Pupil premium strategy statement – Fairmeadows Foundation 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	205
Proportion (%) of pupil premium eligible pupils	38%
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)**	3 Years
Date this statement was published	September 2026
Date on which it will be reviewed	September 2029
Statement authorised by	Mr A Reeves
Pupil premium lead	Mr T Boulter
Governor / Trustee lead	Miss S Jordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,750
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*	£117,750

Part A: Pupil premium strategy plan

Statement of intent

At Fairmeadows Foundation Primary School, we are committed to ensuring that every disadvantaged pupil achieves their full potential regardless of their background or circumstances. Our pupil premium strategy is designed to remove barriers to learning, improve attainment and progress, and provide pupils with the knowledge, skills and experiences they need to succeed both academically and personally.

Our strategy is informed by robust assessment information and evidence-based approaches from the Education Endowment Foundation. While outcomes for disadvantaged pupils at Fairmeadows demonstrate strengths in Key Stage 2, particularly in mathematics and combined attainment, assessment information also highlights areas requiring continued focus, including early language development, phonics, reading, writing, attendance and social, emotional and mental health needs.

In 2025-2026, disadvantaged pupils achieved outcomes above national disadvantaged averages at Key Stage 2 in Reading, Writing and Mathematics combined (64% compared with 49% nationally), reading (79% compared with 63%), writing (64% compared with 60%) and mathematics (79% compared with 62%). However, Year 1 phonics outcomes indicate that only 50% of disadvantaged pupils met the expected standard, demonstrating a need for strengthened early reading support. Additionally, current whole-school assessment information shows that significant proportions of disadvantaged pupils remain below age-related expectations in reading and writing and require further support to close attainment gaps.

- Our approach is built upon three key strands:
- High-quality teaching for every pupil.
- Timely targeted academic interventions.
- Wider strategies that promote attendance, wellbeing, engagement and access to enrichment opportunities.
- We will continue to use diagnostic assessment, high-quality professional development, targeted intervention programmes and strong pastoral support to ensure disadvantaged pupils make accelerated progress from their starting points.
- To ensure our approach is effective, we will:

- Maintain high expectations for all disadvantaged pupils.
- Ensure disadvantaged pupils are prioritised in classroom teaching and intervention planning.
- Monitor attainment, attendance and wellbeing regularly.
- Provide early intervention where barriers are identified.
- Continue to promote equitable access to wider school experiences and opportunities.
- Evaluate the impact of spending carefully and adapt provision where necessary.

Challenges

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

Challenge number	Detail of challenge
1	**Early language and phonics development** Assessment information demonstrates that early reading remains a priority area for disadvantaged pupils. In 2025-2026, only 50% of disadvantaged pupils met the expected standard in the Year 1 Phonics Screening Check.
2	**Maintaining strong attainment and progress across the school** Whilst disadvantaged pupils achieve outcomes above national disadvantaged averages at Key Stage 2, continued support is required to ensure pupils maintain strong attainment and make sustained progress from their starting points throughout the school. KS2 Reading, Writing and Mathematics combined outcomes were 64% compared to a national disadvantaged figure of 49%.
3	**Writing and literacy development** Writing outcomes for disadvantaged pupils remain lower than reading and mathematics outcomes at Key Stage 2, with 64% achieving the expected standard. Continued focus is required to raise attainment in writing and improve confidence and communication skills.
4	**Social, emotional and mental health needs** Observations, safeguarding information and intervention referrals indicate that a number of disadvantaged pupils require additional support with emotional wellbeing, resilience and readiness to learn to fully access the curriculum.
5	**Attendance and wider barriers to learning** A proportion of disadvantaged pupils experience attendance difficulties and reduced access to enrichment opportunities. Continued support is required to improve attendance and ensure all pupils can access the wider curriculum and extracurricular experiences. Persistent absence rate for disadvantaged pupils. Number/proportion requiring SEMH interventions. Attendance comparison between disadvantaged and non-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
Improve phonics outcomes for disadvantaged pupils. Maintain strong KS2 outcomes.	The percentage of disadvantaged pupils meeting the expected standard in the Phonics Screening Check improves significantly from the current 50%.
Improve writing attainment.	Disadvantaged pupils continue to achieve outcomes at least in line with or above national disadvantaged averages in Reading, Writing and Mathematics combined.
Accelerate progress across the curriculum.	The proportion of disadvantaged pupils achieving expected standards in writing increases year on year.
Improve attendance	Attendance of disadvantaged pupils increases to at least 95% and persistent absence falls below 15%
Improve emotional wellbeing and readiness to learn.	Pupils accessing SEMH support demonstrate improved engagement, attendance and attitudes towards learning.
Ensure equal access to wider opportunities.	All disadvantaged pupils are able to access educational visits, clubs, residentials and enrichment opportunities.

