



Pupil premium strategy statement Fairholme Primary School 2026 - 2027

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 outcomes for disadvantaged pupils last academic year.

Detail	Data
Number of pupils in school	368 - Reception to Year 6
Proportion (%) of pupil premium eligible pupils	32% - 115 pupils
Academic year/years that our current pupil premium strategy plan covers	2026 – 2027(edited) 2027 – 2028 2028- 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2026
Statement authorised by	Gemma Harris – Head Teacher
Pupil premium lead	Gemma Harris
Governor lead	Ryan Ward – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£201,500 (total spending £231,300)

Part A: Pupil premium strategy plan Statement of intent

Statement of Intent

At Fairholme Primary School, we are committed to ensuring that all pupils, irrespective of their background or individual circumstances, have the opportunity to achieve their full potential. Our Pupil Premium strategy is an integral part of our whole-school approach to improving outcomes for disadvantaged pupils. We use a combination of high-quality teaching, targeted academic support and wider strategies to address the individual needs and barriers faced by our disadvantaged pupils.

We have a 115 pupils from Reception to Year 6, with approximately 32% of pupils eligible for Pupil Premium funding. Given the size of our disadvantaged cohort, improving their attainment and progress is a central priority within our school improvement work. Our approach is informed by assessment, attendance and pupil-level information, alongside our knowledge of the needs of our pupils and families. We recognise that disadvantaged pupils have diverse needs and experiences. We therefore seek to identify and address individual barriers to learning while maintaining high expectations for every pupil.

We will prioritise the use of Pupil Premium funding where it will have the greatest impact on improving pupils' educational outcomes, removing barriers to learning and ensuring that disadvantaged pupils are able to access and benefit fully from the opportunities provided by the school.

Our strategy will be reviewed regularly, drawing on assessment information, pupil outcomes and other relevant evidence, to evaluate its impact and ensure that resources and provision continue to respond effectively to the needs of our disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Writing attainment Our summer 2026 assessment information identifies a gap in writing attainment between disadvantaged and non-disadvantaged pupils across Key Stage 2. This gap was particularly evident in the Year 5 cohort, now in Year 6, where 56% of disadvantaged pupils achieved the expected standard compared with 88% of their non-disadvantaged peers. Addressing gaps in writing knowledge and skills is a priority to improve attainment and ensure that disadvantaged pupils achieve age-related expectations.
2	Mathematics attainment Our summer 2026 assessment information identifies gaps in mathematics attainment between disadvantaged and non-disadvantaged pupils across Key Stage 2, particularly in the Year 5 cohort, now in Year 6. In this cohort, 67% of disadvantaged pupils achieved the expected standard compared with 91% of their non-disadvantaged peers. Addressing gaps in mathematical knowledge and understanding is a priority to improve attainment and strengthen pupils' fluency, reasoning and problem-solving skills.
3	Oral language and communication Our assessment information and observations indicate that oral language skills are less well developed among our disadvantaged pupils compared with their peers, from Reception through to Year 6. Difficulties with vocabulary, sentence structure and verbal expression affect pupils' ability to communicate effectively and construct grammatically accurate sentences, both orally and in writing. These barriers can limit pupils' ability to access and engage fully with the curriculum.
4	Reading attainment Our summer 2026 assessment information identifies a gap in reading attainment between disadvantaged and non-disadvantaged pupils across Key Stage 2. This gap was particularly evident in the Year 5 cohort, now in Year 6, where 67% of disadvantaged pupils achieved the expected standard compared with 88% of their non-disadvantaged peers. Improving reading attainment and addressing identified gaps in reading knowledge and skills remain priorities to ensure that disadvantaged pupils can access and engage fully with the wider curriculum.
5	Attendance and persistent absence Our 2025–2026 attendance data identifies improving attendance for disadvantaged pupils as a priority. Attendance for disadvantaged pupils was 91.9%, compared with 94.7% for their non-disadvantaged peers. Persistent absence was also higher among disadvantaged pupils, at 27.6%, compared with 11.7% for non-disadvantaged pupils. We recognise the importance of regular attendance in supporting pupils' learning, wellbeing and engagement in school life. Our

	priority is to work closely with pupils and families to improve attendance, reduce persistent absence and ensure that disadvantaged pupils benefit fully from the educational opportunities available to them.
6	Access to enrichment opportunities Our knowledge of pupils and families indicates that some disadvantaged pupils experience barriers to accessing enrichment opportunities, including educational visits, extracurricular activities and wider cultural experiences. These barriers can limit opportunities to develop interests, broaden experiences and participate fully in school life.
7	Social and emotional needs Our observations and pupil-level information indicate that some disadvantaged pupils experience social and emotional difficulties that can affect their readiness to learn, engagement in lessons and ability to manage the demands of the school day. These pupils require additional support to develop emotional regulation, resilience and positive relationships, enabling them to engage more consistently and successfully with learning.

