

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Fawbert and Barnard's Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	11.5% 24 pupils
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Sophia Ovonlen
Pupil premium lead	Sophia Ovonlen/ Caroline Derriman
Governor / Trustee lead	Glynn Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£36,360

Part A: Pupil premium strategy plan

Statement of intent

At Fawbert and Barnard's, we believe that every child deserves an adult who believes in them. We are a school rooted in our core values of Respect, Kindness, Resilience, Trustworthiness and Responsibility — values which guide our culture, shape our teaching, and drive our ambitions for every pupil.

We believe that all pupils can achieve well and flourish in all aspects of school life. We passionately believe that being eligible for Pupil Premium is not a barrier to success and that there is no ceiling to any pupil's learning. By improving outcomes for all in our community, we benefit the most disadvantaged most of all.

The provisions in place to support Pupil Premium pupils also raise the attainment and wellbeing of others across the school, reflecting our belief in equity through inclusion. We focus on curriculum equality, inclusive pedagogy, and high aspirations for all, underpinned by respectful relationships and trust between staff, pupils, and families.

Our pastoral provision matches the needs of our pupils and is delivered with kindness and consistency, ensuring that every child feels safe, valued, and ready to learn. We model resilience by helping pupils overcome barriers and develop confidence in their ability to succeed.

Our 2025–2028 Pupil Premium Strategy Objectives

- Develop quality first teaching across the school so that all pupils, regardless of background, experience challenge and success. Assessment for learning in Reading, Writing, and Maths will support attainment above national standards, reflecting our responsibility to provide excellence for all.
- Ensure vocabulary development is central to learning. Pupils will develop a rich understanding of age-appropriate language to access our broad and balanced curriculum — fostering respect for knowledge and communication.
- Support pupils and families with mental health and well-being, working with external professionals and our in-school Wellbeing Champion. Through kindness and open communication, we strengthen emotional resilience and trust within our community.
- Invest in high-quality CPD so that every teacher can deliver outstanding learning experiences. By developing resilient and reflective practitioners, we improve outcomes for all pupils and promote responsibility for continual growth.

- Intervene early, particularly in the Early Years, to develop vocabulary and close the gap before it widens. Through respectful partnerships with families, we build trust and empower parents to support their children’s learning journey.

Through these actions, we ensure that every pupil — regardless of background — can thrive academically, socially, and emotionally, developing the skills, confidence, and values to succeed in school and beyond.

Challenges

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

Challenge number	Detail of challenge
1	Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.
2	Attendance gap between pupil premium and non-pupil premium
3	SEHM behaviours (TPP/Zones of regulation/my Happy mind) including pupil well-being
4	Metacognition – Developing independent self-regulation and learning behaviours
5	Early Years - School readiness due to low starting points

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
<p>1. Language development and comprehension - Vocabulary gap between disadvantaged and non-disadvantaged.</p> <ul style="list-style-type: none"> • A vocabulary-rich environment • Teacher questioning • Talk sentence and sentence stems planned for and modelled across the curriculum 	<p>Pupils show an understanding of vocabulary in lessons, including Tier 2 and 3</p> <p>Pupils use the taught words in speaking and writing</p> <p>There is evidence that vocabulary teaching is enabling pupils to articulate ideas with greater clarity</p> <p>Pupils show understanding of the ‘gist’ of a text through summary</p> <p>Teachers engage more pupils in thinking/responding when asking questions of the class, e.g. using mini whiteboards</p> <p>More detailed and academic pupil explanations</p> <p>More extended dialogue</p>