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

Budgeted cost: £ £58,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff in phonics, reading, writing, adaptive teaching and SEND. Coaching and mentoring used to improve classroom practice.	The EEF identifies high-quality teaching as having the greatest impact on disadvantaged pupils' attainment. This approach supports sustained improvement across the curriculum.	1, 2, 3
Purchase and use of standardised assessments and tracking systems to identify learning gaps and inform teaching.	Diagnostic assessment helps teachers accurately identify barriers to learning and provide appropriate support.	1, 2, 3
Additional Teaching Assistant support in classrooms to deliver adaptive teaching and targeted support.	Effective deployment of Teaching Assistants can improve outcomes when linked directly to classroom learning.	1, 2, 3
Leadership time and curriculum development for English and Maths leaders.	Strong subject leadership supports high-quality teaching, curriculum development and improved outcomes.	2, 3

Targeted academic support

Budgeted cost: £ £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily phonics interventions and catch-up programmes for pupils below age-related expectations.	Phonics interventions are shown to have a significant positive impact, particularly for disadvantaged pupils. The 2025-26 Year 1 Phonics Screening Check showed 50% of disadvantaged pupils met the expected standard.	1
Lightning Squad Reading intervention for disadvantaged pupils requiring additional support with fluency, comprehension and reading confidence.	Structured reading interventions can improve reading attainment and support access to the wider curriculum.	2

Write Away structured writing intervention for disadvantaged pupils requiring support with vocabulary, composition and sentence construction.	Targeted writing support helps pupils develop confidence, writing stamina and attainment in literacy.	3
Shine Maths intervention targeted at disadvantaged pupils identified through NTS assessments and teacher assessment.	Diagnostic assessment is used to identify gaps in mathematical understanding. Small-group interventions provide targeted support to address misconceptions and accelerate progress.	2

Wider strategies

Budgeted cost: £ £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture provision targeted towards disadvantaged pupils requiring additional emotional and behavioural support.	SEMH interventions can improve behaviour, emotional regulation, engagement and readiness to learn.	4
Positive Play intervention for disadvantaged pupils requiring support with social skills, resilience and emotional wellbeing.	Play-based interventions support communication, self-regulation and positive relationships.	4
Lego Therapy groups for disadvantaged pupils to develop communication, teamwork, confidence and emotional regulation.	Structured social interventions can improve communication skills and emotional wellbeing.	4
Forest School provision prioritised for disadvantaged pupils requiring increased confidence, resilience and wellbeing support	Outdoor learning approaches can improve self-esteem, engagement and resilience.	4

Free access to after-school clubs for disadvantaged pupils.	Participation in enrichment activities supports confidence, wellbeing, engagement and wider life experiences whilst removing financial barriers to participation.	5
Attendance Lead and Family Support Worker to work closely with disadvantaged families and remove barriers to attendance.	Improved attendance leads to increased learning time and improved outcomes.	5
Financial support for educational visits, residential experiences and enrichment opportunities for disadvantaged pupils.	Ensures equitable access to opportunities that build cultural capital and aspiration.	5

Total budgeted cost: £ £117,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outcomes for disadvantaged pupils

During 2025-2026, disadvantaged pupils at Fairmeadows Foundation Primary School achieved positive outcomes across a number of statutory assessments. The impact of previous pupil premium spending was assessed through statutory assessment outcomes, teacher assessment, intervention tracking, attendance monitoring and pupil progress reviews.

