



Fairburn View Primary School

Pupil Premium Strategy

December 2025

Prepared By: Alex Webb

Date Taken to Governors: May 26

Signed by: _____

Head Teacher – A Webb

Signed by: _____

Chair of Governors – Jonathan Foster

Review Date: December 26

Pupil premium strategy statement 2025/26 – 27/28

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School Name	Fairburn View Primary School
Number of pupils in school	490
Proportion (%) of pupil premium eligible pupils	45.9%
Academic years that our current pupil premium strategy plan covers	2025/26 – 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Alex Webb
Pupil premium lead	Jenny Allison
Governor / Trustee lead	Melinda Rudge-Priestly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£343,020
Total budget for this academic year	£343,020

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress 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 are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 the non-disadvantaged pupils 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.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

- We also recognise that not all pupils 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 pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading, writing and maths than their peers. On entry to Reception class 100% of our disadvantaged pupils arrive below age-related expectations. This gap closes as children move through school, however there is still a significant gap by the end of KS2, as shown in the 2025 data: Reading: 41% gap at the EXS standard Writing: 50% gap at the EXS standard Maths: 43% gap at the EXS standard
3	Our attendance data from 24/25 indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils – 89.2% compared to 93.3%. 37.1% of disadvantaged pupils have been ‘persistently absent’ compared to 27.3% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. 4 disadvantaged pupils have been ‘severely absent’ compared to 1 of their peers.
4	A high proportional of the pupils with social-emotional needs, and speech, language and communication needs are also disadvantaged pupils (69%). This has a significant impact on engagement and progress, requiring targeted pastoral support and attendance strategies.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading, writing and maths attainment among disadvantaged pupils.	Children achieving GLD at the end of Reception, will have a reduced disadvantaged gap, and be in-line with National levels.

	Y1 children passing the Phonics Screening Check will be in-line with National levels. KS2 outcomes will close the attainment gap between disadvantaged and non-disadvantaged pupils and align with National levels.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in suspensions • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by X%. • the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.

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 (for example, CPD, recruitment and retention)

Project	Cost
Wellcomm Speech and Language Interventions EYFS	
Little Wandle – Core Subscription annually (+cost of initial set up)	£995 (+£10,066 Books) (+£599 Word cards)
Little Wandle additional books to support home reading (due to lack of parental engagement with online portal)	£4561
Phonics delivery	Rec/Nursery - £23, 790 Y1/2 - £17, 949

Purchase of 'Fairburn Favourites' reading spine to promote a love of reading while also extending children's vocabulary, comprehension and cultural understanding	£1200
Twinkl Handwriting	£300
Timetable Rockstars & Numbots	£113.15 + £76.65
SATS Companion	
My Maths	
Mastering Number Resources for each child	£300 (Rekenreks) £500 (NumberBlocks blocks) £2000 (Place Value Counters)
TestBase	
Speech and Language SLA	£5915
Total Budgeted Cost:	£

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 extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. - WellComm in Early Years as a screening and intervention tool - Effective tracking and assessment of PP eligible pupils - Explicit teaching of vocabulary mapped out across the curriculum - Explicit teaching of vocabulary in reading lessons and guided reading, teaching children how to understand new words - Speech and Language SLA support to ensure language acquisition and development	Due to and poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 69% of disadvantaged children have significant SEND/ learning difficulties. EEF guidance report on preparing for Literacy, recommends high quality interactions between adults and children. We do not want to rely on our least qualified members of staff to have these quality interactions so by ensuring EYFS staff are trained and supported in developing language and communication we will be able to upskill teachers and Teaching Assistants to	1

from an early age where there is a recognised need. This is also supported by the employment of a Learning Mentor to support the delivery of Speech and Language programmes of support.	ensure staff are trained to engage and encouraged these high-quality interactions. EEF TOOLKIT: +5 months Early language intervention 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 Teaching and Learning Toolkit EEF	
Purchase and implementation of Little Wandle Phonics to secure stronger phonics teaching for all pupils. • Whole school training and follow-up CPD to upskill staff and support staff with appropriate approaches and pedagogy to teaching and interventions through the use of coaching and mentoring with Senior Leaders in school. • Audit of resources and support from the Outwood English Hub to ensure that disadvantaged pupils obtain the required attainment outcomes against their peers Nationally, based on the Phonics Check. • Re-enrolment onto the Outwood English Hub for a further year commencing June 26. • Purchase of additional Little Wandle Phonics home reading books to support families who have been unable to access the online subscription.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in	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:	3

school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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): Improving Social and Emotional Learning in Primary Schools EEF	4
To ensure higher rates of progress across EYFS especially in reading, writing, maths and communication. • High quality teaching through enhanced continued professional development and coaching • Effective tracking and assessment of EYPP eligible pupils	We want to ensure training in the EYFS provides clear strategies to better support individuals to ensure progress in all areas but particularly in communication, reading writing and maths. This training will be provided to teaching and support staff. Evidence shows that disadvantaged children already start school at a disadvantage and on average nationally are already working at least 4 months behind their peers. All adults will contribute to the evaluation and planning to ensure misconceptions are addressed and post teach interventions can be completed. The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. EEF TOOLKIT: +5 months One to One tuition; +4 months small group interventions	1, 2, 4, 5

