

Pupil premium strategy statement – Fairford Academy Barnehurst



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
Number of pupils in school	452
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 2026/2027 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Beverley Evans
Pupil premium lead	Sam Robinson
Governor / Trustee lead	Brenda McHugh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,275
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£280,275

Part A: Pupil premium strategy plan

Statement of intent

We strive to ensure that all of our pupils, irrespective of their early experiences and the challenges they face, achieve high attainment. We aim to equip all of our pupils with the resources to realise their aspirations and to have the self-belief that they can be anything they want to be.

Where pupil premium pupils are on track or above expected we aim to enable them to reach greater heights.

Through Quality First Teaching we aim to close the gap between Pupil Premium and Non-Pupil Premium pupils. We expect the highest standards in teaching and learning so that the needs of all pupils are met including vulnerable groups. To this end we incorporate opportunities for targeted teaching using a variety of support and specialist programmes.

We believe that children excel when parents and carers, schools and all stakeholders work together. To this end, parental engagement is key. We support our challenged families to develop their skills and resources so that they are actively involved in their child's learning.

Irrespective of background and social/economic issues we celebrate the diversity of rich cultures all pupils bring to our school community. Through our wider curriculum we aim to enhance and expand experiences for all our pupils so that they gain self-confidence, find their place in the school community and the wider society and the richness.

Implicit in the intended outcomes detailed below, is the intention that Non-Pupil Premium pupils' attainment will be sustained and improved alongside progress for their Pupil Premium peers across our three-year plan.

Challenges

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

Challenge number	Detail of challenge
1	To ensure our pedagogical approach is used to improve pupil outcomes, tailored to the individual needs of all learners, and is aligned to recommendations provided by outside professionals.
2	To continue to ensure that pupil attendance for Pupil Premium pupils is in line with Non-Pupil Premium pupils, punctuality for Pupil Premium pupils and persistent absence is in line with Non-Pupil Premium pupils. The gap between Pupil Premium and Non-Pupil Premium in attendance in 2024/25 was 5% and we hope reduce this.
3	Positive parental engagement is key to ensure that all pupils feel supported and are able to access learning at home. A challenge with our pupil premium children can be engagement between parents and school. With a lack of engagement, pupils can struggle because of a lack of home-school support. Through workshops, open days, open evenings and effective communication between home and school we can ensure that this is not a challenge but has a positive impact instead
4	To address a range of speech and language difficulties for all pupils through interventions and in class support. Speech and language opportunities are developed across the curriculum and are key to all learning. 11.8% of the school have speech and language difficulties and 9.6% of Pupil Premium pupils

	have speech and language difficulties. We ensure that there is a language rich environment at school and use specialists along with specialist programmes to support pupils with speech and language difficulties.
5	To promote the progression of reading and early reading skills throughout the school with all pupils. We aim to promote a love of reading with all our pupils and the importance of reading. Through assessments and reading with the children, we identify gaps in reading skills and then put measures into place to mitigate this. We use Little Wandle in school for Phonics and we teach reading lessons across all year groups.
6	To provide opportunities for pupils to increase their exposure to the wider world and the experiences within it. This will also support cultural capital and wellbeing for our pupils. Research shows that wellbeing is linked to pupil academic achievement. Pupils with better health and wellbeing are likely to achieve better academically. Through providing opportunities to enrich the educational experience this will have a positive effect on wellbeing.
7	To ensure teaching and learning techniques are consistently used to improve pupil outcomes and tailored to the individual needs of all learners and are aligned to recommendations provided by outside professionals. Our Teaching and Learning Model has been revised and developed to ensure active engagement from pupils and promote a love of learning.

