Pupil premium strategy statement

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	Fairlawn Primary
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers	1 year
Date this statement was published	October 2025
Date on which it will be reviewed	Reviewed termly
Statement authorised by	Hania Ryans
Pupil premium lead	Hania Ryans
Governor / Trustee lead	Simon Edwards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year CLA funding total 2023- 2024	£ 90899
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	£

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good progress or better and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who have the potential to achieve greater depth at the end of key stage 2.

High-quality first teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker or young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Principles

- We ensure that appropriate provision is made for children who belong to vulnerable groups
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child at the school that has been legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following discussions to identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Context of school

- The school is a two form entry primary school – currently 354 children on roll. Fairlawn is in a hard federation with Haseltine primary school
- The proportion of pupils known to be eligible for the pupil premium (additional government funding provided for pupils in local authority care and those known to be eligible for free school meals) is below average
- Fairlawn currently has 3 CLA who are all adopted from care

Our ultimate objectives for our disadvantaged children are that:

- *They have their needs and strengths swiftly identified and that these are understood by all the adults who work with them.*
- *There attainment increases so the gap between disadvantaged and non-disadvantaged is narrowing in our internal data and against National*

- *They exceed nationally expected progress rates both at Fairlawn and Nationally in order to reach age related expectations at the end of year 6 and thus achieve GCSE's in English and Maths.*
- *Their attendance in line with non-disadvantaged children.*
- *They have a strong sense of belonging to the Fairlawn community underpinned by excellent relationships with staff. The relational approach is at the heart of everything we do.*
- *Their families feel valued and involved in their child's education.*
- *They are supported to overcome barriers to learning, through quality first teaching, so that they can achieve good, or better progress from their starting points in all areas of the curriculum.*
- *They have daily opportunities to widen their vocabulary and develop their oracy skills.*
- *They have access to research driven, quality interventions by trained staff in addition to quality first teaching where appropriate.*

This funding plan will lay out the ways that Fairlawn intends to achieve these objectives.

Challenges

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

Challenge number	Detail of challenge
1	At the end of 2024-2025 we identified gaps in children's attainment between disadvantaged and non-disadvantaged: Phonics – 60% of disadvantaged pupils passed in comparison to 87% other Year 6 – 77% achieving combined in comparison to 84% other
2	39% disadvantaged children have an identified special need with 40% of these needs in the area of communication and interaction.
3	Ensuring all Pupil Premium children can access a variety of enrichment activities with a particular focus on after school activities, trips and music.
4	Our attendance data 2024/2025 indicated that attendance for disadvantaged pupils was lower than non-disadvantaged. Lower attendance has an impact on attainment.

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	Autumn 2025	Spring 2026	End of year 2026

To improve outcomes for PP children in Phonics in year 1	Pupil Premium children to be in line with their counterparts nationally in achieving expected in each subject			
To continue to close the gap in attainment in reading, writing, maths & GPS at the end of year 6 between disadvantaged and non-disadvantaged	Pupil Premium children to be in line with their counterparts nationally in achieving expected in each subject			
To raise the attendance of our Pupil Premium children	Pupil Premium children's attendance to be in line with their counterparts nationally			

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: £98570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	1,2

extend vocabulary. Vocabulary lists for topic We will purchase resources and fund ongoing staff training and release time to work with speech and language therapist.		
Little Wandle programme to be further embedded in EYFS & KS1, and for our reading programme to be aligned with Little Wandle also	The EEF toolkit shows: • Phonics has an impact of +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,
Ensure all children are receiving quality first teaching to learn the basics of number. Work with the maths hub to develop the mastering number program for R, I and 2 and key stage 2 including purchasing relevant resources and staff to attend training.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2

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

Budgeted cost: £ 6500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home learning club, 1:1 and group targeting individual pupils – maths focus arthmatic, reading fluency, comprehension.	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
Beanstalk and Bookmark reading interventions	Beanstalks and Bookmark one-to-one reading support is proven to help improve the reading attainment, self-confidence and enjoyment of	2

	reading of children who are struggling or reluctant readers. https://www.beanstalkcharity.org.uk/our-impact	
TA interventions targeting phonics. Training provided for all following the Little Wandle scheme	Phonics has a positive impact overall (+5months) with very extensive evidence and is an important component in the development of early reading skills, particularly fro children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Use of speech and language therapist to support individuals and whole class speech and language intervention year 1.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1, 2

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports coaches to deliver after school sessions increasing opportunities for play outside and physical activity	Physical activity has important benefits in terms of health, wellbeing and physical development. Research has shown it has a slight impact on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2, 3
Subsidised residential trips in years 6, day trips, author visits, and other in school experiences	School can offer safe experiences for pupils to enhance the curriculum but also to enable children to have opportunities that could inspire, ignite and increase participation. Directly inviting parents to support trips can have a positive impact on engagement and developing relationships. Educational Endowment foundation.	1,2, and 3

Subsidised breakfast and after school club places	Providing support for transportation, such as organising carpools or subsidising public transport. Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	3
Individual music lessons	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional 3 months. Learning an instrument is a skill in itself and all pupils should be given the opportunity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 3

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 2024 to 2025 academic year.

Our assessment data at the end of 2024-25 showed:

- In EYFS: 36% of disadvantaged children achieved GLD (6 children)
- For phonics in y1: 60% of disadvantaged pupils passed in comparison to 87% other
- For phonics in y2: 80% (10 children) of disadvantaged pupils passed in comparison to 100% other
- In KS2:
  - Disadvantaged Reading: 77% (non: 89%)
  - Disadvantaged Writing: 77% (non: 84%)
  - Disadvantaged Maths: 77% (non: 92%)
  - Disadvantaged RWM: 69% (non: 84%)
  - Disadvantaged GPS: 77% (non: 84%)

Attendance (Autumn and Spring): Disadvantaged 94.4% (non 95.5%) the gap in attendance is closing

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
Speech & Language therapists	Lewisham's SALT team
Music lessons	Lewisham's music service
Sports coaches	Millwall football outreach

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	