



Pupil premium strategy statement Fairholme Primary School 2025 - 2026

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	402
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2025 2025 – 2026 (edited) 2026 - 2027
Date this statement was published	October 25
Date on which it will be reviewed	October 26
Statement authorised by	Gemma Harris - Head
Pupil premium lead	Gemma Harris
Governor lead	Ryan Ward – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,070
Total budget for this academic year	£209,070

Part A: Pupil premium strategy plan Statement of intent

At the core of our Pupil Premium strategy is a commitment to delivering high-quality, inclusive teaching that enables all pupils to thrive. We recognise that the most effective way to close attainment gaps is through excellent classroom practice, underpinned by a curriculum that is ambitious, coherent, and responsive to the needs of every learner.

Our approach prioritises the areas where disadvantaged pupils are most in need of support, ensuring that they have full access to a rich and well-sequenced curriculum. Our ultimate aim is that all pupils—regardless of background, prior attainment, or personal circumstance—make strong progress and achieve highly across all subject areas. We hold a firm belief that every child can succeed, and we work to cultivate high aspirations and positive outcomes for all.

We are also mindful of the additional challenges faced by vulnerable pupils, including those who have a social worker, are young carers, or are experiencing other forms of disadvantage. The actions set out in this strategy are designed to support these pupils' academic, social, and emotional needs, whether or not they are eligible for the Pupil Premium.

Our approach is evidence-informed and data-driven, grounded in robust diagnostic assessment and careful analysis of barriers to learning. We avoid making assumptions about disadvantage and instead respond to the specific needs of pupils and cohorts.

To ensure our strategy is effective, we will:

- Deliver high-quality teaching and learning that consistently challenges and supports disadvantaged pupils to meet or exceed age-related expectations.
- Identify and intervene early, using timely assessment and targeted support to address emerging gaps in learning or well-being.
- Adopt a whole-school approach in which all staff share collective responsibility for the progress, attainment, and personal development of disadvantaged pupils.
- Raise expectations and aspirations for all pupils by promoting a culture of ambition, equity, and inclusion across the school community.
- Monitor, evaluate, and adapt our strategy regularly to ensure that interventions are effective and resources are deployed where they will make the greatest impact.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations indicate that oral language skills are consistently lower for pupils eligible for Pupil Premium (PP) funding compared to their peers across the school, from Reception through to Year 6. These difficulties are more prevalent among our disadvantaged pupils than their peers and have a notable impact on their ability to construct grammatically accurate and well-structured sentences, both orally and in writing. As a result, these pupils often require targeted support to develop their vocabulary, sentence structure, and overall communication skills, which are essential foundations for success across all areas of the curriculum.
2	Pupil Premium pupils are progressing more slowly in early reading and phonics than their national peers. Targeted support is needed to close these gaps, ensuring they can fully access and benefit from the wider curriculum.
3	In our school, Pupil Premium pupils have lower attendance rates than their peers and often fall below the national average, limiting their access to learning and social opportunities. The challenge in our school is to improve attendance and reduce persistent absenteeism so that PP pupils can fully engage with the curriculum and achieve their potential.
4	Pupil Premium (PP) students often have fewer opportunities outside of school—such as trips, clubs, cultural experiences, or enrichment activities—compared to their peers. This can limit their exposure to new experiences, reduce social and cultural capital, and potentially impact motivation, aspiration, and achievement. While not all PP students are affected, there is a risk that without targeted support, some may miss out on the experiences that help broaden their skills, interests, and life opportunities.
5	A significant number of our Pupil Premium children have not consistently received the emotional support or nurturing they need at home. As a result, they often arrive at school not fully prepared to engage with learning
6	Many of our Pupil Premium students demonstrate lower levels of essential skills in Reading, Writing, and Maths. Limited opportunities to practice and consolidate learning at home mean that these pupils may struggle to reinforce key knowledge and skills acquired in school. This support is critical for enabling them to make strong progress and maintain pace 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.	By 2025/26, maintain high levels of pupil wellbeing, evidenced by a notable increase in participation in enrichment activities, especially among disadvantaged pupils. All pupils access extra curricula provision in school. Children will be able to 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.	The attainment gap in phonics and reading between Pupil Premium (PP) and non-PP pupils will be reduced to a maximum of 5% in PSC results. Internal and external assessments will show that all pupils, including PP pupils, achieve at least the expected standard for their age in reading and phonics. Pupils will develop a genuine love of reading, engaging with texts for pleasure, discussing books confidently, and sharing their enthusiasm for reading with others
Narrow the attainment gap in English and Maths in all year groups.	All PPG pupils are supported to make accelerated progress within an academic year. Pupil Progress+ meetings provide a structured forum to review the attainment and progress of PPG pupils. Rigorous tracking during these meetings enables targeted interventions, resulting in a measurable reduction in the attainment gap between PPG pupils and their peers.
Our Family Engagement Officer will provide targeted nurture support to pupil premium children who require it, with the aim of enhancing their confidence and fostering greater independence	Pupil premium children receiving nurture support demonstrate increased confidence in class activities and show greater independence in completing tasks, as observed by staff and through feedback from the children and their families

