

Pupil premium strategy statement – Fairfields Primary School & Nursery

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	420 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	12.6% (53/420)
Academic years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	G Gaidoni, Headteacher
Pupil premium lead	G Gaidoni, J Tothill
Governor lead	Mr M Pugsley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 83,015.00
Pupil premium funding carried forward from previous years	£ 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	£ 83,015.00

Part A: Pupil premium strategy plan

Statement of intent

At Fairfield's Primary School and Nursery all our staff and governors recognise that some of our pupils are disadvantaged and we are committed to meeting their pastoral, social, emotional and academic needs within a caring and stimulating environment.

High-quality first teaching is at the heart of our approach. Teachers adopt adaptive teaching practices, recognising that pupils are likely to learn at different rates and may require different levels and types of support to succeed. There is a particular focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The targeted and strategic use of pupil premium will support us in achieving our vision.

Key Principles

- To ensure that teaching and learning opportunities meet the needs of all the children in our school community;
- To ensure that provision is in place for all pupils including those who are disadvantaged and /or vulnerable,
- We will target our use of Pupil Premium funding to narrow gaps in learning for those children who are disadvantaged and /or vulnerable,
- Our key challenges are aligned with the school's priorities as outlined in the School Development Plan.

Challenges

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

Challenge number	Detail of challenge
1	Narrow range of literary devices used in written compositions.
2	Improve written compositions using purposeful editing.
3	Inconsistent use of correct spellings, punctuation and grammar.
4	Vocabulary deficit.
5	Poor language and communication skills on entry.
6	Poor maths mastery – focus on quick recall and arithmetic.
7	Partnerships with parents as co-educators.

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
1	Children write effective compositions with confidence and enthusiasm in a range of genres, articulating and communicating their ideas, and organising them to be easily read.	<p>Increased % children achieving the expected standard and above in writing.</p> <p>Increased % children making good or better progress in writing.</p> <p>Children's writing shows age appropriate composition and organisation of ideas.</p> <p>Evidence from book looks and pupil voice indicates that children are writing across a range of genres and subject areas and are editing their writing both for corrections and to improve their compositions.</p>
2	Children are able to confidently identify aspects of their writing which can be improved.	<p>Increased % children achieving the expected standard and above in writing.</p> <p>Children independently review their writing and use age appropriate editing to correct and improve.</p> <p>Evidence from book looks and pupil voice indicates that children are editing their writing independently across a range of genres both for corrections and to improve their compositions.</p>
3	Children write confidently using age appropriate spellings, punctuation and grammar.	<p>Increased % children achieving the expected standard and above in writing.</p> <p>Increased % children making good or better progress in writing.</p> <p>Evidence from book looks, pupil voice and Spelling, Punctuation & Grammar tests / homework indicates that children are consistently using appropriate spelling, punctuation and grammar in their independent writing.</p>
4	Children are exposed to and apply an increasing range of vocabulary across the whole curriculum. Discrete vocab lessons taught to help promote more interesting writing pieces. Children encouraged to explore new vocab in class novels (Key Stage 2), during guided reading /morning activities (Key Stage 1), etc. Key vocabulary for science / foundation subjects shared and used as ongoing resource in units. Subject specific vocab progression documents, linked to units being taught, are used to support teaching.	<p>Teachers explicitly teach key vocabulary in all subjects. In science and foundation subjects, 'front covers' for units of work include key vocabulary and children use these as word banks as needed.</p> <p>Book looks and pupil voice evidence children's developing vocabulary – their writing is more engaging and accurate.</p> <p>Children have access to range of resources to support vocabulary acquisition.</p>
5	Children leave Early Years with improved language and communication skills.	<p>Nuffield Early Language Intervention programme (NELI) being implemented. LanguageScreen is used to assess the language skills of all children in the class at the beginning of the year and identify the children who need additional targeted support. Exit from Early Years shows significant improvement from their starting points.</p> <p>Increased number of children achieving ELG for Communication & Language at the end of their Reception year.</p> <p>Children supported by Speech & Language Therapy Service and our Speech & Language specialist Teaching Assistant to achieve outcomes on their support plans.</p>

		Parents continue to support Speech & Language plans at home.
6	Children develop and apply 'unconscious competence' with quick recall and application of mathematical facts, e.g. number bonds, times tables, etc.	<p>Increased % children achieving the expected standard and above in maths.</p> <p>Increased % children making good or better progress in maths.</p> <p>Above national % children passing Y4 multiplication check.</p> <p>Vast majority of Y6 pupils attend weekly Maths Booster Club.</p> <p>Book looks and pupil voice indicate that children are practising and applying quick recall of known facts. They regularly approach challenge tasks with confidence.</p>
7	Parents / carers consider themselves to be co-educators in partnership with school and actively encourage their child to complete all home learning tasks.	<p>The vast majority of parents / carers attend parent consultations / meetings / class engagement sessions with teachers and SENCo.</p> <p>Increased offer of parental engagement sessions including SEN coffee morning, curriculum information sessions, visiting speakers and new 'Family Support Sessions' beginning in spring term.</p> <p>The vast majority of parents / carers access opportunities for online training and support as appropriate to their child, e.g. <i>Little Wandle Resources for Parents</i>.</p> <p>Children complete all aspects of home learning, including regular reading at home as well as completion of set homework tasks.</p> <p>Increased % children achieving the expected standard and above in all areas of the curriculum.</p>

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: £ 59,076.11

Activity	Evidence that supports this approach	Challenges addressed
High quality first teaching	EEF - Metacognition and self-regulated learning. EEF - Cognitive Science approaches in the classroom. Mastery learning for maths using White Rose Maths across whole school. EEF – Improving mathematics in the Early Years and Key Stage 1. EEF – Using digital technology to improve learning EEF – Improving behaviour in schools	1, 2, 3, 4, 5, 6
Teacher led maths and English small class based interventions in Falcon Class. (20,228.50)	Mastery learning for maths using White Rose Maths across whole school. EEF – small group tuition National Tutoring Programme EEF – Reading Comprehension strategies, Collaborative learning approaches, Oral Language Interventions	1, 2, 3, 4, 5, 6
Teaching Assistants for in class learning support 10 Teaching Assistants x 1hr per day (£38,847.61)	EEF – Teaching Assistant Interventions EEF and What works for Children in Social Care	1, 2, 3, 4, 5, 6
Continuing Professional Development	EEF – Effective professional development Mastery learning for maths using White Rose Maths across whole school. EEF – Improving mathematics in the Early Years and Key Stage 1. EEF – Improving mathematics in the Early Years and Key Stages 2 and 3. EEF – Improving Literacy KS1 & 2, Reading comprehension strategies, Mastery learning. EEF – Improving behaviour in schools Specific training: Growth Mindsets, Positive Regard HfL – Ordinarily Available Provision	1, 2, 3, 4, 5, 6
Systematic approach to phonics in Early Years and Key Stage 1, inc daily phonics lessons, x3 weekly practice reading sessions. Little Wandle phonics catch up in Y2 & KS2. Parent / carers access to online phonics learning.	EEF Guidance – Phonics EEF – Phonological awareness and phonemic awareness EEF – Preparing for Literacy The Education Hub EEF - Working with Parents to Support Children's Learning	3, 4, 5, 7

Targeted academic support (eg, 1-to-1 support structured interventions)

Budgeted cost: £ 11,732.39

Activity	Evidence that supports this approach	Challenges addressed
Targeted interventions including Speech & Language Specialist TA 10hrs PW (£7,769.53)	Giving Voice – Royal College of Speech & Language Therapists EEF – High Quality Interactions in the Early Years - The ShREC approach EEF – Oral Language Interventions NELI – Nuffield Early Language Intervention	1, 3, 4, 5, 7
Teaching assistants for 1:1 reading, minimum 15mins /week (£3,962.86)	EEF and What works for Children in Social Care EEF – Preparing for Literacy	1, 3, 4, 5
Teacher led booster / enrichment sessions	EEF – small group tuition National Tutoring Programme	1, 2, 3, 4, 6

Wider strategies (eg, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,211.91.13

Activity	Evidence that supports this approach	Challenges addressed
Attendance Administrator 5hrs pw (£2,687.41)	Monitoring & reporting on attendance and whole school initiative with attendance award & additional playtime for best attendance	1, 2, 3, 4, 5, 6, 7
Music Provision – instrumental lessons with First Note Music. Hertfordshire Music Service initiatives.	EEF – Arts participation	4, 5, 7
Subsidising trips / workshops (£4,610.00)	EEF – Arts participation, What works for children's social care	1, 4, 5, 7
Lunchtime Nurture Club – 2 Teaching Assistants and SENCo x 2hrs per week	EEF – Improving behaviour in schools EEF – Behaviour interventions. Targeted children attend lunch club x2 weekly, Boxall profiles carried out at beginning and end.	4, 5, 7
Breakfast / After School Clubs subsidy (£1,802.00)	EEF – Social & Emotional learning, Extending School Time	4, 5, 7
Parent workshops and engagement sessions across the school for maths and English.	EEF – working with Parents to support Children's learning EEF – Teaching and Learning Toolkit - Homework	1, 2, 3, 4, 5, 6, 7
Provision of free school meals and milk in Key Stage 2. (£12,112.50)	DfE - Using pupil premium: guidance for school leaders	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £ 92,020.41

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 to 2025 academic year.

During 2024-25, the school saw an 11.5% decrease in children qualifying for Pupil Premium funding in Y1-6 compared to 2023-24; in our Early Years, there was a 36% increase.

Early Years Foundation Stage (EYFS)

In the 2025 EYFS results, the pupil premium group achieved exceptional results in some core literacy skills and achieved highly in their number work, displaying strong mathematical foundations.

In Word Reading, 87.5% of pupil premium pupils reached the Expected Standard, outperforming both the non-pupil premium group (84.6%) and the national average for pupil premium children in England (60.6%).

In both Numbers and Numerical Patterns, 75.0% of pupil premium pupils met the Expected Standard, compared to the national averages of 65.0% and 64.1% respectively.

Pupil Premium pupils did less well in both Comprehension and Writing - only 50.0% of pupil premium pupils met the Expected Standard, while the school's non- pupil premium group reached 76.9% in Comprehension and 71.2% in Writing.

Key Stage 1 – Phonics Screening Check. All but one of the pupil premium group passed their phonics screener.

Key Stage 2 (KS2)

By the end of Key Stage 2 in 2025, pupil premium pupils at the school continued to demonstrate high levels of attainment with exceptional reading attainment, strong scaled scores and high performance in literacy skills:

87.5% of pupil premium pupils worked at or above the Reading standard, which is not only higher than the non- pupil premium group (82.7%) but substantially higher than the national average for pupil premium children (63.2%). Furthermore, 25.0% reached a Higher Standard in Reading, exceeding the national benchmark of 21.3%.

The average scaled score for pupil premium pupils in Reading was 105.0, and in Maths it was 103.0; both figures exceed the government expectation of 100 and outperform local Broxbourne and Hertfordshire averages for this group.

In Grammar, Punctuation and Spelling (GPS), 87.5% worked at or above the standard, nearly 30 percentage points higher than the national average for pupil premium pupils (59.7%). Their average GPS scaled score of 104.6 also exceeded local and national benchmarks.

50.0% of pupil premium pupils met the standard in Reading, Writing, and Maths combined, outperforming the local average in Broxbourne (39.8%) and the national average (47.4%).

In the Year 4 multiplication check the school average for pupil premium pupils was 21.5 (National average for pupil premium children 19.3). 70% of pupil premium pupils scored the top mark of 25.

In 2024-25, average attendance across the school for PPG children was lower when compared to the non-PPG children; in Upper KS2 PPG and non-PPG attendance almost matches. Attendance monitoring remains a key focus area for school admin as well as involving teachers, e.g. discussions at parent consultation meetings and at pupil progress meetings.

During 2024-2025, teachers continued to use formative and summative assessments throughout the year to inform next steps in learning.

During 2024-25, PPG children were a focus group through adaptive whole class and small group teaching methods as well as in targeted interventions, either 1:1 or small group. Once again, all classes focussed on re-establishing expectations for grammar in the first term.

Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle (online)
Subject Leader Cluster meetings	Herts for Learning / Local Area Heads
Key Stage moderation	Herts for Learning
Behaviour solutions: Behaviour Leadership Programme	Herts for Learning
Therapeutic Thinking Hertfordshire	Therapeutic Thinking
INSET – Positive Regard	Positive Regard
NELI	Nuffield Early Language Intervention