

# Pupil premium strategy statement

This statement details our school's intended use of pupil premium (and recovery premium) for the 2025 to 2026 academic year 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data            |
|---|-----------------|
| School name   | Fairmead School |
| Number of pupils in school  | 151             |
| Proportion (%) of pupil premium eligible pupils   | 54%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 – 26       |
| Date this statement was published   | December 2025   |
| Date on which it will be reviewed   | July 2026       |
| Statement authorised by   | Tracy Felstead  |
| Pupil premium lead  | Shaun France    |
| Governor / Trustee lead   | Kirsty Farthing |

## Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year                                    | £99,411 |
| Recovery premium funding allocation this academic year                                 | £0      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0      |
| <b>Total budget for this academic year</b>   | £99,411 |

## Part A: Pupil premium strategy plan

### Statement of intent

We will ensure that the additional funding benefits the pupils who need it most and that it makes a significant impact on their education and social well-being.

The school will use PPG funding to address any underlying inequalities between pupils eligible for funding and others.

The Pupil Premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for these pupils.

The funding will be used to narrow and close the achievement gap between these pupils and their peers.

Funding will be used to ensure learners have access to a range of social and cultural experiences that they may not otherwise access.

### Challenges

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

| Challenge number | Detail of challenge                         |
|------------------|---|
| 1                | Social, emotional and mental health         |
| 2                | Gaps in reading, writing, maths and phonics |
| 3                | Speech, language and communication          |
| 4                | Attendance and punctuality                  |
| 5                | Access to wider opportunities               |
| 6                | Parental engagement                         |

### 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  |
|---|---|
| To show young people in receipt of PPG progress in line with non PPG young people.              | Progress data shows equal progress across subject areas.            |
| For young people to get a range of experiences at school to raise aspirations for their future. | Progress onto further education is consistent for all young people. |

## 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)

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Forest School offsite provision</i>                    | <p>Forest School continues to be part of Primary curriculum. Experience has shown that many of our pupils have high levels of engagement in the outdoor learning environment.</p> <p>There is a range of documented evidence that outdoor learning improves health and well-being. The Natural Connections Project published in 2016 after a four year study provides evidence that learning outside has multiple benefits for pupils including improved engagement and positive behaviour outcomes.</p> <p><a href="#">necr215 edition 1.pdf</a></p> <p>It can also meet some of the specific needs of our pupils documented in their EHCPs such as fine and gross motor skills development.</p> | 1, 3, 4, 5                    |
| <i>Swimming as part of Secondary Enrichment Programme</i> | <p>Many of our young people have not progressed to the required level of swimming by the end of KS2 and may not have the opportunities to continue to develop this skill.</p> <p>Therefore they have further experiences as part of their secondary enrichment programme.</p>   | 1, 3, 4, 5                    |

|  |  |            |
|--|--|------------|
|  | <p>See link for reasons learning to swim is important:</p> <p><a href="#">Swimming and Water Safety in Schools   Swim England</a></p>  |            |
| <i>Development of School Enrichment Programme</i>                | <p>We would like to develop the opportunities for young people to try out different areas of learning through our enrichment programme. This has proved a valuable part of the programme in enthusing young people about some of the options they have in the future. This year young people will do a half term each of 6 different enrichments.</p>  | 4, 5       |
| <i>Specialist Primary PE delivery Via Nipper Kicks</i>           | <p>Having a specialist PE delivery within primary will allow children to develop fundamental movement patterns and allows them to explore a wide range of fun-based exercises. The key skills they aim to accomplish target their motor skills, such as balance, multidirectional movement, jumping and landing, spacial awareness, reaction and coordination. As well as the development of balance and movement, young people also show improved behaviour, continuous participation, patience, social skills and confidence.</p>  | 1, 3, 4, 5 |
| <i>Increased Careers focused resources for our primary phase</i> | <p>A focus for this year across the school will be increasing the careers specific delivery across the school and specifically within our primary phase. Following meeting with teachers and delivering the first Careers Day in primary the need for further resources was highlighted. These will be chosen with the careers phase leader to best meet the needs of the phase. These will include dressing up outfits based on careers and play items that can engage young people whilst beginning the conversations about jobs from the earliest phase.</p> <p><a href="#">Insight briefing 3: The promise of primary   The Careers and Enterprise Company</a></p> | 5          |

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

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Implementation of Sounds Write, Talk for Writing and Colourful Semantics approaches across the school. | These will be whole school approaches to the delivery of English and Reading. Funding will support training, implementation and monitoring. <a href="#">Sounds-Write. A new approach to teaching literacy</a>  | 1, 2, 3                       |
| Work Experience Coordinator role   | Giving young people access to a range of work experience throughout the year can be difficult to establish. By having a designated role there will be greater opportunity for a variety of young people to participate in a wider range of opportunities. In 2024-25 there was an increase in placements from the previous year as well as more longer placements. This will continue to increase in 2025-26.<br><a href="#">Modern Work Experience   The Careers and Enterprise Company</a> | 1, 3, 5                       |
| Intervention groups for Relationship and Sex Education (RSE) including online safety                   | The RSE and computing leads supported by the school therapy team will design and run bespoke 1:1 and small group interventions designed to support our young people to develop the skills to have safe and healthy future relationships both in person and online. Young people will be identified who have difficulties in these areas with support then designed to meet their individual needs.   | 1                             |
| Additional academic support to bridge gaps in phonics learning   | Additional learning time to be provided individual and small groups of young people to develop their uses and understanding of phonics to support their learning.  | 2                             |

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

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Drama/Talking therapy   | Increased levels of well-being and engagement and an improved attitude for learning for pupils with emotional needs. Opportunity for pupils to explore past experiences within a safe environment and to experience and express emotion. Therapy is a recognised way to support pupils in developing new and creative solutions to problems, developing respect and acceptance of self and others and learning to experience and express emotion.               | 1, 3, 4, 5,                   |
| Subsidies such as visits and resources (Duke of Edinburgh activities, cooking ingredients, clothing, classroom resources) | Pupils from lower income families may not be able to attend school trips or provide resources for activities such as cooking which will disadvantage their access to a broad and balanced curriculum.   | 1, 2, 3, 4, 5, 6              |
| Increase Participation in parents Hub   | Engagement with parents has previously been difficult at times and the school have developed a parents' hub where parents are able to access support on a weekly basis. Staffed by our PFSA families are able to drop in and discuss any concerns or queries. Resources and books can also be borrowed including timers, seat belts, social stories and now and next boards. Training can also be offered through the hub for parents such as Tuning into Kids. | 1, 5, 6                       |

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Teaching:**

*The Attention Autism approach has continued to be successful in classrooms with primary staff reporting improved engagement from young people using this approach. Young people had greater interest in bucket activities and were able to increase this attention over time, supporting their overall engagement. This practise will continue to be implemented across the school in 2025/26 to ensure new starters to the school are confident and consistent in their approach and existing staff continue to be upskilled during internal training.*

*Our forest school provision continues to provide opportunities for our primary children to build resilience, confidence and self-esteem and emotional and physical wellbeing whilst taking safe risks in an outdoor environment. Through the activities our young people have shown an improvement in engagement and behaviour both whilst offsite and on their return. Teacher report young people showing excitement in attending forest school and greater confidence on their return. During 2024/25 we had a number of secondary groups take part in Forest School as part of their enrichment programme.*

*Specialist PE delivery has allowed young people to develop a wider range of fundamental movement skills. Teachers report that young people return from these sessions with increased motivating and engagement. Young people are positive about these sessions and for many is a highlight of their school week and allows them to have a sense of achievement.*

#### **Targeted Academic Support:**

*Young people have had an increased opportunity to access work experience following the appointment of our work experience coordinator. Young people now seek out this member of staff and show greater motivation to engage in their own experience. This also allows young people to understand their own route into future work. 2024-25 saw an increase in student work placements which have continued to grow during 2025-26. During 2024-25 9 of our 11 year 11 young people accessed offsite work experience opportunities many of these independently. 2025-26 sees an increase in our year 11 cohort but there is already some really positive experiences happening of planned for later in the year.*

#### **Wider Strategies:**

*Young people accessing therapists have been able to work though some often complex feelings and emotions and have been supported to find their voice to talk about their concerns and develop strategies to be able to move forward following some*

*difficult experiences. Although difficult to measure long term impact in the short term the vast majority of young people report an increased sense of wellbeing and are able to talk more openly about their difficulties and experiences. Additionally our year 11 leavers have access to the therapist team to support with transition during the summer term as a whole group and as smaller groups, to support with their wellbeing, as they prepare to transition to their next learning destination. Of all young people accessing therapy 74% are PPG.*

*PPG Young people have also benefited from subsidised support with school trips including swimming and resources such as cooking ingredients to remove this barrier from participation. Young people have also been supported to access residential trips. We are currently looking to increase the amount of support we offer in this area for 2025-26 to further increase this support.*

*Increased participation in the parents hub has seen the families of 79 young people access the parents hub in the last 12 months totalling nearly 100hrs of PFSA time. Families have been able to access a wide range of support from our PFSA as well as signposting to further support and services.*