

Pupil premium strategy statement

Fairlands Middle School (Reviewed Autumn 2025)

This statement details our school's use of pupil premium (and recovery 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	410
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Bennett
Pupil premium lead	Martin Davis
Local Partner Link	Steph Gill

Funding overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£87702
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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>	£87702

Part A: Pupil premium strategy plan

Statement of intent

Objectives

- *The aim of the Pupil Premium is to identify and implement strategies that help increase social mobility and reduce attainment gaps between the most and least disadvantaged pupils.*
- *To review needs and individual circumstances in order to ascertain how to maximise progress and outcomes for pupils.*
- *To continue to develop and enhance high quality adaptive teaching which will enable every pupil, including Pupil Premium students to make, or exceed expected progress.*

How does your current pupil premium strategy plan work towards achieving those objectives?

The barriers and challenges disadvantaged pupils face are complex and varied. There is no single difficulty faced by all. However, we have identified several barriers that we believe are particularly relevant to our disadvantaged children in our context. The key barriers can be seen in the 'challenges section.

In deciding how to use our Pupil Premium grant, we draw upon the following sources:

- *Sutton Trust report 'School funding and Pupil Premium 2021'*
- *Education Endowment Foundation*

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment and monitoring.

What are the key principles of your strategy plan?

- *High expectations of all pupils, regardless of background.*
- *A culture of collective responsibility for disadvantaged pupils.*
- *A strategy rooted in assessment and review.*
- *A system of early intervention for addressing need, including during transition and on entry where possible.*
- *A clear process and impact evaluation framework – Is it working/has it worked?*

Challenges

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

Challenge number	Detail of challenge
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1	Lower attainment and progress in Writing and Maths in particular <i>Identified through progress data (SATS and summer data end of year 8) & pupil voice.</i> Students with reduced reading skills will have less chance of successfully accessing secondary/higher education in the future.
2	Lower attainment and progress in Maths <i>Identified through progress data (SATS and summer data end of year 8) & pupil voice.</i> Students with reduced literacy and numeracy skills will have less chance of successfully accessing secondary/higher education in the future.
3	Lower attainment and progress across the whole curriculum. <i>Identified through progress data (SATS and summer data end of year 8).</i>
4	Attendance disparity between PP/non-PP Identified through attendance data.
5	Engagement in wider extra-curricular & academic opportunities. Identified through pupil voice and monitoring of attendance for these opportunities. The need to create a sense of belonging within our students to engage with the opportunities on offer.
6	Class disruption/distractions/behaviour of peers Identified through behaviour data. The loss of learning will impact attainment in education.

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. Improved reading and writing attainment	<p>All</p> <ul style="list-style-type: none"> • Full engagement with the whole school reading programme. PP students who are below expected progress, raise their NGRT reading scores by 12 months. <p>End of KS2:</p> <ul style="list-style-type: none"> • 80% to achieve age expected standard • 30% to achieve greater depth • NGRT tests to show progress over time <p>At end of year 8:</p> <ul style="list-style-type: none"> • 80% to achieve age related expectation (4+) in English and Maths • No greater than 0.5 average point score difference between disadvantaged and non-disadvantaged pupils.
2. Improved maths attainment	<p>End of KS2:</p> <ul style="list-style-type: none"> • 80% to achieve age expected standard • 30% to achieve greater depth <p>At end of year 8:</p> <ul style="list-style-type: none"> • 80% to achieve age related expectation (4+) in English and Maths • No greater than 0.5 average point score difference between disadvantaged and non-disadvantaged pupils.

<p>3. Ensure disadvantaged pupils make comparable progress to our other pupils.</p>	<p>All Evidence of progress of disadvantaged students will be quality assured by:</p> <ul style="list-style-type: none"> • Learning drop-ins • Faculty reviews • Book scrutiny • Student voice • Assessment data <p>End of KS2:</p> <ul style="list-style-type: none"> • 80% to achieve age expected standard • 30% to achieve greater depth <p>At end of year 8:</p> <ul style="list-style-type: none"> • 90% to achieve age related expectation (5+) across all subject areas.
<p>4. To raise the levels of attendance and punctuality of our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Attendance statistics and comparisons term by term. • Comparison of disadvantaged and non-disadvantaged pupils' attendance and punctuality. • Disadvantaged pupils to achieve the school expectation of 97% attendance. • Gap between PP and non-PP narrowing over time. • PP attendance improvement from baseline for every pupil (compared to the previous year)
<p>5. Increased engagement in wider opportunities</p>	<ul style="list-style-type: none"> • Upward trend in pupils taking part in LEAP (leadership, enrichment, academia programmes) • Upward trend in pupils taking part in extracurricular activities. • Embed the new house system and house council. • Upward trend in the number of students participating in house events. • All disadvantaged students partake in careers programme activities.
<p>6. Reduction of disruption in the classroom</p>	<ul style="list-style-type: none"> • Downward trend in conduct points • Downward trend in number of pupils receiving multiple conduct points. • Student voice/Staff voice/ lesson drop-in information.

Activity in this academic year (2025-2026)

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

Teaching

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving high quality adaptive teaching through CPD. (Raising Standards for all through the work with STEPLAB</p>	<p>The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, those pupils gain 1.5 years' worth of learning with very effective teachers.</p> <p>https://dera.ioe.ac.uk/30348/1/2teachers-impact-report-final-1.pdf</p>	<p>1, 2, 3</p>

instructional coaching sessions and school led STEPLAB meetings)		
On-line learning platforms	Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge. Has an average impact of +6 months . Digital technology 2019. Education Endowment Foundation EEF	1, 2, 3
Reading – Tutor time programme, all teachers are teachers of reading CPD	Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 3
Support for the reduction of low-level disruption. (Behaviour and relationship training of all teaching staff)	Both targeted interventions and universal approaches have positive overall effects (+4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3, 6

Targeted academic support

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NGRT (GL assessment)	New group reading test is a standardised assessment to measure reading skills and identify gaps in learning to allow small group and 1:1 intervention strategies to commence in closing gaps between our disadvantaged & non-disadvantaged pupils.	1
LEXIA reading intervention for students who have identified as reading at lower than their age range	Evidenced-based and designed from the best literacy and language research available, such as the science of reading and Structured Literacy. Both research-based and evidence-based . Reading comprehension strategies are high impact on average (+ 6 months). Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1

Reading fluency intervention	For pupils who have secured their phonics and decoding skills. Practising reading fluency will help bridge the gap between word recognition and comprehension. Reading comprehension strategies are high impact on average (+ 6 months) . Alongside phonics it is a crucial component of early reading instruction. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
Unlocking Letters and Sounds Phonics	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk)	1
SATS revision guides and workbooks	Pupils from disadvantaged backgrounds are less likely to have the systems in place to complete homework successfully. The revision guides will be used as a tool within lessons and beyond to support this. Homework has a positive impact on average (+5 months) , particularly with pupils in secondary schools. Primary schools (+3 months) Low evidence strength however and we are in a middle school system. Homework EEF (educationendowmentfoundation.org.uk)	1, 2
Widget Online	Widget Online is used to create visual materials to support communication and learning, creating vocabulary sheets, curriculum resources, social stories, visual timetables and more.	1, 2

Wider strategies

Budgeted cost: £20,702

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive trauma informed approach to improving the mental health and well-being of children (social and emotional development)	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
ELSA – emotional literacy support assistant – Support young people’s emotional development to help them cope with life changes.	Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Lego Therapy	LEGO® Therapy is a collaborative, play based social skills intervention. It is designed to improve social competence in children with Autism Spectrum Conditions (ASC) and other related conditions, however it is useful for many children with language or social communication difficulties.	4

	<p>Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
Lunchtime Hub	<p>The Hub is a welcoming and low stimulus space available to pupils who need a space to re-regulate or use their individual strategies. This is staffed at lunchtimes by our trained ELSA and Thrive practitioners to support pupils who find unstructured times challenging. They receive SEMH support informally here, as part of our early intervention programme.</p>	4
Wellbeing welcome – daily - staffed	<p>Social and emotional learning approaches have a positive impact on average, of 4 months' additional progress in academic outcomes over the course of the year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4
Pupil premium promise – Support with contributions to costs for visits, revision guides etc	<p>Tackle and reduce the anxiety that the socio-economic disadvantage brings.</p>	3, 4
PP Mentor role, specifically recruited to support small groups and individuals based on identified barriers to learning.	<p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. (+2 months)</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1,2,3
Extra-curricular activities, including sports, outdoor activities, and arts and culture - for example, supplemented music lessons for disadvantaged and school trips	<p>Building a culture of belonging within the school community</p>	5

<p>Improving attendance by reviewing systems of monitoring of PP students, connecting with families and complete check-ins.</p>	<p>Evidence shows that the students with the highest attendance throughout their time in school gain the best GCSE and A Level results. The research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard. Similarly, in the same year, secondary school pupils who didn't achieve grade 9 to 4 in English and maths missed on 10 more days on average over the key stage than those who achieved grade 9 to 5 in both English and maths.</p>	<p>1, 2, 3, 4</p>
<p>Working with Parents to Support Children's Learning</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>Actionable recommendations from the report are as follows:</p> <ul style="list-style-type: none"> - Encourage a consistent approach to behaviour e.g. introduction of a an Evidence-based Parenting Programs Incredible Years - Tailor school communications to encourage positive dialogue about learning 	<p>4, 5 and 6</p>

Total budgeted cost: £87702

Part B: Review of the previous academic year (2024-2025)

Year Group	Number of PP students
5	17
6	17
7	21
8	13

Outcomes for disadvantaged pupils

As standards have raised overall, so disadvantaged pupils have also benefitted from a purposeful learning environment, a well-sequenced curriculum and increasing adaptations. SIP visits and external reviews confirm that pupils are better catered for across the board, and there is an improving picture for all pupils.

Whilst cohorts of PP students are small in each year group, the gap remains stubborn between them and their peers in all areas. In some subjects the gap is at least a grade, and there are a number of students who are multiply disadvantaged (SEND, Young Carer, Safeguarding concerns etc)

KS2 SATS results 2025 (Pupil Premium only)

Whilst PP outcomes at year 6 were still below that of their peers and compared to national average, there has been progress this year in some areas. However, care must be taken with comparison due to cohort size. Writing and Maths need to be the focus in the year ahead, as the data shows that PP students are lagging behind PP students nationally.

Subject (Expected Standard or better)	2024 (PP cohort 9 pupils)	2025 (PP cohort 17 pupils) (29% Combined)
Reading	62% (national 64%)	65% (63%)
Writing	43% (national 60%)	47% (59%)
Maths	58% (national 61%)	41% (61%)

*national PP results cited <https://ffteducationdatalab.org.uk/2024/09/the-disadvantage-gap-at-key-stage-2-in-2024/>

KS3 progress data

Our year 8 exit data for 2024-2025 shows gaps still exist between PP and non-PP pupils. Overall though, attainment in the core is at 80% at grade 4 or above in English and Maths. This highlights the need to review the disadvantaged strategy and amend our focus in closing those gaps. In practical and creative subjects, PP students often beat their peers.

Subject	Currently Working At v Target											
	ALL		Boys	Girls		PP	NON PP	Disadvantaged		SEND	NON SEND	<90% Att
English Language	0.16		-0.07	0.42		0.08	0.17	0.08		-0.87	0.33	-0.64
English Literature	0.35		0.16	0.56		0.38	0.34	0.38		-1.27	0.62	-0.36
Maths	0.38		0.23	0.54		0.31	0.39	0.31		-0.67	0.55	-0.36
Science	0.38		0.5	0.24		0.31	0.39	0.31		-0.27	0.48	-0.05
Computing	0.48		0.64	0.3		1	0.41	1		0.13	0.54	0.36
French	-0.09		-0.43	0.28		-0.69	-0.01	-0.69		-2.27	0.26	-0.77
Geography	-0.1		-0.07	-0.14		-0.08	-0.11	-0.08		-0.8	0.01	-0.82
History	-0.13		-0.11	-0.16		-0.46	-0.09	-0.46		-0.87	-0.01	-0.64
Art	-0.54		-0.52	-0.56		-0.15	-0.59	-0.15		-0.93	-0.47	-1.09
DT - Food	0.09		0.3	-0.14		0.31	0.06	0.31		-0.33	0.16	-0.59
DT - RM	0.15		0.25	0.04		0.38	0.12	0.38		0.13	0.15	-0.23
PE	0.33		1.23	-0.68		1.15	0.22	1.15		0.87	0.24	0.36
Music	-0.47		-0.48	-0.46		-0.31	-0.49	-0.31		-0.67	-0.44	-0.41
RPE	-0.46		-0.27	-0.68		-0.54	-0.45	-0.54		-1	-0.37	-1.27
Summary	0.06		0.13	-0.01		0.13	0.05	0.13		-0.6	0.17	-0.44

THRIVE

Number of PP pupils receiving intervention	% making progress
4	4

ELSA

Number of PP Pupils receiving intervention	% making progress
8	88%

Attendance (from baseline/ compared with Term 5 2023-2024)

Year Group	% difference
Whole School	+0.78
PP	+0.54

Impact Statement: School attendance is improving significantly, with individuals and cohorts making good progress. The PA% is particularly pleasing and shows that attendance work is making a difference. Pupil voice shows pupils are enjoying school more and this will have impact on attendance. New paperwork now being used for attendance with parental meetings with PL's and SLT where required. Individual case studies show significant impact for some doubly disadvantaged pupils in particular where attendance is now much closer to non-disadvantaged peers.

Reading (NGRT) - from Nov to March

The Lexia programme and precision teaching in the ELP, as well as targeted work from the English hub have made a significant difference in the progress pupils are making in reading.

Year Group	% making 1 years worth of progress from NGRT 1 to 2 (2024/25)
5	58.33
6	29.41
7	60
8	22.22

Participation Data (Clubs and Sports)

Year Group	No. of pupils attending clubs in Autumn	No. of pupils attending clubs in Spring
5	12	4
6	8	13
7	11	15
8	10	7

Whole-school drive on teacher responsibility for leading enrichment has led to high participation across the school, this drive has been part of staff directed time and we have seen noticeable take up amongst all students including PP.

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
NGRT – new group reading test	GL assessment
Core 5 and Power up reading intervention	LEXIA