<ul style="list-style-type: none"> • The implementation and embedding of Trust Oracy Strategy. • Quality Professional Development (weekly INSETs/coaching/triads/Peer observations). • Oracy-led approach to assemblies (class/phase and whole school). 	<p>More questions about vocabulary from both the teachers and the pupils</p> <p>Examples of ‘word consciousness’</p> <p>More vocabulary edits in pupils’ books</p> <p>Written expression in pupils’ books more sophisticated</p> <p>A word rich classroom climate 6</p> <p>The appropriate use of scaffolds for all learners, including those with SEND, therefore increasing independence</p> <p>This then leads to: Pupils meeting national standards in reading, writing and spoken language and make good progress from their starting points. Confident, fluent readers.</p> <p>Pupils with a love of reading with access to quality texts.</p> <p>EYFS filling the ‘word’ gap ensuring an easy transition into KS1 and preparation for transition to each subsequent Key Stage.</p> <p>Fluent writers with a good grasp of GPS.</p> <p>Confident speakers – proficient with sentence stems/sense of audience/Oracy Framework</p>
<p>2. Attendance</p> <ul style="list-style-type: none"> • Pupil Premium attendance increases so that more learning can take place. • Pupils access classroom learning daily to support meeting national standard and closing gaps in all subjects. 	<p>The gap between those disadvantaged and non-disadvantaged closes, increasing time at school.</p> <p>Access to Wrap Around Care to facilitate attendance.</p>
<p>3. SEMH</p> <ul style="list-style-type: none"> • Trauma Perceptive Practice: enabling adults to understand behaviour and support the emotional wellbeing of children. • Zones of Regulation: providing children with the language of their emotions • myHappyMind programme: providing children with strategies to identify and move through their emotions appropriately 	<p>Positive relationships and readiness for learning across the school.</p> <p>Pupils access learning and have secure attachment in the school setting.</p> <p>Pupils develop strategies for self and coregulation meaning they can return to learning quicker when dysregulated.</p> <p>Parents become aware of the language of TPP and manage challenging behaviours at home (SEMH).</p> <p>Higher engagement for families in need of support. Non-judgemental attitudes to encourage early help.</p> <p>An established family support team (FLO/SEND Team/AHT/DSL) providing a cohesive strategy for improved outcomes.</p> <p>Children understand the science of the brain and the impact on their feelings and emotions.</p>

<p>4. Metacognition and Self-regulation</p> <ul style="list-style-type: none"> • Cycles of quality professional development. • Explicit teaching of the metacognitive process, through whole-class teaching and interventions, with a focus on early reading and early maths. • Leaders consistently quality assure, coach and support across the curriculum, ensuring sustained improvements in teaching and learning that have a lasting, positive impact on pupil outcomes. 	<p>Pupils' behaviours for learning and self-regulation are reflected in daily lessons:</p> <p>Pupils using subject-specific sentence/question stems</p> <p>Pupils trying out different approaches/identifying the best strategy.</p> <p>Pupils using strategies other than asking for teacher support when stuck</p> <p>Explicit teacher modelling which pupils emulate</p> <p>Pupils regularly looking back over prior learning</p> <p>Children understand <i>metacognition + cognition + motivation = self-regulated learners.</i></p> <p>Accelerated progress from starting points (up to seven months) through the provision of high-quality, low-cost pedagogy for all staff and pupils. Improved behaviours for learning.</p> <p>Teachers demonstrate strong subject knowledge across all curriculum areas and consistently apply effective teaching strategies that enhance pupil learning.</p> <p>Teachers facilitate and pupils demonstrate more mature learning behaviours that ensure well-prepared discussion, depth of thought and active, accountable participation.</p>
<p>5. Early Years – school readiness due to low starting points</p> <ul style="list-style-type: none"> • Focus on communication and the linked skills of language, self-regulation, social and emotional development along with the importance of attachment • Early intervention and targeted support • Closing the word gap • Teachers provide a vocabulary rich environment • Opportunities for parental engagement • Support and continued professional development from EY consultants 	<p>Meaningful and accurate assessment of language through WellComm to ensure targeted support and interventions can be provided</p> <p>Pupils are expected to speak in full sentences with adults modelling ambitious vocabulary</p> <p>Pupils' use of language is developed in line with age-related expectations</p> <p>Pupils achieving a '<i>good level of development</i>' by the end of Reception</p> <p>EYFS Parents feel empowered to support and help children with their learning.</p> <p>We effectively implement <i>Strong Foundations</i>, ensuring pupils develop secure foundational knowledge and skills that prepare them for future learning.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £20000

Activity	Evidence that Supports this Approach	Challenges Addressed
Coaching for Teaching Staff in Writing, Reading and Maths (Mastery Approach)	Supported by EEF: Mastery Learning (+5 months). Structured coaching improves teacher subject knowledge, pedagogy, and confidence. Focus on deep conceptual understanding benefits all pupils, especially those disadvantaged. Encourages resilience in learners and high expectations from staff. EEF: Mastery Learning – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 2, 4, 5
Trauma Perception Training	Based on research in social and emotional learning (SEL) and trauma-informed practice. Equips staff to understand and respond to behaviour with kindness and consistency, improving emotional regulation, attendance, and engagement for vulnerable pupils.	1, 4, 5
Phonics Training (ELS)	Supported by EEF: Phonics (+5 months). Ensures consistent, high-quality phonics delivery across EYFS and KS1, closing early reading gaps. Promotes responsibility for teaching fidelity and progression.	1, 2
Use of Assessment for Learning (AfL)	Based on EEF: Feedback (+6 months) and Formative Assessment. Supports teachers in identifying gaps, adapting teaching, and promoting pupil ownership of learning. Encourages trust and dialogue between teacher and learner.	1, 2, 4
Metacognition and Self-Regulation	Supported by EEF: Metacognition and Self-Regulation (+7 months). Explicitly teaching pupils how to plan, monitor, and evaluate their learning builds independence, confidence, and resilience.	1, 2, 4

Arbor Training (Data and Monitoring)	Aligned with EEF: Data-Informed Instruction principles. Enhances teacher understanding of pupil progress, supports precise intervention planning, and ensures accountability. Reflects responsibility and trustworthiness in data use.	1, 5
My Happy Mind Programme	Based on research in mental health, character education, and positive psychology. Builds emotional literacy, gratitude, and optimism — supporting well-being and kindness across the community. Improves readiness to learn and self-regulation.	1, 4, 5
Coaching for Teaching Staff in Adaptive Strategies for All Children	Draws on Essex CC's Toolkit for Disadvantaged Children and EEF: Adaptive Teaching. Focuses on building relationships, setting high expectations, and differentiating effectively to ensure equity. Strengthens inclusive practice and professional confidence. Essex Toolkit for Disadvantaged Pupils – https://schools.essex.gov.uk/pupils/pupil-premium/Documents/Toolkit.pdf	1, 2, 3
Professional Development	Informed by EEF: Effective Professional Development. Ongoing CPD, subject specialism, and values-led leadership foster continuous improvement and sustained excellence. Reinforces the F&B core values of respect, resilience, and responsibility. EEF: Effective Professional Development – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 3, 4, 5
Trust Development	Supported by EEF: Effective Professional Development. Collaborative practice through trust-wide networking, shared planning, and coaching improves consistency, reduces variability, and strengthens professional relationships across schools. EEF: Effective Professional Development – https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 2, 4

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

Budgeted cost: £8000

Activity	Evidence that Supports this Approach	Challenges Addressed
Wellcomm in EYFS	Based on EEF: Oral Language Interventions (+6 months). Structured screening and targeted support improve communication, vocabulary, and early literacy. Enables early identification of language gaps. EEF: Oral Language Interventions – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3
Elklan Speech and Language Support	Accredited by Speech and Language UK and endorsed by the DfE. Provides professional development that enables staff to embed communication-rich teaching. Improves expressive/receptive vocabulary and social communication. Elklan Evidence Base – https://www.elklan.co.uk/About/Research	2, 3
Accelerated Intervention	Linked to EEF: Teaching Assistant Interventions and Targeted Academic Support. Structured, time-limited sessions aligned with class learning accelerate progress and build confidence.	1, 2, 4
Pre-teach and Re-teach	Supported by EEF: Metacognition and Self-Regulation (+7 months). Pre-teaching key vocabulary and revisiting learning reduces anxiety, boosts confidence, and secures mastery.	1, 2, 4
Precision Teaching Intervention	Based on EEF: Individualised Instruction and Feedback (high impact). Frequent, focused sessions with immediate feedback build fluency, accuracy, and confidence through success.	1, 4
Phonics Intervention	Strongly supported by EEF: Phonics (+5 months). Systematic synthetic phonics teaching improves	1, 2

	decoding, reading fluency, and comprehension, reducing early reading gaps.	
Fine and Gross Motor Skills	Research links motor skill development to improved handwriting, coordination, and task engagement, contributing to greater self-belief and access to learning in EYFS/KS1.	1, 4
Literacy Gold	Supported by EEF: Reading Comprehension Strategies (+6 months). Structured comprehension programmes build vocabulary, inference, and reading stamina, improving attainment and confidence.	1, 2, 4
Use of Widgeits (visual supports)	Based on EEF: Communication and Interaction and SEND best practice. Visual scaffolding increases comprehension and independence, supporting inclusive communication and reducing frustration.	2, 3, 4
Online 1:1 Tuition in Class	Supported by EEF: 1:1 Tuition (+5 months). High-quality, individualised tutoring provides targeted academic catch-up and confidence building when linked to classwork.	1, 2, 4
Accelerated Reader (trial)	Backed by EEF evaluation of Accelerated Reader. Improves comprehension (+3 months) and engagement with independent reading when implemented consistently. EEF: Accelerated Reader Evaluation – https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader	1, 2, 4

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

Budgeted cost: £8500

Activity	Evidence that Supports this Approach	Challenges Addressed
Learning	Based on EEF: Behaviour Interventions (+4 months) and Self-Regulation Strategies. The use of structured mentoring, coaching	5

Mentor Support (Including Attendance Focus)	<p>conversations, and the Zones of Regulation framework helps pupils to identify emotions, self-regulate, and make positive choices. Promotes kindness, trust, and resilience, improving emotional wellbeing and attendance.</p> <p>EEF: Behaviour Interventions – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	
Attendance Officer	<p>Informed by EEF research into Attendance and Family Liaison Officers. Regular attendance monitoring, fortnightly reviews, and family engagement improve attendance and punctuality, particularly for disadvantaged pupils. Builds trustworthy relationships between school and home, reinforcing the shared responsibility for attendance.</p> <p>EEF: Attendance and Family Liaison Officers Project – https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance?utm_source=/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance</p>	5

Total budgeted cost: £36500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcomes 2024 - 2025
<p><u>Strategy aim</u></p> <p>All teaching and learning will continue to be graded to be good or outstanding</p> <p>To ensure all relevant staff receive coaching to deliver quality first teaching in maths and reading using effective assessment for learning</p> <p>To ensure all staff receive CPD in positive behaviour management and following the disadvantaged approach</p> <p>Improve SATs outcomes and data compared to previous years.</p>	<p>All teaching and learning will continue to be graded to be good.</p> <p>All relevant have received coaching.</p> <p>Positive behaviour management CPD carried out.</p> <p>Not achieved.</p>
<p><u>Targeted Academic Support</u></p> <p>The gap in attainment for PP pupils will be closing to that of non-PP and in line with national. All PP pupils will meet age-expected expectations in reading, writing and maths</p> <p>To ensure Wellcomm is delivered in EYFS and a focus on vocabulary is across the school</p> <p>Establish small groups maths and reading interventions for disadvantaged pupils falling behind age-related expectations</p>	<p>50% are at ARE+</p> <p>Wellcomm delivered consistently</p> <p>Interventions carried out.</p>
<p><u>Wider Strategies</u></p>	<p>This happens consistently.</p>

<p>All pupils in the school to be respected and encouraged and supported to achieve their best</p> <p>Using additional support for families and pupils including learning mentor, home school liaison officer and counsellor.</p> <p>Encourage more disadvantaged pupils to take up attendance at clubs and music lessons</p>	<p>Learning mentor/counsellor used.</p> <p>Swimming, music lessons, breakfast clubs etc offered.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Accelerated Reader	Renaissance UK
Wellcomm	GL Assessment
Widget	Widgits
Letter Join	Letter Join UK
White Rose	WhiteRoseMaths