Intended outcomes

Our long-term ambition is for disadvantaged pupils to achieve in line with their non-disadvantaged peers. Recognising pupils' differing starting points and the challenges they face, we will evaluate success through improvements in individual progress, attainment and the narrowing of gaps over time.

Intended outcome	Success criteria
Improved writing attainment. Disadvantaged pupils make sustained progress in writing, with an increasing proportion achieving age-related expectations and a narrowing attainment gap between disadvantaged and non-disadvantaged pupils in Key Stage 2.	Improved writing attainment and progress for disadvantaged pupils, particularly in Key Stage 2, with the long-term ambition of achieving outcomes in line with their non-disadvantaged peers. Success criteria • Termly assessments demonstrate that disadvantaged pupils make sustained progress from their individual starting points. • An increasing proportion of disadvantaged pupils achieve age-related expectations in writing. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows over the strategy period, with evidence of improvement across Key Stage 2. • Pupils who are not yet achieving age-related expectations demonstrate measurable progress in their writing knowledge and skills.

Improved mathematics attainment Disadvantaged pupils make sustained progress in mathematics, with an increasing proportion achieving age-related expectations and a narrowing attainment gap in Key Stage 2.	Improved mathematics attainment and progress for disadvantaged pupils, with the long-term ambition of achieving outcomes in line with their non-disadvantaged peers. Success criteria • Termly assessments demonstrate sustained progress in mathematics from individual starting points. • An increasing proportion of disadvantaged pupils achieve age-related expectations. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows over the strategy period. • Assessment information demonstrates improvements in mathematical fluency, reasoning and problem-solving, particularly for pupils with identified gaps in knowledge.
Improved oral language and communication. Disadvantaged pupils develop their vocabulary, sentence construction and oral communication skills, enabling them to express themselves confidently and engage more effectively with learning.	Improved oral language and communication skills among disadvantaged pupils, enabling them to develop their vocabulary, construct sentences effectively and communicate their ideas with increasing confidence. Success criteria • Assessments and teacher observations demonstrate improvements in vocabulary, sentence construction and oral communication for disadvantaged pupils with identified needs. • Pupils receiving targeted support make measurable progress against their individual speech, language and communication targets. • Classroom observations demonstrate that pupils are increasingly able to articulate their ideas, use appropriate vocabulary and participate in discussions. • Improvements in oral language contribute to pupils' ability to construct grammatically accurate sentences in their written work.
Improved reading attainment. Disadvantaged pupils make sustained progress in reading, with an increasing proportion achieving age-related expectations and a narrowing attainment gap in Key Stage 2.	Improved reading attainment and progress for disadvantaged pupils, with the long-term ambition of achieving outcomes in line with their non-disadvantaged peers. Success criteria • Termly assessments demonstrate sustained progress in reading from individual starting points. • An increasing proportion of disadvantaged pupils achieve age-related expectations. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows over

	the strategy period. • Pupils receiving targeted reading support demonstrate measurable improvements in their identified areas of need.
Improved attendance. Attendance among disadvantaged pupils improves and persistent absence reduces, enabling pupils to access learning consistently and participate fully in school life	Improved attendance among disadvantaged pupils and a reduction in persistent absence, enabling pupils to access learning consistently and participate fully in school life. Success criteria • Attendance among disadvantaged pupils improves from the 2025–2026 baseline of 91.9%. • The proportion of disadvantaged pupils who are persistently absent reduces from the 2025–2026 baseline of 27.6%. • The attendance gap between disadvantaged and non-disadvantaged pupils reduces over the strategy period. • Attendance monitoring demonstrates sustained improvement for disadvantaged pupils receiving targeted attendance support.
Increased participation in enrichment Disadvantaged pupils are supported to participate fully in educational visits, extracurricular activities and wider enrichment opportunities.	Disadvantaged pupils have equitable access to educational visits, extracurricular activities and wider enrichment opportunities, enabling them to broaden their experiences, develop their interests and participate fully in school life. Success criteria • Participation records demonstrate increased engagement in enrichment activities among disadvantaged pupils where barriers have been identified. • Financial and practical barriers to participation are identified and addressed. • Monitoring demonstrates that disadvantaged pupils have equitable opportunities to participate in educational visits and extracurricular activities. • Pupil voice indicates that disadvantaged pupils feel included and have opportunities to develop their interests and experience new activities.
Improved social and emotional wellbeing Disadvantaged pupils with identified social and emotional needs develop the skills and confidence to engage positively with learn-	Disadvantaged pupils with identified social and emotional needs develop the skills and confidence to engage positively with learning, manage their emotions and build positive relationships. Success criteria

ing and school life.	• Pupils receiving targeted support demonstrate measurable progress against their individual social and emotional development targets. • Teacher observations and pastoral records indicate improvements in emotional regulation, engagement and readiness to learn. • Pupil voice indicates that pupils receiving support feel safe, supported and increasingly confident in school. • Reviews of targeted provision demonstrate improvements in pupils' engagement with learning and their ability to participate positively in school life.
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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: £ 111,000

Activity addressed	Evidence that supports this approach	Challenge number(s)
Continue to prioritise high-quality phonics teaching across the lower phases through further staff continuing professional development (CPD) and consistent implementation of the school's Little Wandle programme. Purchase additional phonetically decodable books matched to the school's phonics teaching sequence, so that pupils have opportunities to practise reading using the sounds and words they have been taught. Invest further in Little Wandle's SEND programme, including staff training and resources, to support the effective teaching of phonics to pupils with identified additional needs.	The Education Endowment Foundation (EEF) identifies phonics as an evidence-informed approach to developing early reading, particularly the accuracy of word reading. A systematic approach, supported by well-trained staff and reading materials matched to pupils' phonics knowledge, provides a clear foundation for early reading. The EEF reports an average impact of five additional months of progress across the phonics approaches it reviews; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4

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%.	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	1,4
Deploy additional adults in Key Stage 1 to enable the daily reading lesson to be taught in smaller groups. This will give pupils more frequent opportunities to read aloud, practise with appropriately matched books and receive timely feedback and support. Adults will work alongside teachers to deliver the school's reading approach consistently, using assessment information to ensure that teaching responds to pupils' developing reading knowledge and skills	The Education Endowment Foundation (EEF) identifies phonics as an evidence-informed approach to developing early word-reading accuracy. Smaller-group delivery may create more opportunities for pupils to practise and receive feedback, provided adults are trained and deployed effectively. The rationale is therefore more purposeful reading practice within the daily lesson, rather than an assumption that smaller groups automatically improve attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Whole-school professional development in Talk for Writing, delivered by a Talk for Writing expert. Training will support staff in developing pupils' oral rehearsal, vocabulary, sentence construction and written composition, with a consistent approach to the teaching of writing across the school.	The EEF identifies oral language approaches as an effective way of supporting learning, particularly when spoken language is integrated into the curriculum. Professional development will support teachers in developing pupils' vocabulary and using structured talk to strengthen writing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3

Deliver the Mastering Number programme through an additional 15 minutes of daily mathematics teaching focused on developing pupils' understanding of number and fluency with number facts. Staff will also receive half-termly CPL to support consistent delivery of the programme.	Regular, purposeful practice helps pupils consolidate number knowledge and develop fluency. The EEF's evidence on mastery learning is relevant to securing understanding through assessment, feedback and additional support, although it should not be treated as an evaluation of the Mastering Number programme itself. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2
Professional development for staff to strengthen the teaching of reading comprehension, including the explicit teaching and modelling of comprehension strategies, vocabulary development and opportunities for pupils to discuss and respond to texts.	The EEF identifies explicit teaching of reading comprehension strategies as an effective approach to improving reading outcomes. Modelling, questioning and guided practice can support pupils in developing the skills needed to understand increasingly complex texts. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3,4
Professional development to strengthen the explicit teaching of vocabulary and the use of structured talk across the curriculum. Staff will develop consistent approaches to modelling language, extending pupils' responses and supporting the construction of grammatically accurate sentences.	The EEF identifies oral language interventions as an effective approach to improving learning outcomes. Approaches that develop vocabulary, structured discussion and purposeful classroom interaction can support disadvantaged pupils' language development and wider learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,3,4
Continued membership of PiXL to support assessment, analysis and the identification of gaps in learning. Half-termly PiXL Progress+ meetings between school leaders and a PiXL associate will support the analysis of assessment information and inform teaching priorities and targeted intervention. Standardised assessment information will be used to identify gaps in learning for individual pupils, classes and groups, enabling teachers to adapt teaching and provide appropriate support.	The EEF identifies feedback and formative assessment as important approaches to improving learning. Using assessment information to identify misconceptions and adapt teaching can help ensure that pupils receive support matched to their needs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	6

Participate in the Maths Hub, with the Mathematics Lead and Deputy Headteacher leading the development of mathematics teaching across the school. Staff will receive half-termly continuing professional learning (CPL) to deepen their understanding of teaching for mastery and strengthen the consistent delivery of mathematics. Professional learning will support staff to develop pupils' mathematical understanding, number fluency, reasoning and problem-solving. Leaders will use assessment information and review of classroom practice to identify priorities for ongoing development.	The Education Endowment Foundation (EEF) identifies high-quality professional development as an important means of improving teaching when it is sustained, focused on classroom practice and provides opportunities for staff to apply and revisit their learning. Fairholme's half-termly CPL provides a structure for ongoing development rather than a one-off training session. The rationale for participating in the Maths Hub is to strengthen everyday mathematics teaching. The impact at Fairholme will be reviewed through teaching and assessment information; it should not be inferred from evaluations of a different, named mathematics programme.	2
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	1,2,3,4
Purchase carefully selected books for classroom book corners to provide pupils with access to a diverse and engaging range of high-quality texts. Books will be chosen to reflect pupils' interests, broaden their reading experiences and support a positive reading culture across the school. Staff will encourage pupils to explore and discuss these books as part of the school's wider approach to developing reading engagement and enjoyment.	Access to appealing, appropriately selected books can support a school's efforts to encourage reading engagement and provide opportunities for pupils to encounter a wider range of vocabulary and texts. Fairholme will evaluate this investment through pupils' use of classroom book corners, pupil feedback and relevant reading information. The EEF's evidence on phonics and reading comprehension strategies supports specific teaching approaches. It should not be used to claim that purchasing books alone produces the same reported gains. Similarly, I would not include a finding from the Hounslow Reading Project until we have identified and checked the particular research you mean.	4

The gap between PP children and their peers will decrease across all Reading, Writing and Maths. LSPs providing additional in class support for children who need to make additional progress and need repeated learning opportunities.	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	1,2,3,4

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

Budgeted cost: £ 49,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted morning booster sessions led by senior leaders and school staff to support Year 6 pupils in preparing for their end-of-Key-Stage-2 assessments. Sessions will provide additional teaching and opportunities to consolidate learning, address identified gaps in knowledge and develop pupils' confidence in reading, writing and mathematics, according to their individual needs.	The EEF identifies small-group tuition as an effective approach to supporting pupils with identified learning gaps, particularly when teaching is closely matched to pupils' needs and aligned with classroom learning. Additional targeted teaching can provide opportunities to revisit and consolidate knowledge and skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4
Daily Number Nest mathematics sessions delivered by the SENCO and learning support practitioners (LSPs) for pupils with SEND and identified gaps in mathematical knowledge and understanding. Pupils receive additional adult support in small groups, enabling teaching to be closely matched to their needs and providing opportunities to revisit and consolidate essential mathematical knowledge and skills.	The EEF identifies small-group tuition as an effective approach to addressing gaps in learning. Teaching in small groups allows support to be closely matched to pupils' identified needs and provides opportunities for feedback and additional practice. The EEF's guidance on mathematics in Key Stages 2 also emphasises the importance of using assessment to identify misconceptions and providing targeted support to develop secure mathematical understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2
Use of PiXL assessment information, intervention materials and targeted teaching resources to identify and address gaps in disadvantaged pupils' learning. Half-termly PiXL Progress+ meetings with a PiXL associate will support school leaders in analysing assessment information and identifying pupils who	The EEF emphasises the importance of using assessment to identify pupils' learning needs and inform teaching decisions. Targeted academic support can be effective when interventions are carefully selected, matched to identified needs and connected to classroom teaching.	1,2,4

require additional academic support. Targeted interventions will be informed by this analysis and focus on identified gaps in reading, writing and mathematics.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
Additional Little Wandle Keep-up and Catch-up phonics interventions and targeted reading support for disadvantaged pupils who require further help to secure their phonics knowledge, particularly in Reception and Year 1 and those children in Years 2 and 3 still developing their phonics. Regular assessment, following Little Wandle's six-week assessment cycle, will identify gaps in pupils' phonics knowledge, inform the support provided and monitor progress. Interventions will be adapted in response to assessment findings so that pupils receive timely support matched to their individual needs.	Phonics approaches have a strong evidence base for supporting early reading, including for disadvantaged pupils. The Education Endowment Foundation (EEF) identifies targeted phonics interventions as particularly effective when they are delivered regularly over a sustained period and matched to pupils' needs. Regular assessment helps staff identify gaps, provide appropriate support and review pupils' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	4
Targeted speech and language interventions delivered by a learning support practitioner (LSP) trained in providing speech and language support. Disadvantaged pupils with an identified speech and language need and an individual speech and language plan will receive support matched to the targets in their plan. Staff will monitor pupils' progress against these targets and use the findings to inform ongoing support. The interventions will aim to develop pupils' speech, language and communication skills, supporting their participation in classroom learning.	The Education Endowment Foundation (EEF) identifies oral language interventions as an evidence-informed approach to improving pupils' learning. Approaches that develop spoken language through structured interaction and targeted support can benefit pupils' communication and wider learning. The EEF reports an average impact of six additional months of progress, although this is an average across the approaches studied. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Provide FFT Reciprocal Reading for disadvantaged pupils in Year 3 who have identified reading com-	FFT Reciprocal Reading is a structured approach to developing reading comprehension through guided discussion and the use of comprehension	3,4

prehension needs. Two learning support practitioners (LSPs) will receive training to deliver the programme. The structured, discussion-based sessions will support pupils to develop their understanding of texts, explain their thinking and use reading comprehension strategies. Pupils' progress will be monitored through reading assessments and observations to inform subsequent support.	strategies. The Education Endowment Foundation (EEF) includes the programme in its Promising Programmes resources and identifies reading comprehension strategies as an evidence-informed approach to improving reading outcomes. The evidence supports the approach but does not guarantee a particular level of progress for pupils at Fairholme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/fft-reciprocal-reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Purchase of additional books to expand the school's reading scheme and provide appropriate reading materials for disadvantaged pupils. Resources will support targeted reading interventions, provide opportunities for pupils to practise reading at home and ensure access to books matched to pupils' reading needs. Additional books will also strengthen the school's wider reading provision.	The EEF's guidance on improving literacy in Key Stage 2 emphasises the importance of developing fluent reading, comprehension and opportunities for pupils to practise and apply their reading skills. Providing appropriately matched reading materials can support the implementation of effective reading instruction and targeted support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	4

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

Budgeted cost: £71,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide access to the school's Play Therapist for disadvantaged pupils with identified emotional or wellbeing needs. Where appropriate, the Play Therapist will work alongside the Family Engagement Officer and school mentors to provide coordinated support that responds to each pupil's individual circumstances. The provision aims to help pupils express their feelings, develop strategies to manage emotions and feel more settled and ready to engage in learning. Support will be reviewed against individual needs using appropriate pupil feedback, pastoral observations and records of engagement in school.	The Education Endowment Foundation's evidence on mentoring is relevant to the trusted-adult element of Fairholme's wider pastoral provision. It should not, however, be presented as evidence that play therapy itself produces the same outcomes. The school's rationale for providing play therapy is to respond to identified emotional and wellbeing needs. Its impact will be evaluated through individual support reviews rather than an assumed improvement in attainment or attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	7
Provide opportunities for pupils in Years 5 and 6 to take part in music lessons delivered by Hounslow Music Service. The provision will support disadvantaged pupils' access to musical learning and wider enrichment experiences.	Arts participation can provide opportunities for pupils to develop musical knowledge and skills, express themselves and engage in a broader curriculum. The Education Endowment Foundation's evidence on arts participation considers its potential contribution to educational outcomes, while recognising that the strength of evidence varies by outcome. Fairholme will evaluate this activity primarily through pupils' access to and participation in music lessons, rather than assuming it will directly raise attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	6
Conquest Sports will deliver weekly physical development sessions in EYFS to address identified needs in gross motor skills, coordination, balance and physical activity. The structured sessions will	Physical activity is important for pupils' health and wellbeing and can provide opportunities to develop confidence, cooperation and participation. The EEF's evidence on physical activity considers its relationship with educational outcomes, but participation and the removal	6

develop children's core strength, stability, spatial awareness, listening skills and ability to follow instructions. Developing these fundamental movement skills will support children's physical readiness for writing, providing essential foundations for posture, pencil control and fine motor development. This targeted intervention aims to improve physical development outcomes, increase confidence and engagement, and support disadvantaged pupils in developing the prerequisite skills for early writing.	of barriers to enrichment are the primary aims of this provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Provide a Family Support Practitioner for three days a week to support disadvantaged pupils and their families. The practitioner will build positive relationships with parents and carers, identify and address barriers to attendance and engagement, and provide targeted support according to individual needs. She will deliver lunchtime social skills clubs, LEGO Therapy sessions, Young Carers groups and 1:1 mentoring to develop pupils' confidence, emotional regulation, communication and positive relationships. She will also coordinate the Surplus to Supper initiative to support families experiencing financial hardship and ensure that children who have not had breakfast at home are provided with food at school. This holistic approach aims to reduce barriers to learning, improve attendance, wellbeing and readiness to learn, and ensure disadvantaged pupils are supported both socially and emotionally.	The Education Endowment Foundation (EEF) identifies parental engagement as an approach that can support pupils' learning. Its evidence highlights the value of positive, purposeful communication with families and practical support that helps parents and carers engage with their children's education. This evidence supports the family-engagement approach; it does not establish that employing these particular staff roles will automatically improve attendance or attainment. Fairholme will evaluate their contribution using its own attendance and pupil-level information.	5,6,7
Provide a 50% discount on the cost of school residential programmes for families of pupils eligible for Pupil Premium. This will help reduce financial barriers to participation and enable disadvantaged pupils to access the educational, social and personal development opportunities offered by residential visits. The school will monitor take-up among eligible pupils and review whether financial barriers to partici-	Residential visits provide opportunities for pupils to experience learning beyond the classroom, develop relationships and take part in activities they may not otherwise access. Fairholme's rationale for the discount is to remove an identified financial barrier to participation. The school will evaluate its impact through take-up and participation records, rather than assuming that attendance on a residential visit will directly improve academic attainment.	6

pation remain.		
Support disadvantaged pupils to access after-school clubs, helping to remove barriers to participation in enrichment opportunities beyond the normal school day. Through the school's commitment to Aspiration, pupils will have opportunities to develop their interests, learn new skills and broaden their experiences. The school will monitor participation among disadvantaged pupils and identify where further support is needed to ensure equitable access.	Enrichment activities can offer opportunities for pupils to develop interests, skills and experiences beyond classroom learning. The EEF's evidence on physical activity is relevant to sports-based clubs, but it should not be used as evidence for every type of after-school club. Fairholme will evaluate this activity primarily by monitoring access, participation and pupil feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6
Provide breakfast club places for disadvantaged pupils where an individual need has been identified, offering access to breakfast and a calm, supportive start to the school day. This aim to support pupils' wellbeing, readiness to learn and positive engagement at the start of the school day. The school will monitor take-up of breakfast club places among disadvantaged pupils and review the provision in response to identified needs.	The Department for Education recognises that access to a healthy breakfast can support pupils' concentration and behaviour in school. Breakfast provision may also help address practical barriers to a positive start to the school day. Fairholme will evaluate the provision through take-up and relevant pupil-level information, rather than assuming that breakfast provision alone will improve attainment.	5,7
Provide access to Pathways outreach and off-site support for disadvantaged pupils with identified needs who require additional help to engage successfully with learning and school life. Support from skilled practitioners will focus on developing pupils' emotional regulation, positive relationships and strategies for managing the demands of the school day. Where appropriate, staff will work with Pathways to help pupils practise and apply these strategies in their usual school setting. The school will review pupils' progress against individual targets and use staff observations and pasto-	The Education Endowment Foundation's evidence on behaviour interventions indicates that approaches which explicitly teach and reinforce positive behaviours can support pupils' engagement in school. Support is most relevant when it is matched to an individual pupil's needs and when strategies are reinforced consistently in their everyday school environment. This evidence supports the <i>type of approach</i> described; it is not evidence of the effectiveness of Pathways as a specific provider or a prediction of the progress pupils will make at Fairholme. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	7

ral records to evaluate the impact of the support.		
Provide one-to-one mentoring for disadvantaged pupils who would benefit from additional time with a trusted adult. School mentors will offer a safe, supportive space in which pupils can talk, feel listened to and discuss any concerns affecting their wellbeing or engagement in school. Mentoring will be responsive to individual needs, with staff reviewing pupils' engagement and wellbeing through appropriate pupil feedback, observations and pastoral records.	The Education Endowment Foundation (EEF) identifies mentoring as an approach that provides pupils with individual support from a trusted adult. Its evidence suggests that mentoring can have positive effects, although outcomes vary and depend on how support is delivered. Fairholme will therefore evaluate the provision against pupils' identified needs rather than assume it will directly improve academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	7
Implement school attendance initiatives that encourage pupils to attend regularly and promote a positive sense of belonging and engagement in school life. Attendance information will be monitored to identify disadvantaged pupils who may benefit from additional support. The school will review the impact of its initiatives using attendance and persistent absence data, including progress from individual pupils' starting points.	The Department for Education's <i>Working together to improve school attendance</i> guidance emphasises promoting the benefits of regular attendance, building strong relationships with families and understanding and addressing individual barriers to attendance. Fairholme's initiatives will sit alongside the more personalised support provided by the Family Support Practitioner and Pastoral Assistant. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance-2	5
Provide lunchtime clubs and a Young Carers group, led by the Family Engagement Officer, for pupils who would benefit from a supportive space during the school day. The groups will offer regular opportunities to spend time with a trusted adult, build positive relationships and develop a sense of belonging. The Young Carers group will also provide opportunities for pupils with caring responsibilities to connect with peers who may have shared experiences. The school will review participation and gather appropriate pupil feedback to understand whether the	A supportive school environment and positive relationships with trusted adults can contribute to pupils' sense of belonging and wellbeing. Fairholme's rationale for this provision is to respond to identified pastoral needs and provide consistent opportunities for connection and support. Its impact will be evaluated through pupil feedback, participation and pastoral observations, rather than assuming a direct improvement in academic attainment.	7

provision is meeting pupils' identified needs.		
Provide Drawing and Talking therapeutic support for disadvantaged pupils with identified emotional or wellbeing needs who would benefit from this form of intervention. The provision will offer pupils a structured, supportive opportunity to express themselves and explore their feelings. Staff will review the support in relation to each pupil's identified needs, drawing on appropriate pastoral observations and pupil feedback. Where relevant, attendance and engagement information will also be considered.	The rationale for this provision is to offer additional emotional and wellbeing support to pupils whose needs have been identified by the school. Fairholme will evaluate its impact through individual support reviews and relevant pupil-level information.	7

Part B: Review of the previous academic year – 2025/2026

The following section presents four areas of data analysis, comparing the attainment and progress of pupil premium (PP) pupils with non-pupil premium pupils:

1. Whole-school attainment in reading, writing and mathematics.
2. Year 1 Phonics Screening Check results.
3. Year 4 Multiplication Tables Check results.
4. Key Stage 2 SATs attainment results, alongside progress data from the end of Year 5 to the end of Year 6.