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

Project	Cost
Rapid Catch-Up KS2	£450 (+Read on books £181)
Teacher Led Interventions	£2829.70
Book-Band Big Cat books and Online Assessment	£3815

	£135
Physiotherapy	£6461.91
TA led interventions	£21, 539.70
1:1 readers	£21, 539.70
Total Budgeted Cost:	£56, 952.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a blend of one to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. • Mastering number • Rapid Catch-Up • Targeted Maths, reading and writing boosters for each year group for identified children from Pupil Progress meetings Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF Evidence from the EEF toolkit suggests small group tuition can increase progress by 4 months which is why we use this both in KS1 for phonics and KS2 for reading and maths. Evidence shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. 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. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition	1, 2, 3

	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.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the Outwood English Hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2

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

Project	Cost
Attendance Officer (EBSA Lead 1:1 sessions)	£12, 858.30
Learning Mentor for Speech, Language and Communication (ELSA 1:1 sessions)	£26, 149.50
Learning Mentor for SEMH	£23, 704.20
Safeguarding Officer	£13, 291.20
SCARF Online	£790
The Key whole school training subscription	£1203
Budgeted Cost Total	£77, 996.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on appropriate approaches with the aim of developing our school ethos and improving behaviour across school. Trauma training delivered by the Educational Psychology Service	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	4

Pupil Mental Health series via The Key online whole school training		
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Whole school EBSA Horizon Training	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £200, 513.01

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

Early Years Foundation Stage

The data for pupils achieving GLD shows that overall, the gap between our school and National is 21%, however the disadvantaged gap is only 2%. This highlighted that there needs to be an increased emphasis on high quality provision for all pupils within EYFS, with a focus on early language, reading and writing. The percentage of children achieving GLD in Summer 2025 was 47%, and a target of 64% has been set for Summer 2026.

Year 1 Phonics Screening Check

The data for all pupils passing the PSC in Year 1 is lower than National at 53%, however the percentage of pupils from disadvantaged backgrounds is 34%. This shows a disadvantaged gap of 37%. The PSC data has been below National for a number of years, with a high disadvantaged gap, leading to the implementation of a new Phonics scheme from September 2025.

Year 4 Multiplication Check

The percentage of pupils achieving full marks in the Y4 MTC is 24% which is lower than National, however the percentage of pupils from disadvantaged backgrounds is 11%. This shows a disadvantaged gap of 22%.

Early Years Foundation Stage Profile

% Good Level of Development

		Estab						National					Difference				
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
All Pupils		60		54%	50%	38%	47%		65%	67%	68%	68%		-11%	-17%	-29%	-21%
FSM	FSM	22		32%	41%	27%	45%		49%	52%	52%			-18%	-11%	-25%	-6%
	All others	38		67%	58%	50%	47%		70%	72%	72%			-3%	-14%	-22%	-25%
	Gap	-		35%	17%	23%	2%		20%	20%	21%			15%	-3%	3%	-19%

Phonics

Year 1: % Meeting the threshold

		Estab						National						Difference					
		24/25 Cohort	20/21	21/22	22/23	23/24	24/25	20/21	21/22	22/23	23/24	24/25	20/21	21/22	22/23	23/24	24/25		
All Pupils		57		58%	61%	67%	53%	0%	75%	79%	80%	80%		-17%	-18%	-13%	-27%		
Disadv.	Disadvantaged	29		48%	32%	55%	34%	0%	62%	66%	68%			-14%	-34%	-13%	-34%		
	All others	28		65%	86%	83%	71%	0%	80%	83%	84%			-15%	3%	-1%	-13%		
	Gap	-		17%	54%	29%	37%	0%	18%	17%	16%			-1%	37%	13%	21%		
Disadv. by Gender	Disadvantaged Boys	18		38%	25%	38%	39%	0%	58%	62%	63%			-20%	-37%	-26%	-24%		
	Other Boys	11		47%	89%	89%	73%	0%	77%	80%	81%			-30%	9%	8%	-8%		
	Disadvantaged Girls	11		58%	44%	71%	27%	0%	67%	71%	74%			-9%	-27%	-3%	-47%		
	Other Girls	17		79%	82%	80%	71%	0%	82%	86%	87%			-3%	-4%	-7%	-16%		