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
Improved greater depth reading, writing and maths attainment for disadvantaged pupils at the end of KS2. KS2 greater depth reading, writing and maths outcomes in 2024/25 are at least in line with national average and are broadly in line with non-disadvantaged pupils	<ul style="list-style-type: none"> At least 20% of disadvantaged pupils achieve Greater Depth in Reading, Writing, and Maths, ensuring outcomes are at least in line with the national average. The attainment gap between disadvantaged and non-disadvantaged pupils is closed, with both groups performing broadly in line with one another in all three core subjects. 100% of disadvantaged pupils identified as "High Prior Attainers" sustain their progress to secure Greater Depth certification by the end of KS2. Termly assessment data and moderated work samples confirm that disadvantaged pupils are consistently meeting the "Greater Depth" descriptors throughout the 2025/26 academic year.

<p>The gap in language and listening skills between Pupil Premium and Non-Pupil Premium narrows. Children develop a broader range of vocabulary. The language gap between Pupil Premium and Non-Pupil Premium narrows across all year groups. Pupils will achieve ELG for communication and language; reading and writing on Development Matters. A language rich environment around the school seen through monitoring.</p>	<ul style="list-style-type: none"> • Assessment data shows the gap in language and listening skills between Pupil Premium and non-Pupil Premium students is narrowing across all year groups. • Monitoring and work samples demonstrate that all children are developing and actively using a broader, more sophisticated range of vocabulary. • A high percentage of target pupils achieve the Early Learning Goal (ELG) for communication and language, as well as meeting age-related expectations for reading and writing on Development Matters. • Regular school monitoring confirms a language-rich environment is established and maintained across all classrooms and common areas.
<p>Pupils feel supported by parents/carers and school. Pupils settle quickly into the school routine, feel safe and respond positively to school expectations. Pupils feel supported and are settled within school. They are able to meet behaviour expectations and make good choices throughout their school life. This will be monitored through Pupil Voice and Learning Walks.</p>	<ul style="list-style-type: none"> • Monitoring through Learning Walks confirms that pupils settle quickly into school routines, feel safe, and respond positively to school expectations. • Pupil Voice feedback consistently indicates that students feel well-supported by both their parents/carers and the school community. • Observations and behaviour logs show that pupils are settled within school, meeting behavioural expectations and making "good choices" throughout their school life. • Learning Walks and Pupil Voice sessions provide documented evidence of pupils' sense of belonging and their ability to navigate the school day with confidence.
<p>An increasing number of Pupil Premium pupils become confident readers by the end of KS1 and there is an increase in pupils achieving Expected and Greater Depth at KS2. Three-year increase in the year 1 and year 2 pass rate with pupils achieving above the National Expectations, closing the gap between Pupil Premium and Non-Pupil Premium pupils.</p>	<ul style="list-style-type: none"> • A significantly increased percentage of Pupil Premium pupils are assessed as "confident readers" by the conclusion of Key Stage 1. • Data shows a measurable increase in the number of pupils achieving both "Expected" and "Greater Depth" standards in reading by the end of Key Stage 2. • There is a sustained, three-year upward trend in Year 1 and Year 2 pass rates, with outcomes exceeding National Expectations. • The attainment gap in reading between Pupil Premium and Non-Pupil Premium pupils is narrowed through accelerated progress across all year groups.
<p>Pupil Premium pupils have opportunities and take part in opportunities around the wider curriculum and the wider school life. Cultural capital is developed and sustained. Pupils are confident, active members of the school and its community and</p>	<ul style="list-style-type: none"> • Records of extracurricular attendance show that Pupil Premium pupils are actively and enthusiastically participating in clubs, trips, workshops, and wider curriculum opportunities.

<p>show a greater understanding of the world around them. Pupils take part enthusiastically in clubs, trips, groups, workshops and opportunities offered to them. Pupils are fully engaged in school life. Pupils progress and achieve in line with or above all pupils.</p>	<ul style="list-style-type: none"> • Pupil interviews and observations demonstrate that students are becoming confident, active members of the school community with a developing understanding of the world around them. • Monitoring evidence confirms that Pupil Premium students are fully engaged in all aspects of school life, successfully sustaining their development of cultural capital. • Academic and personal development data shows that Pupil Premium pupils are progressing and achieving at a level that is in line with, or exceeds, the performance of the general pupil population.
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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: £ 125,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to continue to receive CPD and become pedagogical experts to ensure the quality of education is consistently good across all year groups.	https://educationendowmentfoundation.org.uk/using-pupil-premium	1 4 7
SALT Speech and Language therapist x 2 days a week. Support from Qualified Speech and Language Therapists ensures both speech and language processing issues are identified and supported for key children across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 3 4
Peripatetic Music Programme Opportunity to enhance curriculum and encourage talents while building cultural capital for our pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1 3 7

Accelerated Reader Scheme to provide high quality online reading texts and teacher assessment. Accelerated Reader is a proven tool for raising engagement in reading and delivering accelerated progress.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1 3 7
Subscriptions TTRS, Spelling Shed, Purple Mash, Maths.co.uk, Spag.co.uk	https://swgfl.org.uk/magazine/what-has-been-the-impact-of-remote-learning/	1 3 7
Use of support staff in class to aid learning and support pupils	Extra support for pupils who may need it.	1 4 7
Use of standardised assessments including test papers, assessment booklets and assessment activities. Training for staff to ensure assessments are interpreted and administered correctly.	Assessments can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Assessments in Years 1-6 supports and informs teacher planning.	1 5
Further embed a DfE validated Systematic Synthetic Phonics programme to continue to secure stronger phonics teaching for all pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 4 5

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

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Reading interventions in KS1 and KS2, including 1:1 reading: Daily phonics interventions delivered across Key Stage 1 and 2.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 4 5
Afternoon TA intervention KS1 & KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 4 5
Speech and Language Therapist Speech and Language assistant	SLA – 1 day a week. Speech Therapist carries out assessments; writes care plans and reviews. Speech Therapist carries out commissioned Speech and Language provision for EHC pupils. Speech Therapist carries out training with S&L TA, sets targets and oversees S&L	1 3 4

	programmes. Pupil's speech and language and speech sounds receive early support. S&L assistant carries out 1:1 care plans and group interventions linked to care plans. Programmes include; care plans, memory magic, chatterbox; black sheep press, colourful semantics.	
Sensory circuits	Pupils that may feel anxious separate from their parents with greater ease and therefore arrive to school on time and ready to learn	1 3 5

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3 6
Breakfast Club	https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club	3 6
PP Creative Curriculum EYFS/Y1, Y2/3, Y4/5, Y6 Educational experiences	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3 6
Attendance rewards and incentives	Pupils attend school every day. Attendance of Pupil Premium is in line or above national for Pupil Premium. Attendance for Pupil Premium is in line with all pupils. Parents are supported in helping pupils attending school on time and every day. Early Help issues are identified and appropriate support is in place. Pupils have a positive start to the school day. No pupil starts the day hungry. Pupils have an active start to the day in line with Health Schools. Pupils have opportunities to engage in practical activities at lunchtime, which develop social skills. Pupils separate from their parents calmly and start the day ready to learn. Pupils start their day fully equipped. The DfE guidance has been informed by engagement with schools that have reduced levels of absence and persistent absence. Embedding principles of good practice set out in DfE's Improving School Attendance advice- appointment of attendance/support officer to improve attendance.	3 6
After School Clubs	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Phonics Screening Check		School 2025	
Year 1	% passing the phonics screening check in Y1. The 2022 pass mark is 32	FAB	PPG
		70%	52%
Year 2 Cumulative	% of Y2 cohort passing the phonics screening check by the end of Year 2.	82%	62%
Early Years Foundation Stage		School 2025	
Good Level of Development (GLD)	% of children achieving a good level of development by the end of Reception year.	FAB	PPG
		69%	55%
Key Stage Two (Year 6)		School 2025	
Combined at the expected standard	% of children who have achieved the expected standard in reading, writing and maths.	FAB	PPG
		56%	39%
Reading at the expected standard		70%	39%
Writing at the expected standard		73%	55%
Maths at the expected standard		73%	45%
Combined at higher standard	% of children reaching a scaled score of more than 110 in all three subjects.	8%	6%

