

Pupil premium strategy statement -Fairview Community 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 to improve the outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	628 (N-6)
Proportion (%) of pupil premium eligible pupils	6.0%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Headteacher Karin Tillett
Pupil premium lead	Kelly Brown
Governor lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,760
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£51, 760

Part A: Pupil premium strategy plan

Statement of intent

At Fairview Community Primary School we are committed to supporting improved outcomes for our disadvantaged pupils. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. In order to help our children who are at a disadvantage, overcome their barriers to learning and be happy and successful both at Fairview and in their future lives, we are guided by the following objectives:

-All children irrespective of their background, family circumstances or challenges make good progress and achieve high attainment across all subject areas.

-We are committed and focused to develop young people who are confident, feel valued and are able to thrive in our strong community.

-To promote a balance of both challenge and nurture, and enable our children to have a clear understanding of what they need to do to reach their full potential.

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

-Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences

-Provide opportunities for all pupils to participate in enrichment activities including sport and music

-To narrow the attainment gap between disadvantaged pupils and their peers.

-To provide appropriate nurture support to enable pupils to access learning within and beyond the classroom with the ultimate aim of developing well-rounded children who are inspired and happy.

-To provide a stimulating and motivating learning environment, one that equips and prepares our pupils for an exciting future.

-To have a dedicated team that strives to reach high standards in everything we do, supported by high quality CPD and further embedded through our relationships with parents and the local community.

-To ensure all pupils, irrespective of background and family circumstances attend school regularly.

At Fairview, our school values underpin everything we do and are core to the ethos of our school. Our aim is to develop a community of responsible learners who not only demonstrate collaboration and perseverance in their work, but who also show kindness, respect and honesty towards one another.

Our Pupil Premium Grant will be spent to ensure all children have high quality teaching, targeted academic support and interventions and wider strategies such as attendance, behaviour and SEMH interventions whilst working with external professionals when appropriate. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. The key principles to our strategy are that disadvantaged children have high quality teaching, early intervention to support any emerging learning needs, challenge for children working at greater depth, passionate teachers who champion them and the opportunity to experience wider curriculum opportunities as well as ensuring no child misses out of an enriched curriculum due to finances. Part A sets out the wider challenges which we intend to overcome over a 3-year period

This 3-year strategy sets out how we ensure all children will achieve that.

Challenges

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

Challenge number	Detail of challenge
1	Early years entry levels are low in regards to school readiness, communication and emotional regulation.
2	Continued increase in the number of children and parents with emotional needs impacting on attendance and performance
3	SEND is a factor with many PPG pupils 42% PP also have an identified SEND need.
4	Attainment gaps between vulnerable groups in reading, writing, maths and wider curriculum subjects particularly in writing.
5	Low percentage of disadvantaged pupils achieving at GDS in wider curriculum subjects.

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
Early years pupils make rapid progress in social communication skills from starting points	Pupils are able to communicate their wants and needs. Pupils have strategies to support their emotional regulation. Pupils develop a good attitude towards learning.
Attendance for vulnerable groups will be in line with all children	Attendance will be at 96% (or higher) for an all groups
Support children and families whose emotional needs are impacting on academic, emotional and physical success	Children will have been supported and progress will be maintained. Families are open with the school and see us as a source of support.
Children with SEND will have increased support to ensure good progress.	Progress of SEND children will be good and attainment will improve in reading, writing, maths. Assisted programs will be used to accurately track small steps of progress.
Attainment gap in all subjects will have reduced, particularly writing	Pupils make progress in line with non-PPG pupils in schools. Pupils are supported to show their knowledge and understanding through alternative methods.
Children to be inspired from the curriculum and wider curriculum.	Children will be engaged with their learning and be able to speak about what they have learnt and demonstrate a deeper understanding.
All pupils will have equal access to wider curriculum and school opportunities	Equal access for all children to wider curriculum opportunities. PP pupils prioritised for in school clubs, musical tuition, educational visits etc.

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: £9320

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve EYFS/KS1 oral communication skills.</p> <p>Speech link and interventions</p> <p>Funded as part of Medway Graduated funding project for 2025-6</p>	<p>Communication stations introduced across FS and KS1 leading to improved communication in spoken and adaptive methods, improved emotional regulation whereby pupils demonstrate less frustration as pupils can express needs more effectively.</p> <p>FS baseline results increase across the three year plan.</p> <p>Parent support for 2026 entrants in the Summer term before starting to support with language and school readiness.</p> <p>EEF – Oral language interventions.</p> <p>The average impact of +6 months' progress is based mainly on pupils' scores in tests of reading comprehension.</p> <p>This approach can have a positive impact on oral language outcomes too, such as a pupil's ability to retell a story or understand spoken vocabulary. The evidence looks promising, but measuring oral language ability reliably can be difficult. It has different dimensions, including both speaking and listening.</p> <p>Oral language interventions EEF</p>	1,2,3
<p>CPD training for teachers and TAs on oral communication and alternative communication methods</p> <p>Funded as part Medway Graduated funding project for 2025-6</p>	<p>Half day teacher CPD training with Leona Tsama (SALT therapist)</p> <p>School is a participant in Medway Graduated Funding project</p> <p>Communication stations introduced in all KS1/FS classrooms to improve communication methods.</p> <p>Small group intervention for SALT from speech and language link assessments in FS and KS1.</p> <p>Professional, high quality CPD from an expert only serves to improve the delivery of an intervention and ensures all time and finances are utilised efficiently.</p> <p>Education-Guide Final A4 split.pdf</p> <p>EPI-Wellcome CPD-Review 2020.pdf</p>	1,3
<p>Purchase of communication station materials</p> <p>Funded as part of Medway Graduated funding project for 2025-6</p>	<p>Communication stations introduced in all KS1/FS classrooms to improve communication methods.</p> <p>Consistency in approach across all FS and KS1 classes supports learners and adults in communicating in their preferred way.</p>	1

	Focus on Five: Using a Communication Station for SEL! - The Autism Helper EEF Communication and Language	
Additional TA time to facilitate smaller group teaching and communication methods £8000 Vanessa Franklin Alison Alcock Vicky Stagg	The EEF toolkit has identified that smaller group teaching allows staff to change the way in which they teach by ensuring more high-quality interactions providing greater quality and quantity of feedback to individual pupils. Providing feedback is well-evidenced and has a high impact on learning outcomes by providing specific information on how to improve. EEF Communication and Language	1,3
Parent support for alternative communication methods to link between home and school	Communication stations introduced in all KS1/FS classrooms to improve communication methods. Key communication methods shared between home and school for consistency. Behavioural strategies shared between home and school. Regular parental feedback supports continuity between home and school Support from NHS and school based SALT EEF Communication and Language Oral language interventions EEF Parental engagement EEF	2
Alternative recording methods – Clickr, IXL £900	Greater level of individual challenge for all pupils regardless of SEN need. Ensuring that pupils SEN need isn't a barrier to demonstrating knowledge and understanding. Alternative assessment methods IXL Increased expectations and challenge level for all pupils Gap between disadvantaged and other groups closes, engagement in learning increases. Clicker research - Angus Council - Crick Software UK Educator - British Dyslexia Association Supporting dyslexia and EAL through technology - ISC Research	4,5
CPD for staff on B Squared software £420	Tracks small steps of progress for SEND/PP cross over learners All pupils make progress from their starting points Effective feedback and next step target setting Primary Assessment Consultation v0.1	3,4

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

Budgeted cost: £10460

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS2 Spelling/GPAS results improve. Small TA targeted groups	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind according to the EEF. Where tuition is	3,4

<p>Reading trial FFT – TWL</p> <p>Alix Bailey</p> <p>Wendy Pithman</p> <p>£8000</p> <p>£2250</p>	<p>delivered by teaching assistants there is evidence that training and the use of a structured programme is advisable. The approach allows the TA to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Individual tuition for LAC pupils/Emotional well being support through PEP funding.</p> <p>Small group tuition EEF</p> <p>Teaching Assistant Interventions EEF</p>	
<p>ID P.E and sports</p> <p>Jamie sports lunchtime</p> <p>£2460</p>	<p>Improving the health and wellbeing of pupils through targeted sports sessions during lunchtime. Supporting behaviour and emotional regulation during an unstructured time of the day.</p> <p>Reducing emotional dysregulation, promoting a calmer start for identified pupils after lunchtime.</p> <p>Behaviour interventions EEF</p>	2

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

Budgeted cost: £38158

Activity	Evidence that supports this approach	Challenge number(s) addressed
FSM/LH attendance manager - monitoring attendance, APP supporting individual pupils and parents/carers	<p>EEF recommends offering sustained and intensive support where needed. Support should encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> The higher the overall absence rate across Key Stage 2, the lower the likely level of attainment at the end of KS2 <p>Pupils with no absence were 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	2
<p>EYFS Intensive lunchtime support</p> <p>£3700</p>	<p>Some EYFS pupils are not able to access the main lunchtime provision.</p> <p>Mini Lunch Bunch club to support their social and emotional development and communication skills.</p> <p>Increase in social communication, games, sharing, turn taking. Better emotional regulation during lunchtime and returning to class after lunch.</p>	1, 2, 3

	Behaviour interventions EEF EEF Personal Social and Emotional Development	
ELSA support £33620	EEF states, 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.' An evaluation of the emotional literacy support assistant (ELSA) project from the perspectives of primary school children BPS - British Psychological Society Metacognition and self-regulation EEF Microsoft Word - ELSA report 09.07.15 .docx	2, 4
Subsidising extra-curricular activities or education trips £800	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. STEM GoKart project promoting GDS skills in identified pupils. Involving STEM ambassadors from industry. Outdoor adventure learning EEF – residential STEM support for primary teachers – Go Kart	2, 4, 5
Music Tuition £750	EEF research states: Integration of music in the classroom and playing an instrument has favourable effects on young children's learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour. Again, because of design flaws in a number of the studies we are cautious about making recommendations for a full trial. Of the 30 studies, 20 suggested positive effects Arts participation EEF – funded clubs and tuition.	2, 4, 5

Total budgeted cost: £ 57938

The total spend on these strategies exceeds the pupil premium funding allocated this year. In addition to this we are using funding from Medway's Graduated Support Project to fund interventions in 2025-6. This funding is only available for one academic year.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024-25

<p>Key areas of impact:</p> <p>1 Maths – our 2019 published data shows that our progress in maths from KS1 to KS2 is below the LA and National data. Observations show that reasoning knowledge and application is weaker in disadvantaged children than non-disadvantaged children. 0% disadvantaged children achieved GDS in Reading/Writing/Maths combined compared to 13% of all children Nationally.</p> <p>Our 2025 data at the end of the previous strategy saw,</p> <p>7 PP pupils in Year 6 Maths- 5/7 pupils at the expected standard 71%. This was equal to the LA standard of 71% but slightly below National was 74%.</p> <p>Combined reading, writing and maths 3/7 pupils 42%. This is an increase on our 2019 data</p> <p>2 Vocabulary – some of our disadvantaged children have under developed language skills and vocabulary gaps compared to non-disadvantaged children. This is evident particularly in EYFS and KS1. This may be due to the limited time in Nursery and EYFS during lockdowns.</p> <p>Vocabulary has a high profile within school. CPD sessions have been delivered to staff, a vocabulary spine created, discrete topic vocabulary is built upon year by year and this is shared with parents via knowledge and organiser grids. Maths, reading and writing units are robustly planned with an element of discrete vocabulary teaching each week.</p> <p>3 Reading – our reading data demonstrates that not enough progress is made from KS1 to KS2. This is particularly true for Greater Depth progress and attainment for disadvantaged children.</p> <p>End of KS1 reading data shows an average of 71% of pupils at expected. The focus remains on whole class reading. Planning has developed comprehension skills and the YARK program has supported the lowest readers to close their gaps. Phonics teaching at KS1 is secure with phonic screening data at 91% for year 1. The focus from 2025 onwards will be developing reading speed and fluency through further whole class reading, TWL trial and YARC.</p> <p>4 Diversity – Our school is predominantly ‘White British’ and therefore the diversity and culture experiences are limited for some children. This limit to other cultures and diversity has caused social and emotional needs for some disadvantaged children.</p> <p>The curriculum intent remains embedded, cross curricular links are drawn out through questioning and wider opportunities. Diversity day was held again in 2025. Assemblies and acts of collective worship allow current social issues, 9 characteristics and equality to be explored. Links with local community groups and the church are strong. Picture first new =s forms part of the assembly cycle and have links to diversity.</p>

5 Social/economic challenges – our observations and communication with children’s parents/carers indicate that some disadvantaged children have experienced a lack of enrichment activities.

PP pupils have been funded to ensure they have equal opportunities to attend the Year 6 residential visit, swimming and priority places are given to PP pupils in teacher led after school clubs such as book club, sports clubs, cooking and choir. Equal opportunities for all children to represent the school in community events. Musical tuition has been funded for some pupils as have STEM activities. PP pupils are also funded for school fruit and milk and supported with uniform and outer clothing for forest school. All children attended an increased number of trips or wider school experiences. Children speak positively about these and leaders of subjects see the impact this has on learning.

6 Year 1 – Through observations, formative assessment and wellbeing activities, it is evident that some children are not academically, physically or socially ready for the National Curriculum due to the limited time in EYFS because of National lockdowns.

Continuous Provision firmly embedded in Year 1 and year 2. Outcomes remain strong with pupils demonstrating the taught skills in their own play, extending themselves and their understanding in the absence of direct adult intervention. Outdoor provision fully resourced and established for KS1.

Externally provided programmes

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

Programme	Provider
Jigsaw PSHE 3-11	Jigsaw Education Group
ELS phonics	Oxford.
Kapow	Kapow Primary
TWL	FFT