At Key Stage 2, disadvantaged pupils achieved outcomes above national disadvantaged averages in Reading, Writing and Mathematics combined. 64% of disadvantaged pupils achieved the expected standard compared with the national disadvantaged figure of 49%. Reading outcomes were particularly strong, with 79% achieving the expected standard compared with 63% nationally. Writing outcomes were also above national disadvantaged averages at 64% compared with 60% nationally. Mathematics outcomes were a notable strength, with 79% achieving the expected standard compared with 62% nationally.

Higher standard outcomes at Key Stage 2 also compared favourably to national disadvantaged figures. Seven percent of disadvantaged pupils achieved the higher standard in Reading, Writing and Mathematics combined compared with 4% nationally. Forty-three percent achieved the higher standard in mathematics compared with 15% nationally.

The Multiplication Tables Check was another strength, with 75% of disadvantaged pupils achieving full marks, demonstrating secure recall of multiplication facts and indicating that targeted mathematics support has had a positive impact.

The school identified phonics as the main area for development. In 2025-2026, only 50% of disadvantaged pupils achieved the expected standard in the Year 1 Phonics Screening Check. Whilst 91% achieved the expected standard by the end of Year 2, improving early phonics attainment has been identified as a key priority for the current strategy.

Outcomes in the Early Years Foundation Stage also remain an area for continued focus. Thirty-three percent of disadvantaged pupils achieved a Good Level of Development. As a result, investment in early language, communication and literacy development will continue throughout the next strategy period.

Evaluation of provision indicates that targeted interventions including phonics support, reading interventions, mathematics interventions and pastoral support contributed positively to pupil outcomes. However, the school has identified the need to strengthen early reading provision further and continue supporting disadvantaged pupils through targeted academic interventions, attendance support and wider pastoral strategies.

Overall, the school is on track to achieve many of the intended outcomes from the previous strategy, particularly in relation to attainment at Key Stage 2. Future priorities will focus on improving

phonics outcomes, strengthening early years provision and ensuring disadvantaged pupils continue to achieve outcomes in line with, or above, national disadvantaged averages.

Externally provided programmes

Programme	Provider
Lightning Squad Reading	HFL Education
Shine Maths Intervention	Rising Stars / Hodder Education
Write Away Intervention	Write Away Programme
Lego Therapy	Lego-Based Therapy Approach
Positive Play Programme	Positive Play
Forest School Provision	Fairmeadows Forest School

Service pupil premium funding (optional)

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**
The impact of that spending on service pupil premium eligible pupils

Further information

The strategy has been developed using evidence from the Education Endowment Foundation (EEF) guidance reports, statutory assessment information, school assessment data, pupil progress meetings and ongoing analysis of barriers faced by disadvantaged pupils. Particular consideration has been given to early reading and phonics outcomes, following the 2025-2026 Phonics Screening Check results, alongside maintaining the strong attainment outcomes achieved by disadvantaged pupils at Key Stage 2.

The impact of pupil premium spending is reviewed regularly through termly pupil progress meetings, attendance monitoring, assessment analysis, intervention reviews and discussions with pupils, staff and families. Provision is adapted throughout the year in response to emerging needs and assessment information.

In addition to the interventions outlined in this strategy, disadvantaged pupils may receive support through family liaison, safeguarding provision, SEND support, attendance interventions, curriculum enrichment opportunities and access to wider school experiences. The school remains committed to ensuring that all disadvantaged pupils are able to participate fully in school life and achieve their potential.

The school will continue to use a tiered approach to spending, prioritising high-quality teaching, targeted academic interventions and wider strategies that support attendance, wellbeing and engagement. This approach reflects the evidence base outlined by the Education Endowment Foundation and the Department for Education.