This analysis highlights the achievements of disadvantaged pupils, identifies any attainment and progress gaps, and informs our priorities for targeted support and future improvement.

Across school - Reception to Year 6 end of year data:

Attainment for Pupil Progress compared to non Pupil Progress children 352 pupils in Years R-6			
Pupil Count	2025/26 Sum Reading Main Assessment 	2025/26 Sum Writing Main Assessment 	2025/26 Sum Maths Main Assessment 
Reception, Pupil Premium: 7 (2%)	100% Expected 1 / Expected 2 / Expected 3 or better	100% Expected 1 / Expected 2 / Expected 3 or better	100% Expected 1 / Expected 2 / Expected 3 or better
Reception, Not Pupil Premium: 36 (10%)	95% Expected 1 / Expected 2 / Expected 3 or better	90% Expected 1 / Expected 2 / Expected 3 or better	95% Expected 1 / Expected 2 / Expected 3 or better
Year 1, Pupil Premium: 15 (4%)	93% Expected 1 / Expected 2 / Expected 3 or better	93% Expected 1 / Expected 2 / Expected 3 or better	93% Expected 1 / Expected 2 / Expected 3 or better
Year 1, Not Pupil Premium: 27 (8%)	85% Expected 1 / Expected 2 / Expected 3 or better	93% Expected 1 / Expected 2 / Expected 3 or better	93% Expected 1 / Expected 2 / Expected 3 or better
Year 2, Pupil Premium: 15 (4%)	87% Expected 1 / Expected 2 / Expected 3 or better	87% Expected 1 / Expected 2 / Expected 3 or better	93% Expected 1 / Expected 2 / Expected 3 or better
Year 2, Not Pupil Premium: 28 (8%)	75% Expected 1 / Expected 2 / Expected 3 or better	71% Expected 1 / Expected 2 / Expected 3 or better	79% Expected 1 / Expected 2 / Expected 3 or better
Year 3, Pupil Premium: 17 (5%)	71% Expected 1 / Expected 2 / Expected 3 or better	71% Expected 1 / Expected 2 / Expected 3 or better	65% Expected 1 / Expected 2 / Expected 3 or better
Year 3, Not Pupil Premium: 42 (12%)	83% Expected 1 / Expected 2 / Expected 3 or better	86% Expected 1 / Expected 2 / Expected 3 or better	74% Expected 1 / Expected 2 / Expected 3 or better
Year 4, Pupil Premium: 23 (7%)	70% Expected 1 / Expected 2 / Expected 3 or better	70% Expected 1 / Expected 2 / Expected 3 or better	70% Expected 1 / Expected 2 / Expected 3 or better
Year 4, Not Pupil Premium: 31 (9%)	77% Expected 1 / Expected 2 / Expected 3 or better	80% Expected 1 / Expected 2 / Expected 3 or better	70% Expected 1 / Expected 2 / Expected 3 or better
Year 5, Pupil Premium: 18 (5%)	67% Expected 1 / Expected 2 / Expected 3 or better	56% Expected 1 / Expected 2 / Expected 3 or better	67% Expected 1 / Expected 2 / Expected 3 or better
Year 5, Not Pupil Premium: 36 (10%)	88% Expected 1 / Expected 2 / Expected 3 or better	88% Expected 1 / Expected 2 / Expected 3 or better	91% Expected 1 / Expected 2 / Expected 3 or better
Year 6, Pupil Premium: 25 (7%)	75% Expected 1 / Expected 2 / Expected 3 or better	67% Expected 1 / Expected 2 / Expected 3 or better	62% Expected 1 / Expected 2 / Expected 3 or better
Year 6, Not Pupil Premium: 32 (9%)	84% Expected 1 / Expected 2 / Expected 3 or better	87% Expected 1 / Expected 2 / Expected 3 or better	77% Expected 1 / Expected 2 / Expected 3 or better

- Reading: PP pupils achieved well in Reception and Key Stage 1. Attainment was lower than non-PP pupils in Key Stage 2, particularly Year 5.
- Writing: PP pupils achieved well in Reception and Key Stage 1. Writing remains a key priority, particularly in Years 5 and 6, where the attainment gaps were greatest.
- Maths: PP pupils achieved well in Reception and Key Stage 1. Attainment was lower in Key Stage 2, particularly Years 5 and 6.

