



Pupil premium strategy statement Fairholme Primary School 2024 - 2025

This statement details our school's use of pupil premium (and recovery 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.

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	September 24
Date on which it will be reviewed	September 25
Statement authorised by	Gemma Harris - Head
Pupil premium lead	Gemma Harris
Governor lead	Jenny Capstick – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,880
Pupil Premium Recovery	£8,827
Total budget for this academic year	£221,707

<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>	
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Part A: Pupil premium strategy plan

Statement of intent

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our intention is that all pupils, irrelevant of their background, make good progress and attain well across all subject areas. We believe in and expect positive outcomes for all our pupils.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

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

Challenges

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

Challenge number	Detail of challenge
1	Oral language skills are lower for PP children than for other children. This has an impact on their ability to construct grammatically correct sentences both orally and in writing.
2	Internal and external data shows that pupils have greater difficulty in making expected progress in early reading (including phonics) than their peers nationally, placing them at a disadvantage when accessing the wider curriculum.
3	Attendance Attendance rates for PP children are lower than their peers and often less than national.
4	PP pupils often, although not always, do not receive the additional opportunities outside of school to widen their experiences.
5	Well-Being Many, but not all, of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.
6	Low levels of the key skills across the core subjects, Reading, Writing and Maths. Many of our PP children do not receive the support at home to enable them to practice key skills and knowledge learnt at school. This is vital to them achieving well and keeping up with their peers.

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
PP children have opportunities to extend their knowledge and experience outside of the normal school day. Children can access a wide range of activities and experiences which enrich their lives and support their learning in school.	All pupils access extra curricula provision in school. They can talk about their experiences (such as trips and visits) and relate this to their learning. Pupils will have the opportunity to discover, develop and nurture their individual talents. This will also result in PP children having increased aspiration and self-belief in themselves.
Increased attendance rates for PP children.	Reduce the number of PP children whose attendance is below 96%. Attendance and punctuality data is at least maintained, it is in line with national expectations.
Increased phonic knowledge is supported in the lower phases of the school.	Narrow the attainment gap in phonics and reading across all year groups. The gap between PP and non-PP children's PSC results is reduced to 5%. External and internal data indicates that pupils reach at least expected levels in reading for their age group, including the development of phonics. Pupils have real enjoyment for reading, they read for pleasure and can discuss books they have read. Children want to talk about reading and books.
Narrow the attainment gap in English and Maths in all year groups.	All PPG children make better than average progress in a year. Progress+ meetings are used as a vehicle to discuss PP children and their attainment and progress. Careful tracking of PP children in pupil progress meetings shows a decrease in the gap between them and their peers.
Pupil Premium children are supported by our Family Engagement Officer	Our Family Engagement Officer will support PP children's need for additional nurture, for those who need it, with the intention to increase confidence and independence.

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)

Budgeted cost: £ 100,000

Activity addressed	Evidence that supports this approach	Challenge number(s)
<p>Improve phonics teaching across the lower phases of the school.</p> <p>Purchase new phonetically decodable books to match our scheme. Provide further Training.</p> <p>Invest in the SEND Little Wandle Programme, programme, and resources.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.</p> <p>Phonics - Education Endowment Foundation - EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics +5</p>	<p>1,2,6</p>
<p>Membership of PiXL – provision of assessment (including analysis), targeted intervention materials, high quality targeted teaching resources, interventions and strategies.</p> <p>Training for staff in effective use of data to support planning and teaching. Detailed analysis of standardised tests can support the identification of gaps in learning for classes, individuals and</p>	<p>Pupil Premium – EEF Evidence Brief</p> <p>EEF “....investment in the use of standardised assessments”</p>	<p>6</p>

groups. This will enable all groups interventions to be targeted to specific needs.		
Number of PP children passing the Phonics Screening Check will increase. The gap between PP and their peers will be no more than 5-10%.	Additional EYP/LSP support. These adults provide increased opportunity for keep up and catch-up sessions in line with the 'Little Wandle' programme. These sessions are specifically planned and bespoke to what the child needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,6
Employing highly skilled and highly effective teachers and making sure that every teacher is supported to keep improving. Employment of skilled Learning Support Practitioners to support whole class teaching and learning.	Pupil Premium – EEF Evidence Brief: “Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils”. https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053	1,2,5,6
Additional books for class book corners, specifically and carefully chosen to engage and excite the	Get Hounslow Reading Project Research EEF Teaching and Learning Toolkit - Phonics and reading (+5) comprehension (+6) strategies available. Literacy Guidance poster for	1,2,6

