

Pupil premium strategy statement 2025-2026

As a school we have taken direction from 'Addressing disadvantage in Essex' and the 'Education Endowment Foundation' in the creation of our Pupil Premium Strategy. We have also identified where practice has been successful in the past. We use barrier mapping to ensure that any actions and plans are bespoke to a child's needs.

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fairhouse Primary School
Number of pupils in school	396
Proportion (%) of pupil premium eligible pupils	38.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	5 th September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kelly Hamilton
Pupil premium lead	Kelly Hamilton
Governor / Trustee lead	Rosemary Lovatt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£227,500

Part A: Pupil premium strategy plan

Statement of intent

- Our ultimate objective is to improve outcomes for disadvantaged children, ensuring that any barriers to learning do not affect a child's ability to learn or their future life chances
- Our plan recognises children's barriers and aims, where possible, to put the most effective intervention in place that meets their needs. Early reading is also a driver for the success of disadvantaged children.
- We have high expectations of all our children. Quality 1st teaching is paramount to the success of our pupil premium strategy and as such is reflected in our allocation of resources.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Attendance is an issue for many of our community, particularly persistent absence. Poor health, including mental health of children and families can affect day-to-day attendance. Access to income also means that families take children out of school for holidays as they cannot afford to go during term time. For some families, there is a history of poor attendance.
2	Communication Many of our children come to school with difficulties in communication and language either due to speech, language and communication needs or because English is an additional language.
3	Self-regulation / emotional regulation Many of our families do not access Early Years education before starting school. For others, early childhood experiences mean that children in our school have difficulty in regulating their emotions. This can be displayed through challenging behaviour, withdrawal from social interaction or anxieties.
4	Attainment (low attainment and attainment gaps) Many of our children enter our school well below average. They do not always get the early education experience that other children may have. Some families in this area struggle financially and have limited resources such as books and opportunities to develop wider experiences, limiting cultural capital.
5	Engagement in wider curriculum events Our in-school tracking shows that disadvantaged children are not currently engaging in out of school activities as regularly as their non-disadvantaged peers. This includes clubs and events. Last year (2023-2024), 24% of our PP

	children took part in a school club, and 67% of our PP children took part in an extra curricular activity. Increasing these numbers is a priority.
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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. Improve attendance to be in line with national and keep persistent absence lower or in-line with national	Improved attendance rates for PP children (from 2022-2023) to be in line with national (94%) Reduction in PA rates for PP children (from 2021-2022) to be in line with, or lower than, national
2. Improve speech and language and communication skills through targeted speech therapy and through NELI programme.	Improved outcomes from speech and language. Children meet targets. Impact report from speech and language therapist EYFS gap in 'speaking' strand will reduce to under 10%
3. Improve emotional awareness and regulation.	Increased confidence, enjoyment and feelings of safety through pupil voice Reduction in reported incidents and case studies for those with the highest need Impact on attendance – improved attendance.
4. Meet KS2 end of year national expectations for PP children Meet KS1 end of year national expectations for PP children Meet national expectations for GLD in reception for PP children Meet national expectation in phonics check for PP children Meet national expectation in multiplication check for PP children	Data milestones met
5. Improve engagement with clubs and extra-curricular activities	There will be an increase from the 24% that are represented at clubs All PP children will take part in an extra-curricular event or experience Pupil voice will show that PP children enjoy school and feel there are opportunities for them

Fairhouse Primary School PP strategy statement 2025-2026

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: £36,489

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher to add capacity for reading lead to improve reading £27,139	Addressing educational disadvantage in Essex EEF guide to pupil premium	4
Subscription to RWI phonics online and training day to improve early reading - £1,700	RWI testimonials and results DFE approved scheme	4
Now Press Play to widen experiences and develop ideas and language - £1,650	Resources to support QFT	4
Subscriptions (PiXL, Cornerstones) - £3,000	EEF Homework	5
Resources for Cornerstones launch lessons £1,000	Resources to support QFT	4
Subscription to Thrive includes training for practitioners - £2,000	Thrive testimonials Addressing the Disadvantaged in Essex	3

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

Budgeted cost: £177,067

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech therapist to target pupils identified - £11,400	Ofsted – The Pupil Premium (page 20)	2

Fairhouse Primary School PP strategy statement 2025-2026

+ LSA delivering S+L interventions including NELI programme for EYFS £18,136		
Thrive practitioners to diagnose need and lead therapies and interventions £58,312	Ofsted – The Pupil Premium (page 20) Addressing disadvantage in Essex	3, 5
3x HLTAs to provide targeted interventions within KS1 and KS2 – £89,219	Ofsted – The Pupil Premium (page 11) EEF good practice, tiered guide to 2021	4

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

Budgeted cost: £13,944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Play therapist for identified pupils - £7,980	EEF – wider strategies	3
Transport to events - £1,362	Addressing disadvantage in Essex	3, 5
Music tuition to offer wider opportunities (everyone learns to play and instrument) - £1,400	Addressing disadvantage in Essex	5
Attendance officer + Studybugs £3,202	Ofsted – The Pupil Premium (page 20)	1, 3, 5

Total budgeted cost: £227,500

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attendance

By the end of May 2025, the attendance for PP children was greater than the national

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Friday 30 May 2025.

Pupil group	Attendance	National average
All pupils	94.7%	94.9%
Pupils with free school meals (FSM)	92.8%	92.4%
Pupils with no FSM	95.8%	95.9%

Attendance at this point in the year was also greater than at this point in the previous academic year

Graph alternative: table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Friday 30 May 2025 , compared to the same period last year.

Pupil group	Attendance 2023/4	Attendance 2024/5
All pupils	94.5%	94.7%
Pupils with free school meals (FSM)	92.4%	92.8%
Pupils with no FSM	95.8%	95.8%

The attendance officer and pastoral team worked closely with the most vulnerable children to improve their attendance. Some of the case studies are outlined below:

	Previous year	Current year
Child A	43.4%	73.4%
Child B	89.5%	93.8%
Child C	84.7%	92.8%
Child D	88.9%	93.8%
Child E	85%	91.5%
Child F	86.3%	97.4%
Child G	81.6%	97.4%
Child H	88.4%	97.1%
Child I	89.2%	95.8%

Communication

The EYFS provision has improved further this year to allow for improved interactions and opportunities to develop language, including the 'curiosity corner'. High quality training for staff, and evidence-based approaches have supported this practice. The attainment for PP children in 'listening, attention and understanding' exceeded that of non PP children.

We have provided a weekly speech and language therapist to work with children. They have also supported our in-house speech and language staff member. Unfortunately, we have had long term sickness with our speech and language assistant from February until the end of the year.

From the red/amber/green ranking of from the NELI, the chart below shows the number of children (and percentages) in September 2024 and then July 2025. Whole year group results:

	September 2024	July 2025
Red	14 (26%)	7 (13%)
Amber	11 (21%)	9 (17%)
Green	28 (53%)	37 (70%)
Total	53	53

We have managed to provide additional support for those pupils for whom English is an additional language (EAL). We have a staff member who provides regular interventions to develop their grasp of the English language, as well as in-class support and an after-school language club to celebrate their cultures.

Self / emotional regulation

The majority of children receiving Thrive were PP children. Progress can be seen on a case by case basis against their targets.

Those most at risk of exclusion and suspensions have been supported, through external provisions and rigorous in-school support, to remain in education and successful, with successful transitions back to daily school life. Intense support is given to those with the highest need, resulting in very successful outcomes. In most cases these children now access school life in-line with their peers, and are much more resilient at coping with setbacks.

Improve attainment

EYFS GLD – The gap between the PP and non PP is in-line with national

Year 1 Phonics – attainment for PP children increased from 75% to 76%. The gap between the PP and non PP is 0%.

Year 2 Phonics – attainment for PP children increased from 85% to 100%. The gap between PP and non PP is +10%

Year 4 MTC – the average score increased from 21 to 22 for PP children, which is equal to that of non PP. The amount of PP children receiving full marks was 45%, which was the same as the non PP children.

KS2 SATS – 48% of the PP children made combined – increased from 41% last year. This is in-line with / above national. A target next year will be to increase the attainment in maths and reading further for our disadvantaged children.

Whole school data – in-school data shows attainment has grown across the year in R, W and M.

Improve wider-school involvement

We kept a tracker to ensure every PP child was involved in an extra-curricular activity or hold an in-school responsibility. 110 of the 130 children from years 1-6 were involved in at least one of the following: clubs, competitions, experiences or positions of responsibility (prefect, school councillor etc).

Regarding EYFS, only 5/18 children attended a club. This is an area to explore further next year, and is due to the limited amount of clubs events available to them, however, all EYFS children did experience the 'learn to ride your bike' scheme in school this year.

The tracker also helped to identify the most vulnerable children, in terms of academic achievement, attendance and homework completion. We then carried out 1:1 pupil voice and mentoring for these students, to overcome the barriers they voiced. This ranged from getting them a new book bag and books, setting up a group intervention, supporting families to ensure they attend an after-school club and many more.

Regarding clubs specifically, 25% of the amount of children attending clubs were PP children (to Spring) (1001 total number, 249 PP)

Pupil voice remains positive for PP children.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Outdoor play and learning	OPAL
Childhood licensed practitioner course	Thrive