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: £ 90,000

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

RSL Pixl Progress+ meetings to happen half termly with a pixl associate and these will inform interventions to be targeted to specific needs. Detailed analysis of standardised tests can support the identification of gaps in learning for classes, individuals and groups.		
The proportion of PP children passing the Phonics Screening Check will increase, with the attainment gap between PP children and their peers reduced to no more than 10 -20%.	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
To be part of the Primary Mastery Maths project. This project is lead by our Math's Lead and DHT. CPL is provided for staff to support their teaching of Maths and understanding	https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/mathematics-mastery-primary	6

of mastery.		
Recruiting and retaining highly skilled and effective teachers, while ensuring every teacher receives ongoing support for professional growth. Employing skilled Learning Support Practitioners and Early Learning Practitioners to enhance 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 will be carefully selected and purchased through the scheme, ensuring they will engage, inspire, and spark the children’s curiosity and love of reading.	Get Hounslow Reading Project Research EEF Teaching and Learning Toolkit - Phonics and reading (+5) comprehension (+6) strategies available. Literacy Guidance poster for all key stages.	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. EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,6

In Years 5 and 6, Pupil Premium children will have the opportunity to engage with Hounslow Music Service, participating in tailored music sessions and workshops led by a specialist, designed to develop their musical skills and confidence.	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 Gifted & Talented (G&T) sports coaching sessions delivered in partnership with Conquest, providing pupils with high-quality training, skill development, and opportunities to participate in competitive sports events beyond the school environment	PP children will have opportunities to participate in additional Gifted and Talented sports.	3, 4

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

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 6 Morning boosters run by Headteacher, Assistant Headteacher and KS2 Year Group Leaders - 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.	6

	EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2,6
To run FFT for PP pupils in Year 3. To provide training for two LSPs to enable them to successfully deliver the programme.	FFT Reciprocal Reading is a targeted, structured, discussion- based approach to teaching reading comprehension. https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/fft-reciprocal-reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,6

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

Budgeted cost: £65,000

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
Employ a Pastoral Lead, to improve school attendance.	EEF publish updated resources to support pupil premium spending: '... Analysis of a representative sample of 300 schools' Pupil Premium strategy statements found that 75% cited attendance and 74% mentioned reading as the main barriers to attainment for their pupils eligible for Pupil Premium funding' 'Some school leaders emphasised the positive impact that engaging with families can have ... For example, one school had a family liaison officer who worked with families of disadvantaged pupils ... with the aim of improving attendance amongst these pupils – DFE Sept 2025 Pupil premium and recovery premium evaluation (1).pdf	3
Families are better able to support the needs of their children and supported by our Family Support Practitioner and our Pastoral Assistant. The role of these staff is to support parents to engage in their child's	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	5

academic learning.	learning-toolkit/parental-engagement	
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 school day by attending after school clubs.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity 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	4
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.	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. National Breakfast Programme: Bagel Scheme "A healthy breakfast can help children and young people with their concentration and behaviour." https://www.gov.uk/government/news/thousands-more-children-to-benefit-from-free-breakfast-clubs?utm_source=chatgpt.com "Having the right breakfast supports children and young people's concentration and has been seen to improve their behaviour in the classroom, as they are more focussed and ready to learn." https://family-action.org.uk/news-insight/national-school-breakfast-week/?utm_source=chatgpt.com	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 belief 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	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

Part B: Review of the previous academic year

Outcomes for disadvantages pupils

We have reviewed the 2024–2025 performance of our pupil premium pupils, drawing on Good Levels of Development, Phonics Screening Check outcomes, KS2 results, and our internal assessments. Analysis of assessment and test data indicates that, while some pupils achieved strong individual outcomes, the overall progress and attainment of disadvantaged pupils in 2024/25 fell below our expectations. This underperformance is largely attributable to disadvantaged pupils with special educational needs, further hindered by additional barriers that have affected the progress of some children.

- In EYFS, 62% of pupils with pupil premium achieved GLD and 69% of non-pupil premium pupils achieved GLD.
- In Year 1 despite high quality Phonic interventions, 57% of PP pupils passed the Phonic Screening Check. 88% of non-pupil premium pupils passed the Phonic Screening Check.
- In Key Stage 2, see the table below for information about attainment for PP pupils in Reading, Writing, Maths and combined: