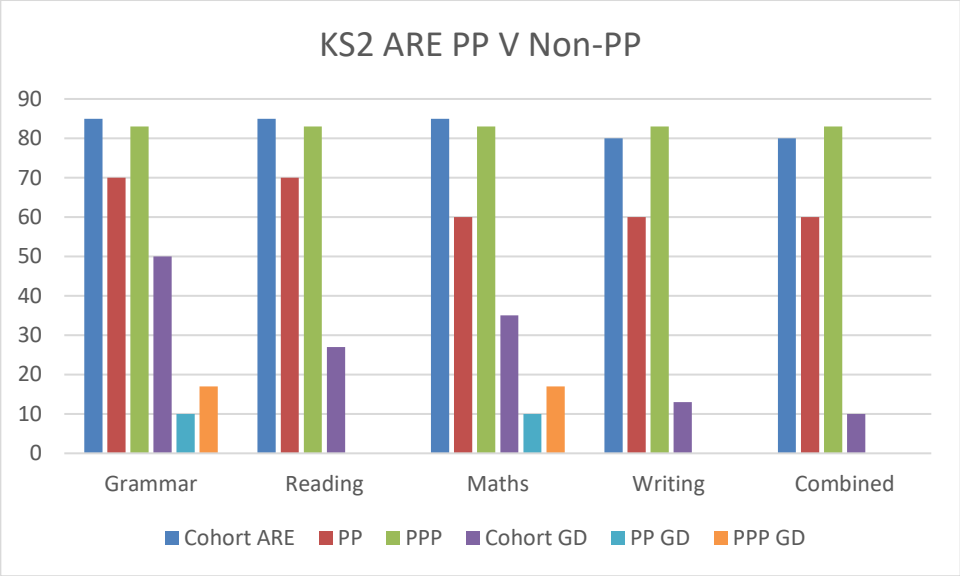
Nationality in January 2025, **30.70%** of pupils at the end of Key Stage 2 were considered disadvantaged (Explore Education Statistics – GOV.UK).

At Fairfields Primary School **16.66% (10/60)** of the year 6 cohort were considered disadvantaged. Therefore, Fairfields Primary School, when compared to national data, had **14.04% less** disadvantaged children within the cohort.

Pupil Premium Intended Outcomes 24-25

- Improved reading attainment among disadvantaged pupils.
- Improved writing attainment among disadvantaged pupils.
- Improved maths attainment among disadvantaged pupils.

Impact - End of KS2 Outcomes



Combined

In reading, writing and maths (combined) nationally **47%** of disadvantaged pupils met the expected standard in 2025 compared to **62%** of other pupils (+15%).

At Fairfields Primary School **60% (6/10)** of our disadvantaged children achieved AT/+ across reading, writing and maths (combined) – **+13% greater** than the national data picture.

In 2025, nationally **4%** of disadvantaged pupils met the higher standard (Greater Depth) in reading, writing and maths (combined), while **8%** of other pupils met the higher standard (Greater Depth).

At Fairfields Primary School we did not have any of our disadvantaged children achieve a combined assessment at greater depth across reading, writing and maths – however 10% (1/10) of PP children were assessed at greater depth in two out of three areas.

Reading

At Fairfields Primary School in 2024/25, **70%** (7/10) of disadvantaged children achieved ARE/+. Those children considered 'pure' pupil premium (PPP), with no additional vulnerabilities achieved **83.33%** (5/6) ARE/+.

When comparing those children at Fairfields Primary School considered disadvantaged, with those. not considered disadvantaged in reading **85%** (−15%) of the non−PP children achieved ARE, with **26.66**% non−PP achieving greater depth.

Writing

At Fairfields Primary School in 2024/25, **60%** (6/10) of disadvantaged children achieved ARE/+. Those children considered 'pure' pupil premium (PPP), with no additional vulnerabilities achieved **83.33%** (5/6) ARE/+.

When comparing those children at Fairfields Primary School considered disadvantaged, with those. not considered disadvantaged in writing **83.33%** (−23.33%) of the non−PP children achieved ARE, with **13.33**% non−PP achieving greater depth.

Maths

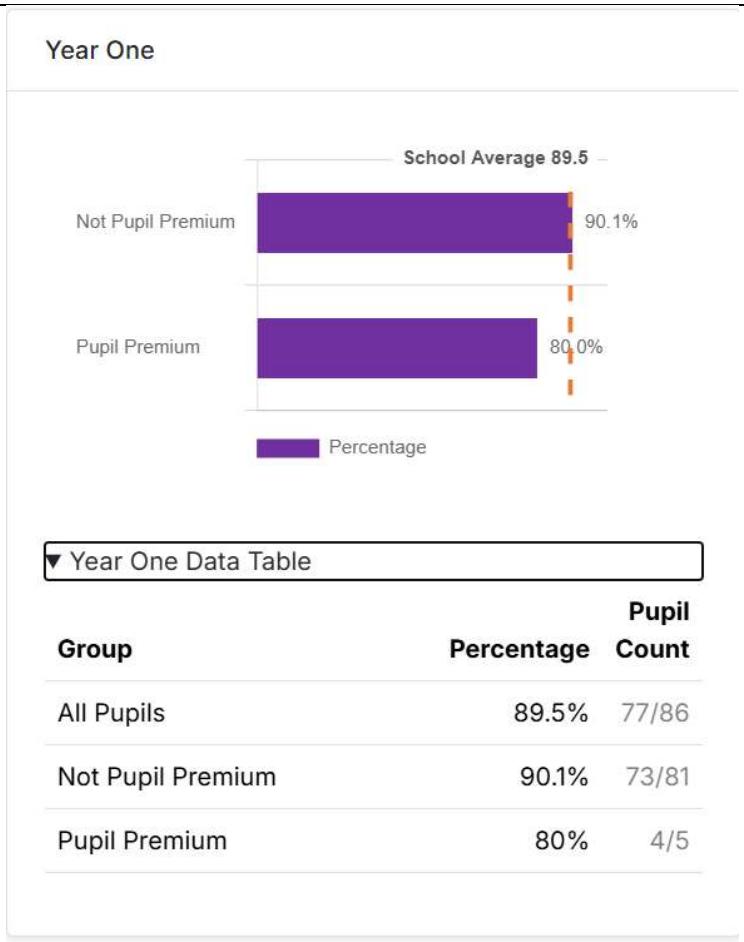
At Fairfields Primary School in 2024/25, **60%** (6/10) of disadvantaged children achieved ARE/+. Those children considered 'pure' pupil premium (PPP), with no additional vulnerabilities achieved **83.33%** (5/6) ARE/+. **10%** of disadvantaged children (1/10) achieved greater depth.

When comparing those children at Fairfields Primary School considered disadvantaged, with those. not considered disadvantaged in Maths **85%** (−25%) of the non−PP children achieved ARE, with **13.33**% non−PP achieving greater depth.

End of Y1 Phonics

At Fairfields Primary School in 2024/25, **80%** (4/5) of disadvantaged children passed the phonics screening tests at the end of Y1. When compared to **90.1% (73/81)** of those children considered non-disadvantaged – this is a difference of -10.1%.

When compared to national figure, **67%** of disadvantaged Year 1 pupils met the expected standard in the phonics screening check in 2025. This therefore presents as a **+13%** difference.

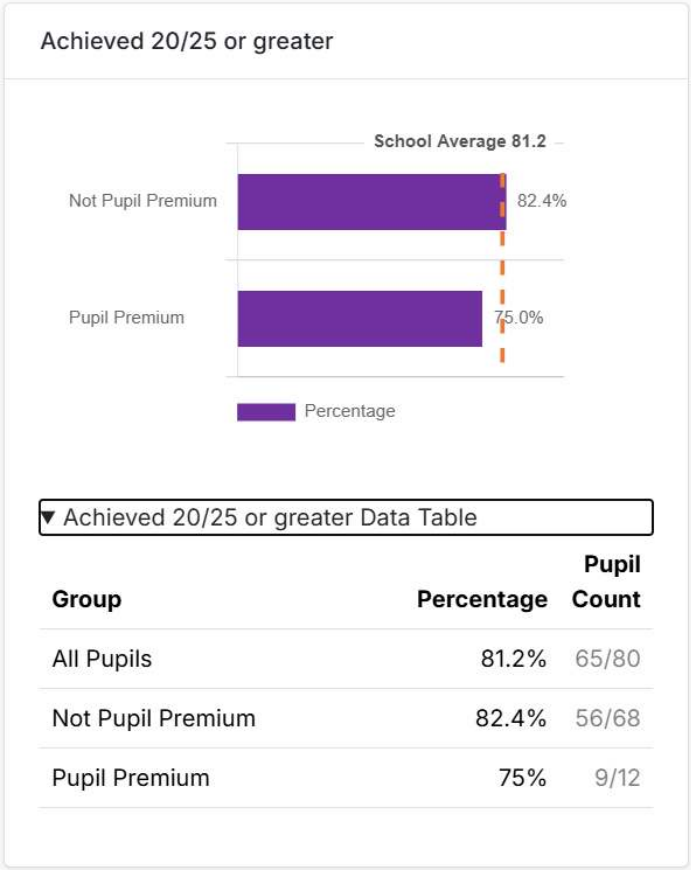


▼ Year One Data Table

Group	Percentage	Pupil Count
All Pupils	89.5%	77/86
Not Pupil Premium	90.1%	73/81
Pupil Premium	80%	4/5

MTC

At Fairfields Primary School in 2024/25, **75%** (9/12) of disadvantaged children achieved 20+ in the end of Y4 multiplication times table check assessment. When compared to **82.4%** (56/68) of those children considered non-disadvantaged – this is a difference of -7.4%.

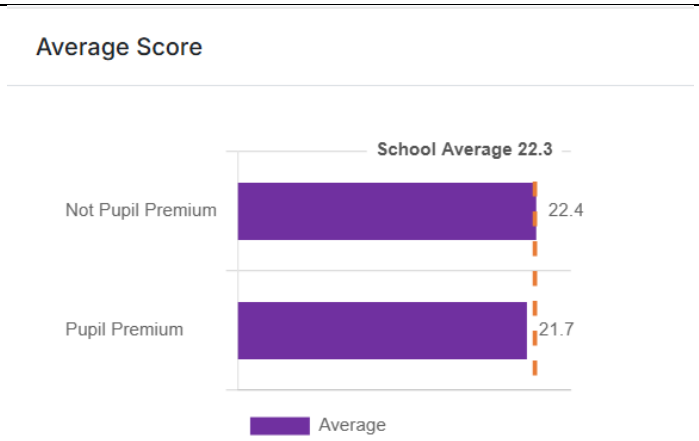


▼ Achieved 20/25 or greater Data Table

Group	Percentage	Pupil Count
All Pupils	81.2%	65/80
Not Pupil Premium	82.4%	56/68
Pupil Premium	75%	9/12

The average score achieved by those children considered disadvantaged was **21.7/25** – where as the average score achieved by those children considered non-disadvantaged was **22.4 / 25** – a difference of -**0.7 points.**

Nationally (for disadvantaged pupils who took the test) the average attainment score **19.3** out of **25** – therefore disadvantaged pupils at Fairfields Primary School scored **+2.4** points higher than the national average.



▼ Average Score Data Table

Group	Average	Total Pupils
All Pupils	22.3	80
Not Pupil Premium	22.4	68
Pupil Premium	21.7	12

Financial Support

During the academic Year 24/25, Fairfields Primary School supported our disadvantaged children to access the same enrichment and cultural capital experiences in line with their peers.

Over £24,000 of the Pupil Premium Funding was dedicated towards supporting both children and their parents/carers in ensuring they received the same experiences as their non-pupil premium peers.

The high proportion of this funding helped to provide discounted access to our Before and After School Club (wrap-around) and formed a core principle of our early help offer.

Aims for next strategy 25/26

- Further enhancements in addressing any attainment gap in core subjects.
- Continued enhancements to parental engagement in accessing workshops, parents evenings and enrichment opportunities.
- Further work on our Zones of regulation training for staff including emotional literacy.
- Continue engagement with the local community to drive aspirations

Externally provided programmes

Programme	Provider
TT Rockstars and Numbots	Maths Circle
Read Write Inc Phonics	Ruth Miskin

Oxford Owl	Oxford University Press
My Maths	SNAP
SPAG.com	Nessy Learning
	Wellcom

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Tier 1 - High quality teaching • Ensured all staff received training on supporting the social and emotional needs of service children, drawing on guidance from the MOD's Children's Education Advisory Service (CEAS) (EEF Toolkit - Social and Emotional Learning) • Embed a whole-school approach to supporting transitions, such as providing additional induction sessions for new service children and their families (EEF Toolkit - Parental Engagement) • Prioritised service children in the school's pastoral support programme to provide tailored support for their academic and pastoral needs (EEF Toolkit - Mentoring) • Incorporated resources and activities that celebrate the experiences of service children and military families into the curriculum, at a bespoke level (EEF Toolkit - Arts Participation) **Tier 2 - Targeted academic support** • Provided small group or 1-to-1 sessions focused on core subjects to address any gaps in learning caused by mobility or parental deployment (EEF Toolkit - Small Group Tuition, One-to-One Tuition • Assign a designated member of staff (SENCo) to closely monitor the academic progress of service children and coordinate tailored support (EEF Toolkit - Individualised Instruction) **Tier 3 - Wider strategies** • Developed a peer support network or 'buddy system' to help service children feel connected and reduce the impact of mobility (EEF Toolkit - Social and Emotional Learning) • Offered counselling or access to a school-based mental health practitioner to support service children and their families during periods of parental deployment or transition (EEF Toolkit - Social and Emotional Learning) By implementing a range of evidence-informed strategies across the three tiers, Fairfields Primary School effectively supported the academic progress and wellbeing of the two children (24/25) whom were in receipt of service pupil premium funding, aligning with the school's vision and values of creating a happy, inclusive, and supportive environment for all pupils.
The impact of that spending on service pupil premium eligible pupils
Context – SPP October 24/25 - 2/537 – 0.4%

Pastoral support: Both SPP children on roll during 24/25 were offered emotional or mental health support through our Pastoral Support team when required. This allowed for them to access the wider curriculum in line with their non-SPP peers and make good academic progress.

Academic support: Additional academic tutoring was offered for the one child in Y4, to support with progress towards the MTC Check, as well as providing additional learning resources to help them stay on track toward their end of year target.

References

The below references have been used to inform and to directly impact the Pupil Premium Strategy and associated initiatives at Fairfields Primary School for the academic year 24-25.

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