children.	all key stages.	
Participation in Let's Talk Together programme. A programme partly funded by Hounslow Early Years to support, encourage, and inspire early language development of all children. A continuous programme of support and CPD to enable staff to become skilled at promoting children's early language. Interventions will be in place for the PP children to support them with their speech.	EEF guidance reports EYFS Preparing for Literacy: https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Poster.pdf?v=1728211893	1,2,6
The gap between PP children and their peers will decrease across all core subjects. EYP/LSP providing additional in class support for children who need to make additional progress and need repeated learning opportunities will have a positive impact.	Having an additional adult allows opportunities for children to get more focused support either during a lesson or as part of an intervention. EFF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,6
In Years 5 and 6, PP children will have an opportunity to engage with Hounslow Music Service and music specialist.	PP are sometimes not exposed to music tuition and the extra opportunities that it brings. Offering this to them in school widens their experiences.	4

Weekly G & T sports coaching and opportunities with Conquest.	PP children will have opportunities to participate in additional Gifted and Talented sports.	3, 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Morning boosters run by Headteacher, Assistant Headteacher and Year 6 staff - Tuition targeted at specific small group.	Catch up morning Booster Group sessions in small groups with a qualified teacher. Identifying specific knowledge and gaps can be an effective method to support low attaining pupils or those falling behind. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	6
Additional targeted phonics interventions and reading support targeted at disadvantaged pupils who require further phonics support – especially those in Reception and Year 1.	Keep up and Catch-up interventions are essential to PP children closing the gaps in their phonic knowledge. 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 of time.. We assess regularly in this 6 week window in accordance with Little Wandle’s suggested structure. Phonics - Toolkit Strand - Education Endowment Foundation - EEF +5.	1,2,6
Speech and Language interventions run by an LSP, who is trained in delivering Speech and Language.	PP children who have a speech and language plan, will receive high quality intervention to support them with their speech to help develop their oracy. Oracy Language Interventions - EEF - +6	1,2,6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children will have their emotional needs met so that they are more prepared for learning. Working with our Play Therapist, Family engagement officer and having mentors in school.	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school EEF: Mentoring - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Purple Elephant Project Research	5
Appoint a Family Engagement Officer and Pastoral Lead, to improve school attendance.	DFE Guidance	3
Families are better able to support the needs of their children and supported by our Family Engagement Officer and our Pastoral Assistant.	Many of our PP children have lacked the nurture or emotional support they need at home, which means they are often not ready to access the learning when they come to school.	5
Residential programmes 50% discount for PPG families	EEF trial on the impact of trips on writing attainment: https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	6
PP children have opportunities to extend their knowledge and experience outside of the normal	PP who don't get to experience the wider world outside of school need us to provide extra opportunities, to broaden their experiences. Our school value of Aspiration is important here.	4

school day by attending after school clubs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Providing Breakfast club places to those PP who need a calm start to the day and who may not get breakfast at home. Bagel breakfasts are provided twice a week to all children.	National Breakfast Programme: Bagel Scheme Children need to be adequately fuelled to give them the best chance of making the most from the day. Children need their basic needs met before they are ready to learn and able to make progress.	3, 5
Pathways provide outreach and offsite support to those PP pupils who need that extra support to manage mainstream expectations.	Children who require this level of support, need that extra layer of support from a skilled behaviour expert. Children learn new strategies that they can apply independently. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit rated as +4	3, 5, 6
1:1 School Mentors are in place if children need that extra listening time from an adult. A safe space to talk and be listened too.	Children need to trust school-based adults and to know people in school believe in them, for them to achieve academically. EFF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5
Attendance initiatives are in place, encouraging children to want to come to school.	Attendance DFE guidelines - PP often have poor attendance and lack motivation to come into school.	3
Lunch time Clubs and Young Carers group run by our Family Engagement Officer are on offer to children who need a safe space to spend time with a safe adult.	Children having a specific space to spend time with other Young Carers and to feel potentially more like they belong, is very important. This safe space will provide children with a regular safe predictable adult who supports them weekly.	3, 5
Drawing & Talking and Lego Therapy are provided for children who require some form of therapy.	These interventions provide support for children who need that specialist level of intervention. This support affects wellbeing, attendance, and behaviour.	5

Total budgeted cost: £221,00