		Estab						National						Difference							
		2025 Cohort	2021	2022	2023	2024	2025			2021	2022	2023	2024	2025			2021	2022	2023	2024	2025
All Pupils		62		15%	15%	33%	21%				27%	29%	34%					-12%	-14%	-1%	-13%
Disadv.	Disadvantaged	35			9%	100%	11%				18%	21%	25%						-12%	75%	-14%
	All others	27		15%	23%	32%	33%				30%	33%	37%					-15%	-10%	-5%	-4%
	Gap	-			14%	-68%	22%				12%	12%	12%						2%	-80%	10%
Disadv. by Gender	Disadvantaged Boys	19			17%	100%	5%				20%	22%	26%						-5%	74%	-21%
	Other Boys	13		13%	25%	34%	46%				31%	35%	39%					-18%	-10%	-5%	7%
	Disadvantaged Girls	16			0%		19%				17%	19%	23%						-19%		-4%
	Other Girls	14		19%	21%	29%	21%				28%	31%	35%					-9%	-10%	-6%	-14%

Key Stage 2

% Expected Standard and above: RWM

		Estab						National						Difference					
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025		
All Pupils		60		45%	50%	53%	30%	0%	59%	60%	61%	62%		-14%	-10%	-8%	-32%		
Disadv.	Disadvantaged	35		35%	25%	44%	11%		43%	44%	46%			-8%	-19%	-2%	-35%		
	All others	25		65%	79%	74%	56%		66%	67%	68%			-1%	12%	6%	-12%		
	Gap	-		30%	54%	30%	45%		23%	23%	22%			7%	31%	8%			
Disadv. by Gender	Disadvantaged Boys	16		25%	23%	42%	19%		39%	41%	42%			-14%	-18%	0%	-23%		
	Other Boys	12		86%	60%	64%	58%		62%	63%	64%			24%	-3%	0%	-6%		
	Disadvantaged Girls	19		42%	26%	47%	5%		47%	48%	50%			-5%	-22%	-3%	-45%		
	Other Girls	13		54%	89%	88%	54%		70%	70%	72%			-16%	19%	16%	-18%		

Key Stage 2

% Expected Standard and above: Reading

		Estab					National					Difference					
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
All Pupils		60		68%	70%	78%	60%	0%	75%	73%	75%	75%		-7%	-3%	3%	-15%
Disadv.	Disadvantaged	35		60%	56%	74%	43%		63%	61%	63%			-3%	-5%	11%	-20%
	All others	25		85%	86%	84%	84%		80%	79%	80%			5%	7%	4%	4%
	Gap	-		25%	29%	10%	41%		17%	18%	17%			8%	11%	-7%	
Disadv. by Gender	Disadvantaged Boys	16		63%	62%	67%	50%		57%	57%	59%			6%	5%	8%	-9%
	Other Boys	12		86%	70%	73%	75%		76%	76%	77%			10%	-6%	-4%	-2%
	Disadvantaged Girls	19		58%	53%	87%	37%		69%	64%	67%			-11%	-11%	20%	-30%
	Other Girls	13		85%	94%	100%	92%		85%	81%	83%			0%	13%	17%	9%

Key Stage 2

% Expected Standard and above: Writing TA

		Estab						National						Difference					
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025		
All Pupils		60		48%	53%	55%	47%	0%	70%	72%	72%	72%		-22%	-19%	-17%	-26%		
Disadv.	Disadvantaged	35		38%	25%	46%	26%		55%	58%	59%			-18%	-33%	-13%	-33%		
	All others	25		70%	86%	74%	76%		76%	78%	78%			-6%	8%	-4%	-2%		
	Gap	-		33%	61%	28%	50%		21%	20%	19%			12%	41%	9%			
Disadv. by Gender	Disadvantaged Boys	16		25%	23%	42%	31%		48%	51%	51%			-23%	-28%	-9%	-20%		
	Other Boys	12		86%	70%	64%	67%		70%	72%	72%			16%	-2%	-8%	-5%		
	Disadvantaged Girls	19		46%	26%	53%	21%		63%	66%	67%			-17%	-40%	-14%	-46%		
	Other Girls	13		62%	94%	88%	85%		82%	84%	84%			-20%	10%	4%	1%		

Key Stage 2

% Expected Standard and above: Maths

		Estab						National					Difference				
		2025 Cohort	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
All Pupils		60		72%	68%	83%	55%	0%	72%	73%	74%	74%		0%	-5%	9%	-19%
Disadv.	Disadvantaged	35		63%	50%	77%	37%		56%	59%	59%			6%	-9%	18%	-22%
	All others	25		90%	89%	95%	80%		78%	80%	80%			12%	9%	15%	0%
	Gap	-		28%	39%	18%	43%		22%	21%	21%			6%	18%	-3%	
Disadv. by Gender	Disadvantaged Boys	16		56%	62%	67%	56%		57%	60%	60%			-1%	2%	7%	-4%
	Other Boys	12		86%	80%	91%	92%		79%	80%	81%			7%	0%	10%	11%
	Disadvantaged Girls	19		67%	42%	93%	21%		55%	58%	59%			12%	-16%	34%	-38%
	Other Girls	13		92%	94%	100%	69%		77%	79%	79%			15%	15%	21%	-10%

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle