

Pupil Premium strategy statement 2025-2026

This statement details our school's use of Pupil Premium for the academic year 2025-2026 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	Fairfield Spencer Academy
Number of pupils in school	628
Proportion (%) of Pupil Premium eligible pupils	27%
Academic years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	First Published: December 2025
Date on which it will be reviewed	December 2026 (Year 1)
Statement authorised by	Gemma Gregory, Principal
Pupil Premium lead	Jon Headley, Vice Principal
Governor / Trustee lead	Katie Thompson / Amy Habgood

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year (2025-2026)	£227,250
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£227,250

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across our SHINE curriculum. The aim of our Pupil Premium strategy is to support disadvantaged pupils to improve and sustain higher attainment that is comparable with that of non-disadvantaged pupils.

During the three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. Using diagnostic assessments, our approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage. Intervention will take place at the point needs are identified.

At Fairfield Spencer Academy, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all pupils can achieve. All pupils will be able to access powerful knowledge through our broad and balanced SHINE curriculum. No pupil's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

High-Quality teaching is at the heart of our approach, all pupils will develop a greater awareness of their learning and their personal strengths and weaknesses. They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning which will develop all children's ability to work independently.

Wider strategies will also play a key role. Fundamental to the plan is a long-term community strategy to ensure disadvantaged families; pupils and parents feel a sense of belonging within the school community.

Challenges

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

Challenge number	Detail of challenge
1	Lower self-regulation skills

	Our assessments, discussions and observations have identified that a disproportionate amount of our disadvantaged pupils lack skills to support their self-regulation - this provides a challenge when it comes to planning, monitoring and evaluating their learning.
2	Literacy - vocabulary deficit, reading, writing and oracy On entry to Fairfield, some children have lower levels of literacy and, more specifically, oracy skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities. Our assessments, discussions and observations show that pupils eligible for pupil premium are more likely to have a tier 2 and 3 vocabulary deficit which impacts on writing and reading comprehension, this may prevent them from accessing certain parts of the curriculum. It also highlighted that some of our pupils require more support with their spoken language and communication.
3	Maths Our assessments, discussions and observations show that pupils eligible for pupil premium are more likely to be less fluent in times tables and number bonds which inhibit their understanding and confidence in tackling arithmetic and reasoning questions.
4	Wellbeing/emotional and self-confidence issues Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic.
5	Lower cultural capital Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date

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
Improve the self-regulation skills of our disadvantaged pupils.	Observations, pupil voice and assessments demonstrate a greater independence and resilience in their learning Pupils can articulate their learning and make links with prior knowledge Outcomes across the curriculum are improved

	Bounce together outcomes are closely aligned with our non-disadvantaged pupils
Children's writing shows progress and gap narrowed between PP and Non-PP children.	Gap in KS2 writing narrows for our children eligible for PP and our non-PP children from the 15% difference for the 2024/25 academic year. End of KS1 writing is in line closer to the national average (63%) than last year (42% for children eligible for PP). End of KS2 teacher assessment will show our children eligible for PP achieve in line with the national average (72). Results for 2025 showed our children achieved 69%.
Improved reading attainment, vocabulary deficit and oracy skills among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that attainment continues to be above the national average (75%). Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. All pupils will engage with and use appropriate subject-specific vocabulary during discussions across all subject areas and phases. Pupils will be able to use the vocabulary in a variety of contexts, both within subjects and across different subjects. Pupils will develop strong oracy skills, which will support their learning, communication, and overall academic achievement.
Improved maths attainment for disadvantaged pupils.	Achieve above national average scores in KS1 (73%) and KS2 (74%) Over the course of this 3 year strategy 64 be to significantly narrow the gap 20% gap between our children who are eligible for PP and their non-pp peers achieving the expected standard at the end of KS2. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress.
Disadvantaged pupils develop the necessary cultural capital, allowing them to engage in our SHINE curriculum, preparing them for	A significant proportion of children achieve the expected standard across foundation subjects.

success in their next phase of education and in life outside/beyond school. Children have high aspirations for themselves and others.

The gap between PP and other children is closing rapidly across foundation subjects.

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: £92,273

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality instructional coaching to be delivered to improve T&L and recorded using Steplab	Effective professional development develops teaching quality and can impact the outcomes of pupils. Teacher professional development at Fairfield is framed around the mechanisms of effective PD: • Building knowledge • Motivating teachers • Developing teacher techniques • Embedding practice Effective Professional Development	1,2,3,4
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics, Reading, Writing and Maths. This includes cover costs and resources for: RWI, Participation in the NCETM 'Mastering Number' programme, Trust network meetings, Notts County Council courses	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Mastery Learning (+ 5 Months) Phonics (+5 months) Reading Comprehension Strategies (+5 months) Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches = +6 months Early Literacy Approaches = +4 months Communication and Language Approaches = +6 months	1,2,3

Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2	High quality teaching in all classes every day. The pupil premium: how schools are spending the funding successfully - GOV.UK	1,2,3,4,5
Purchase of diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Summative assessments using standardised testing 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 as well as aiding lesson design: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1,2,3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils – RWI Online subscription of RWI portal to allow CPD for all staff and access to resources Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge. This will include professional development from	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF DfE Reading Framework Read Write Inc Efficacy	2

RWI, instructional coaching and teacher release time working with external expertise from RWI and English Hub.		
Purchase of Reading Plus programme to support reading skills with a focus on reading fluency and comprehension.	Reading comprehension strategies are high impact on average (+6 months). It is important to identify the appropriate level of text difficulty. EEF Reading Comprehension Reading Plus Efficacy	2
High quality maths mastery teaching across school– Maths No Problem resources needed Purchase of Times Tables Rockstars online programme to support the fluidity and basic skills of children	Mastery learning EEF EEF suggest ensuring children develop a fluent recall of facts as knowing number facts aids cognitive load and working memory in relation to understanding mathematical concepts in later studies. Improving Mathematics in Key Stages 2 and 3	3
Learning by Questions- an online platform which can be used to support children's learning in a variety of subjects.	Formative assessment delivered in a timely manner enabling effective feedback. Feedback Guidance Report Technology can both impact pupil practice and improve feedback and assessment. Digital Technology	1,2,4,5
Use of IT improve teacher feedback (Showbie) Use of IT to improve modelling and scaffolding	Effective feedback should improve pupils outcomes and progress. Feedback EEF Technology can both impact pupil practice and improve feedback and assessment. Digital Technology	1,2,3

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

Budgeted cost: £63,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with a tutor to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils. Pupils are selected based on assessments and teacher judgement: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Allocated staff to lead interventions with children identified by their class teachers. Intervention sessions last 30mins and occur twice a week and will take place over the course of at least a half term. Children are identified through the use of assessments and discussion with class teachers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Speech and Language Programme (Speech Link) to screen children and create bespoke programmes are put in place	Early language EEF	1,2

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

Budgeted cost: £71,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1,2,3,4,5
Funding to cover Fairfield Foragers (Forest Schools) teachers and provide training and resources. Fairfield Foragers teacher to support Pupil Premium children during foragers sessions.	Forest schools can be beneficial in developing self-esteem. Forest Schools	1,4,5
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5
Social and Emotional Learning interventions through Catharsis Art Therapy and Casy Counselling Staff training in ELSA programme	Targeted sessions based around SEL for children with more complex needs. Social Emotional Learning Art therapy can be used to stimulate positive change. Art Therapy For Children With the help of counselling, children can learn how to build secure and healthy relationships. Counselling Children	1,4
Music Tuition	Access to music tuition to expose children to a range of experiences through the arts. Arts Participation	4,5

Discounted visits	Children are given access to a range of visits which may broaden their life experiences Outdoor Learning	5
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Total budgeted cost: £227,250

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2024-2025 academic year.

A focus on high-quality teaching allowed staff to create a consistent range of strategies to support our pupils. Assessments during 2024/25 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils. 50% (a 5% increase on the previous year) of our disadvantaged pupils achieved the Expected standard across reading, writing and maths across the whole school, in comparison 69% of non-disadvantaged pupils achieved the expected standard. 5% of our disadvantaged pupils were working at Greater Depth across reading, writing and maths in comparison, 7% of our non-disadvantaged pupils achieved that standard. In reading, 76% (an increase of 17%) of our disadvantaged pupils achieved the expected standard compared to 81 % for our non-disadvantaged pupils. End of KS1 results show that pp children outperformed non-pp children.

In maths, 71% of our disadvantaged pupils achieved the expected standard at the end of KS2, this is 10% above the national average for disadvantaged pupils for 2024. Careful consideration and the use of diagnostic assessment in Autumn term 2025 to select children for small group tuition in maths will be carried out with an emphasis on our disadvantaged pupils.

Our intended target of closing the gap in writing did not materialise as 56% of disadvantaged pupils reached the expected standard in comparison to 74% of non-disadvantaged pupils. A focus on writing planning and the embedding of oracy into the curriculum will be implemented and monitored for the 2025-2026 academic year.

The overall attendance for 2024-25 was 95.3%. Although the gap between our disadvantaged (93%) and non-disadvantaged (96%) grew to 3%, an increase of 1%. Attendance will continue to be a major focus for the next year.

Externally provided programmes

Programme	Provider
Counselling	Casy Counselling
Art Therapy	Catharsis

Service Children	Pod Squad
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Service Pupil Premium funding (optional)

Measure	Details
How did you spend your service Pupil Premium allocation last academic year?	Nurture sessions provided on a weekly basis.
What was the impact of that spending on service Pupil Premium eligible pupils?	Children were able to share their emotions and become aware of strategies to regulate them.