Overall Summary

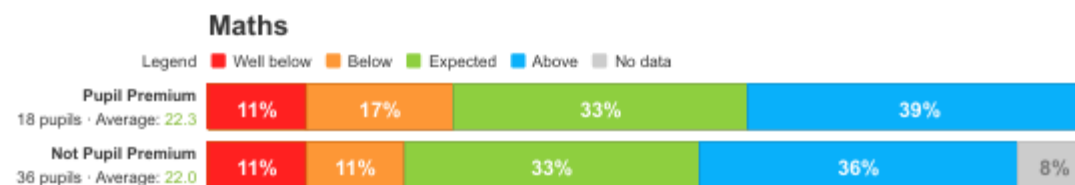
- PP pupils achieved positive outcomes in Reception and Key Stage 1. However, attainment gaps remain in Key Stage 2, particularly in writing.
- Our priority for 2026/27 is to improve outcomes for disadvantaged pupils in Key Stage 2, with a particular focus on writing.

Year 1 Phonic Screening Check:

In Summer 2026, 92% of pupil premium pupils in Year 1 achieved the expected standard in phonics, compared with 72% of non-pupil premium pupils. This represents a positive attainment gap of 20% in favour of pupil premium pupils. These results demonstrate strong phonics outcomes for disadvantaged pupils, with continued focus needed to ensure all pupils achieve the expected standard.

Year 4 MTC:

Attainment Overview for Pupils in Year 5 - 2025-2026 Summer - MTC



Multiplication Tables Check (MTC): PP pupils achieved a slightly higher average score (22.3) than non-PP pupils (22.0), showing positive outcomes for disadvantaged pupils.

Year 6 KS2 SATS Attainment

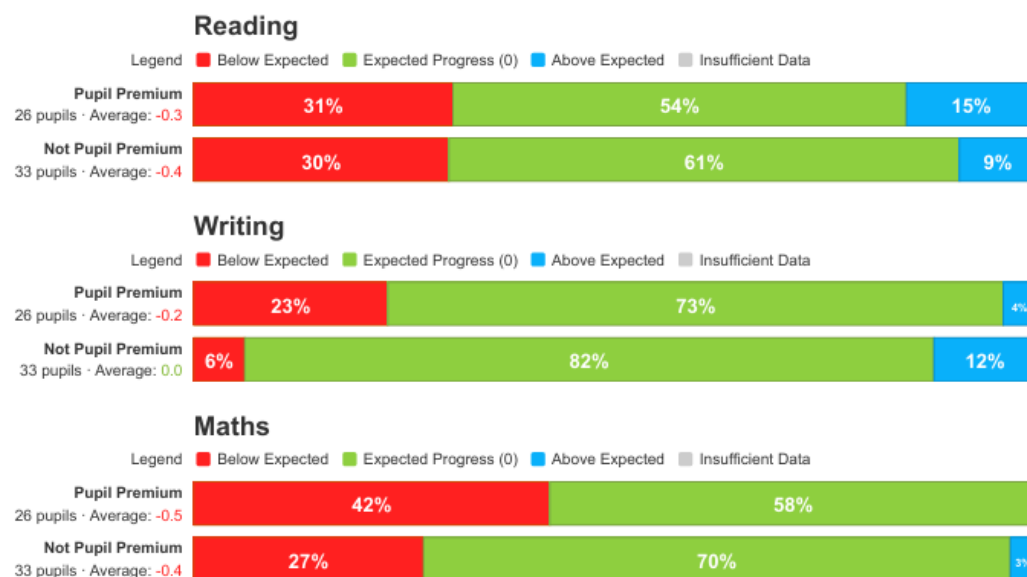
Pupil Count	2025/26 Sum Reading SAT Scaled Score	2025/26 Sum Writing SAT Scaled Score	2025/26 Sum Maths SAT Scaled Score
Pupil Premium: 26 (44%)	62% Met Expected Standard or better	65% Met Expected Standard or better	50% Met Expected Standard or better
Not Pupil Premium: 33 (56%)	73% Met Expected Standard or better	85% Met Expected Standard or better	73% Met Expected Standard or better

KS2 SATs Summary: PP pupils attained below their non PP peers across all three subjects. The greatest gaps were in maths and writing, which will remain key priorities for improvement in 2026/27.

Year 6 KS2 SATS Progress

Progress Overview for Pupils (from 2025-2026) in Year 6 – 2025-2026 Autumn Main Assessment to 2025-2026

Summer SAT Scaled Score



In Year 6, 69% of pupil premium pupils made expected or above-expected progress in reading, compared with 70% of non-PP pupils, demonstrating a very small gap between the two groups. A particularly positive outcome is that 15% of PP pupils made above-expected progress in reading, compared with 9% of non-PP pupils.

In writing, 77% of PP pupils made expected or above-expected progress, while in maths, 58% achieved expected progress. These results highlight positive progress in reading, although further targeted support is needed to close the gaps in writing and maths.