

# Pupil premium strategy statement

## Fairway Primary School

## 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged children. 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   | Fairway Primary School              |
| Number of children in school, excluding nursery   | 216                                 |
| Proportion (%) of pupil premium eligible children   | 12.8% (28)                          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published   | December 2025                       |
| Date on which it will be reviewed   | July 2026<br>July 2027              |
| Statement authorised by   | Alison White, Headteacher           |
| Pupil premium lead  | Alison White, Headteacher           |
| Governor lead   | Nicola Hodgson                      |

### Funding overview

| Detail   | Amount                                      |
|--|---|
| Pupil premium funding allocation this academic year                                    | £41 440<br>£5 140 - Post CLA<br>£3 000- CLA |
| Recovery premium funding allocation this academic year                                 | £1 088                                      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0  |
| <b>Total budget for this academic year 2024-2025</b>                                   | £50 668                                     |

## Part A: pupil premium strategy plan

### Statement of Intent

At Fairway we aspire to “be better than you have been before”. We strive to provide a curriculum, which is broad and balanced, exciting and creative. We aim for our children to be taught how to explore and build knowledge, developing the skills to communicate their learning.

The Pupil Premium Funding enhances provision and it is used in addition to the school’s allocated budget.

The Pupil Premium grant is allocated to children from families who are currently known to be eligible for free school meals (FSM), children who have been eligible for FSM at any point in the last 6 years (Ever6) and children who have been looked after continuously for more than six months at some point in their lives. The reason for this is that, as a group, these children have not consistently reached the standards of educational attainment or have made less progress than those in other groups within primary schools across the country.

Equity for all pupils is at the heart of our strategy. We understand that this strategy is a process and affects every individual differently. Our intention is that our strategy will also benefit the non-disadvantaged pupils alongside their disadvantaged peers.

Our aim is that every pupil, irrespective of background, feels like they belong and that they are ready to learn and achieve their full potential. We strive to support our pupils to become responsible, resilient and ambitious individuals.

The aim of our strategy, along with other key documents such as the School Improvement Plan is to ensure barriers to learning are mitigated through careful planning. We want children in our care to leave Fairway with the life skills, determination and resilience to overcome challenges and achieve their full potential. Our shared aims are for all children to make good academic progress across the curriculum whilst acquiring the skills to flourish. High-quality teaching, targeted academic support and possible wider strategies are at the heart of our approach, with a focus on areas in which disadvantaged children require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all children within our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged children’s attainment and progress will be sustained and improved alongside attainment and progress for their disadvantaged peers

In order to do this, we recognise that language and vocabulary is essential. We have identified that the main challenges experienced by our most disadvantaged pupils include speech and language difficulties, SEMH needs, including anxiety, and consistent regular attendance.

At Fairway the Pupil Premium Grant will target support strategies resulting in every child, however, disadvantaged, and being able to:

- Maximise attainment and achieve their full potential.
- Have full access to the curriculum, school life and extended learning opportunities.
- Access pastoral support where required on a needs basis.

The impact of the Pupil Premium spend is closely monitored and evaluated. This takes place on a termly basis through pupil progress meetings and in line with our whole school monitoring plan. The Pupil Premium plan is also monitored for impact at Governing Board meetings.

## Challenges

Through interrogation of internal assessment, analysis of the Local Authority Data Pack and working alongside specialist services and our child Premium Governor, we have identified the challenges to achievement for our disadvantaged children that are to be prioritised.

| Challenge number                      | Detail of challenge  |
|---------------------------------------|--|
| 1<br>Attendance                       | Upon analysing attendance data there remains a gap between the levels of attendance and persistent absence of pupils who are disadvantaged and their peers.  |
| 2<br>Phonics and early reading        | Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In turn this affects their ability to access the wider curriculum. This demonstrated the importance of working to overcome this challenge.  |
| 3<br>Oral Language and vocabulary gap | Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in the Early Years Foundation Stage and in general, is more prevalent among our disadvantaged pupils than their peers.   |
| 4.<br>Emotional Well being            | Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support have increased. An increasing number of pupils currently require additional support with social, emotional and mental health needs, through interventions. |
| 5.<br>Narrowing the attainment gap    | Our assessments and observations indicate that the education of many of our disadvantaged children is lower than that of their peers. Significant knowledge gaps have been identified leading to children falling further behind age related expectations.   |

|              |   |
|--------------|---|
| 6<br>General | Observations, linked to Maslow's Hierarchy of Needs, show that where pupil's needs are not being met in terms of having basic equipment for school e.g. food/equipment/clothing/bookbag/books in the home etc, then they start at a disadvantage compared to their peers. This also affects their sense of belonging, self-esteem and feelings of self-worth. |
|--------------|---|

## 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. To achieve and sustain improved attendance for all children, particularly persistent absence for our disadvantaged children. | <p>The attendance for all children improves so it is inline or better than national data.</p> <p>The attendance gap between disadvantaged children and their non-disadvantaged peers aligns.</p> <p>The % of disadvantaged pupils who are persistently absent reduces to align with national data for the same group</p> <p>% of children who have severe persistent absence remains less than national data.</p>   |
| 2. Improved phonics and reading attainment among disadvantaged children and their peers.  | <p>The % of Year 1 children passing the phonics screen will continue to follow an upward trend and increase in therefore closing the gap between Fairway Primary School and LA/National data.</p> <p>Internal assessment and data demonstrates that progress made in reading at Key Stage 1 is sustained throughout Key Stage 2.</p> <p>Key Stage 2 reading outcomes show that the % of disadvantaged children meeting the expected standard is increasing.</p> |
| 3. Improved language skills and vocabulary among disadvantaged children and their peers   | <p>Assessments and observations will indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including in school assessments, Speech and Language reviews, and engagement in lessons, book scrutiny and ongoing formative assessment.</p>   |
| 4. To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.           | <p>Children demonstrate engagement across the curriculum in all year groups.</p> <p>Children and their families access school support, specialist services and engage with early help systems.</p> <p>Children demonstrate a clear understanding of Zones of Regulation and can use this strategy to regulate their emotions and learning behaviours.</p>   |

|                                 |  |
|---------------------------------|--|
|                                 | <p>Evidence of a reduction in behavioural incidents is evidenced via CPOMS</p> <p>Child and parent/carer voice demonstrates the impact of support the school provides.</p>   |
| 5. Narrowing the attainment gap | <p>% of disadvantaged children achieving the expected standard in combined at end of KS2 is in line with or better than LA and national standards for disadvantaged children.</p>  |
| 6. General                      | <p>Equipment will be provided for all children so there is o way of seeing differences e.g. book bags in EYFS &amp; KS1, pencil cases.</p> <p>For identified children Breakfast Club will be provided.</p> <p>Preloved uniform will be promoted.</p> |

# Activity in this academic year

This details how we intend to spend our child premium (and recovery premium funding) **this academic year** to address the challenges listed above. The costs of some elements of this strategy may have already been allocated from other funding streams ie - Catch-Up Premium / School Led Tutoring, however, as their intended impact is to support the outcomes for the above mentioned challenges, they have been included in this strategy but not costed.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Develop whole school approach to teaching and pedagogy addressing meta-cognition and self-regulation to ensure quality first teaching in all areas of the curriculum.</p> <p>Develop Adaptive Teaching and Protective Characteristics</p> | <p>Extensive evidence conducted by the EEF suggests that the average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p>EEF evidence demonstrates the importance of the approaches highlighted to support children with SEND</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support">https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</a></p> | All                           |
| <p>Purchase further reading material to enhance Floppy Phonic scheme</p>   | <p>To ensure reading material is closely matched to the phonic level of each child.</p>  | 2 5                           |
| <p>Further development of formative and summative assessment to inform Adaptive Teaching.</p>  | <p>CPD to inform effective methods of identifying gaps in learning and be aware of ways to plug these through effective use of adaptive teaching.</p>  | 2 3 4 5                       |
| <p>We will continue to implement assessments across school, in</p>   | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-</p>  | 2 3 5                         |

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|--|---|-----|
| EYFS. Proceed with <b>WELCOMM</b> for Nursery/Reception intervention   | quality classroom discussion, are inexpensive to implement with high impacts on reading:<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>   |     |
| <b>Zones of Regulation</b> CPD, via Deputy Headteacher, and implementation will compliment the work                              | 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):<br><br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a> | All |
| Whole school approach to attendance to include support for those identified families, first day calling, monitoring and support. | We have seen levels of attendance and classroom engagement increase and absence and behaviour incidents decrease in children when they and their families receive support with their social-emotional wellbeing.  | All |

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

Budgeted cost: £32,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Targetted intervention to deliver small group interventions to targeted children who are currently below ARE with the intention of accelerating progress for these children in order to align attainment. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups:<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> | 2 4 5                         |

|  |   |       |
|--|---|-------|
|  | <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   |       |
| Targetted intervention for SaLT using assessment data to address gaps in speech development.   | <p>Early identification is crucial to rapid progress. WELLCOMM allows us to identify and provide intervention for our youngest children and identify children who require more specialist support from SaLT therapist following a programme of intervention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | 3     |
| Targetted support every afternoon to provide small group targeted support, in maths, to disadvantaged children identified through child progress meetings. | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one and in small groups:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>  | 3 4 5 |

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

Budgeted cost: £10 500

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (Including the annual subscription to <b>CPOMS</b> to record and analyse frequency of incidents) | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | all                           |

|  |   |            |
|--|---|------------|
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve allocating time for the Attendance Lead to implement strategies and monitor attendance including first day calling, home visits, meeting with the EWO and School Age Plus Worker, engaging with Stockport Inclusion Service for additional support.</p> <p>Analysis of individual cases of persistent absence and planning support.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>LA - perspective lite to analysis trends within specific groups of children</p> | <p>1</p>   |
| <p>Breakfast Club subsidy</p>  | <p>Children need to be ready to learn in school, this provision can increase levels of engagement, emotional wellbeing and access to the curriculum.</p>  | <p>All</p> |
| <p>Children will have the right clothing and equipment for school, leading to improved well-being and sense of belonging.</p>  | <p>Children will show improved self- esteem, self-worth and sense of belonging and be ready to learn alongside their non-disadvantaged peers.</p>   | <p>All</p> |

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes 2024/2025

This details the impact that our child premium activity had on children in the **2024 to 2025** academic year.

We have analysed the performance of our school's disadvantaged children during the 2024/2025 academic year using Key Stage 2 performance data, phonics check and internal assessments.

#### EYFS

The evidence from the end of Reception data indicates that outcomes for disadvantaged children in Communication and Language was 50%. There were only two children who were identified as disadvantaged. The child who did not achieve will need further intervention entering Key Stage 1.

#### Year 1 Phonics Screen

The evidence from the data from the phonics screen test indicates that outcomes for disadvantaged children of which there were seven three achieved and four didn't. These children will continue to have support throughout Year 2 to ensure that they meet the threshold at the end of Year 2. There is confidence that this will be achieved because their end of Year 1 outcomes were below and through targeted intervention outlined in our strategy gaps will be addressed.

It is key to note that all children bar one had passed the phonic screening by the end of Year 2 (2024-2025). Validating the previous comment about leaders being confidence that children catch up in Year 2.

#### KS2 Statutory Assessments

KS2 statutory assessments show that disadvantaged children did not attain as well as their non- disadvantaged peers apart from maths where all four children achieved expected.

| 5 children                             | NON DISADVANTAGED | DISADVANTAGED |
|--|-------------------|---------------|
| MATHS AT EXPECTED +                    | 72                | 40            |
| MATHS AT GREATER DEPTH STANDARD        | 24                | 20            |
| READING AT EXPECTED +                  | 56                | 40            |
| READING AT GREATER DEPTH STANDARD      | 16                | 20            |
| WRITING AT EXPECTED +                  | 80                | 40            |
| WRITING AT GREATER DEPTH STANDARD      | 0                 | 0             |
| RWM COMBINED AT EXPECTED +             | 52                | 20            |
| RWM COMBINED AT GREATER DEPTH STANDARD | 0                 | 0             |

## **Attendance**

Whole school attendance 2024-2025 was 95.2%. Attendance for disadvantaged children was 88.9%, Non-disadvantaged was 95.3%. The evidence demonstrates that attendance remains a focus on our PP strategy plan.

There were 12 disadvantaged children who were classed as being persistently absent. 1 child were classed as being severely persistently absent.

Attendance will remain a priority on the 25/26 strategy statement.

## **Wellbeing and emotional regulation**

Our assessments and observations indicated that children's behaviour, wellbeing and mental health continued to be impacted last year, primarily due to COVID-19 recovery related issues and the cost of living crisis.

We continue to support parents/carers accessing support from us due to their child's and their own emotional wellbeing and requirement for emotional support/strategies.

The impact continues to be acute for disadvantaged children and their families. We used child premium funding to provide wellbeing support for all children, and targeted interventions where required.