

Pupil premium strategy statement 2025-2026 – Fair Oak Junior School

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	581
Proportion (%) of pupil premium eligible pupils	14.29%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Laura Cooper
Governor / Trustee lead	Lauren Trumble

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 139,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 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>	£ 139,730

Part A: Pupil premium strategy plan

Statement of intent

At Fair Oak Junior School, we are committed to ensuring that every child feels valued, supported and inspired to achieve their full potential. We believe that all pupils, regardless of background or personal circumstances, are entitled to high-quality learning, rich experiences, and the emotional support that enables them to thrive. Our inclusive ethos ensures that disadvantaged pupils are known as individuals, and that their strengths, interests and barriers are understood by all adults who work with them.

Our Pupil Premium Strategy is rooted in the belief that disadvantaged children can excel academically, socially and emotionally when provided with the right support, high expectations and excellent teaching. We work closely with families, our local community and a range of professional partners to ensure that every child has the opportunity to succeed and is well prepared for the next stage of their education.

Ultimate Objectives for Our Disadvantaged Pupils

- That every disadvantaged child achieves highly and makes strong progress across the curriculum.
- That our children develop the resilience, wellbeing, confidence and independence needed to be successful learners.
- That all children, particularly those who face disadvantage, benefit from the full breadth of our curriculum and wider school offer.
- That our children transition to the next stage of their education fully prepared, both academically and socially/emotionally.

Key Principles of Our Pupil Premium Strategy

Our pupil premium strategy should be read in tandem with our School Improvement plan. Specifically, those priorities that relate to improving the quality of teaching and standards of learning in Reading, writing and Maths and the parts of the plan that are focussed at improving behaviour and relationships across the school through the empowerment approach. We know that a rising tide lifts all boats.

1. High Expectations and a Whole-School Commitment

- There is a shared belief across Fair Oak Junior School that all disadvantaged pupils are capable of achieving excellence.
- Each member of staff understands their role in reducing inequality and removing barriers to learning.

- Disadvantaged pupils and their families are respected, included and valued within our community.

2. Prioritising High-Quality Teaching

- High-quality first teaching is the basis of our approach, as it has the greatest impact on pupil outcomes.
- We invest in ongoing professional development so that staff continually develop strong subject knowledge, adaptive teaching skills and effective assessment practice.
- Responsive teaching and precise, timely feedback ensure that disadvantaged pupils keep up and catch up.

3. Reading at the Heart of the Curriculum

- Reading is prioritised across the school as it underpins success in all areas of learning.
- Targeted support is provided where reading gaps exist, including phonics intervention, small-group reading support and strategies that build fluency, comprehension and confidence.
- Our aim is that every disadvantaged pupil leaves Fair Oak as a secure, capable reader, well-prepared for future learning with a love of reading.

4. Targeted Interventions to Meet Individual Needs

- Children benefit from timely, focused small-group interventions to address learning gaps and misconceptions.
- Where needed, pupils access additional support such as phonics recovery, speech and language therapy, or fine/gross motor programmes.
- Class teachers remain responsible for the progress of disadvantaged pupils, with interventions designed to complement, not replace, high-quality classroom teaching.

5. Supporting Emotional Wellbeing and Mental Health

- Our whole-school approach to wellbeing, delivered through our RHE, PE and the implementation this year of The Empowerment Approach, is designed to help all children develop emotional literacy, resilience and an understanding of their wellbeing.
- When additional support is required, pupils can access targeted provision such as ELSA, Thrive sessions, regular Check Ins, counselling, as well as therapy intervention such as Play Therapy and Equine Therapy. These interventions help children regulate emotions, build confidence and re-engage positively with their learning.

6. Broadening Horizons and Building Cultural Capital

- Disadvantaged pupils are fully included in the rich, varied experiences that define life at Fair Oak Junior School.
- Opportunities such as clubs, Forest School, performances at the O2, educational visits, residential visits and our Additional Provision Programme broaden pupils' interests, vocabulary and future aspirations.
- We ensure that no child misses out on experiences that support their development, confidence and sense of belonging.

7. Strong Partnerships with Families and the Community

- We work closely with families to understand individual circumstances and provide support during periods of hardship or challenge.
- Where helpful, we signpost families to external agencies and collaborate with professionals to secure the right provision for each child.
- Our aim is to nurture positive relationships so that families feel supported, respected and actively engaged in their child's learning journey.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil Premium children at our school find it more difficult to access the curriculum. They sometimes need additional support with their learning. For example, they might benefit from having the teaching adapted or tasks scaffolded.</p> <p>As a result of this there is a significant gap in academic achievement between Pupil Premium children and their non-disadvantaged peers. Internal school assessments across all year groups indicate that fewer disadvantaged pupils are meeting the Expected Standard + (EXS+) in core subjects compared to their non-disadvantaged counterparts. The disparity was even more pronounced in the achievement of Greater Depth (GD) in core subjects.</p> <p>Because disadvantaged pupils are more likely to be amongst the bottom 20% of pupils in terms of attainment, they require the best quality teaching from well trained staff. Many will also need tailored interventions and targeted support to bridge these disparities and improve outcomes.</p> <p>A higher proportion of disadvantaged pupils also face additional challenges related to special educational needs (SEN). Specifically, 41% of</p>

	disadvantaged pupils have identified SEN, compared to 9.7% in the non-disadvantaged cohort. Furthermore, 14.5% of disadvantaged pupils have an Education, Health and Care Plan (EHCP), a significantly higher proportion than in the non-disadvantaged group which is 3.2% . This adds another layer of complexity in terms of support and progress.
2	Observations, monitoring of books and pupil conferencing have revealed that disadvantaged pupils often demonstrate lower levels of engagement with their in class learning and home learning. Sometimes the adaptations made, especially in foundation subjects do not fully consider the specific needs of disadvantaged pupils. Some disadvantaged pupils therefore find it difficult to access the curriculum and fall further behind their peers.
3	Social, emotional, and mental health (SEMH) needs, which often manifest as behavioural challenges both in and out of the school setting, continue to present a significant barrier for a higher proportion of our disadvantaged pupils. These pupils often struggle with self-regulation, resilience, and emotional well-being, which directly impact their ability to engage with learning and hinder their overall academic progress. This is particularly evident in Year 5, where these challenges seem to be most pronounced, but concerns are also growing in younger cohorts. As these issues emerge earlier in the school journey, there is a growing need to address SEMH support earlier to help prevent further disengagement and ensure sustained progress for all pupils. As a result the number of suspensions are higher than we would want as are the number of occasions when we have needed to use positive handling.
4	The personal and family challenges, such as financial difficulties, housing instability, or domestic issues, can affect a child's ability to concentrate, manage stress, and stay engaged with their learning. These external pressures often prevent them from fully participating in the classroom, leading to a cycle of disengagement and a negative impact on their academic progress.
5	Children eligible for pupil premium funding do not always have access to the breadth and depth of opportunities out of school, which would enable them to develop their cultural capital to the same extent as non-disadvantaged children. This can have a negative effect on progress.
6	The attendance of our Pupil Premium pupils is consistently lower than that of their non-disadvantaged peers. Pupil Premium pupils currently Year to Date have an average attendance rate of 90.9% , which is significantly lower than the whole school average of 96.0% and the non-PP average of 96.7% . Non-PP pupils have consistently higher attendance rates and fewer pupils falling below the 95% threshold, which widens the gap in learning progress between disadvantaged and non-disadvantaged pupils. There is significant national evidence to show the link between good attendance and primary level to good performance in GCSEs and beyond.

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
<p>To Increase the proportion of disadvantaged pupils achieving the Expected Standard + (and Greater Depth Standard in core subjects (Reading, Writing, and Maths).</p>	<ul style="list-style-type: none"> • The gap between disadvantaged pupils (Not including SEND pupils) and non-disadvantaged to be less than 10% in year 1. • The gap between PP premium and non-pupil premium for combined ARE in Y6 tests to be in line with the national gap. (Not including SEND pupils) • Y6 disadvantaged pupils (Not including SEND pupils) to be in line with national disadvantaged ARE SATs results in the individual subjects. • At least 65% of disadvantaged pupils achieve EXS+ in Reading by Year 3 of project. (Not including SEND pupils) • At least 65% of disadvantaged pupils achieve EXS+ in Writing by Year 3 of project. (Not including SEND pupils) • At least 60% of disadvantaged pupils achieve EXS+ in Maths by Year 3 of project. (Not including SEND pupils) • There are currently 78 children who are receiving RWI phonics interventions because they have found it hard to develop phonic knowledge. Our aim is to reduce that by 25% by the end of the year. • Lesson observations, book scrutinies, and feedback from pupil voice surveys will indicate that disadvantaged pupils are receiving consistent, targeted support to reach EXS+. • Disadvantaged pupils at risk of falling behind the EXS+ target will have received targeted intervention. • Internal summative data demonstrates improved progress and attainment for these pupils.
<p>To improve engagement levels for disadvantaged pupils, both in the classroom and with home learning by ensuring that all adaptations made to</p>	<ul style="list-style-type: none"> • Teaching staff will apply adaptive strategies and make curriculum adjustments for disadvantaged pupils to ensure they can engage with the content. • lesson observations and pupil conferencing will demonstrate clear evidence of tailored curriculum delivery for disadvantaged pupils.

<p>the curriculum are fully tailored to meet the specific needs of disadvantaged pupils, enabling them to access the content and make progress on par with their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> • Curriculum audits show that foundation subjects and core subjects (Reading, Writing, and Maths) have specific adaptations for disadvantaged pupils, allowing them to access the content at an appropriate level. • 80-85% of disadvantaged pupils will show active engagement in class activities, measured by lesson observations and pupil conferencing. • Pupil feedback (via surveys or interviews) shows that at least 80% of disadvantaged pupils report feeling more engaged and supported in the classroom after the adaptations are made.
<p>To implement and embed a whole-school Empowerment Approach for behaviour that establishes consistent routines, high expectations, and positive behaviour, while improving the emotional and behavioural well-being of disadvantaged pupils, leading to improved self-regulation skills, resilience, and emotional well-being,</p>	<ul style="list-style-type: none"> • All observations (lesson drop-ins, learning walks etc.) will demonstrate that staff are applying the Empowerment Approach with clear routines and consistent behaviour management techniques. • At least 90% of staff report feeling confident in applying SEMH support strategies (as measured through staff feedback surveys). • Pupil surveys will show that 90% + of pupils acknowledge that pupils follow the school's rules and behaviour expectations. • Disadvantaged pupils show improved self-regulation skills (e.g., reduction in impulsive behaviour, improved focus) as tracked by behavioural records and teacher observations. • Reduced levels of disruption in class (measured through CPOMS records and staff and pupil surveys) for 80% of disadvantaged pupils, indicating better self-regulation and emotional control. • There is a reduction in behavioural incidents (measured through CPOMS behaviour logs and records) by at least 25% for disadvantaged pupils. There is reduction of suspensions from January 2026 with an overall reduction of 50% by the end of year 3. A reduction of occasions when manual handing was required of 25% by the end of year 1.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Targeted communication (letters, phone calls, home visits) will lead to reduced levels of school refusal or other barriers for disadvantaged pupils. • Attendance will be analysed daily, and absences followed up for any pupil (especially vulnerable pupils) showing signs of poor or irregular attendance. • All staff will monitor the attendance of their disadvantaged pupils by alerting DSLs via CPOMS any attendance patterns. • Disadvantaged pupils' average attendance rate will rise from the current 90.9% to at least 93% by the end of the academic year.

	<ul style="list-style-type: none"> • The overall school attendance rate (including disadvantaged pupils) will be at or above the school target of 96% by the end of year 3. • 100% of disadvantaged pupils who have shown a pattern of low attendance will have an intervention plan in place, with clear actions and support.
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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: £42,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training and leadership time generic teaching skills. With a particular emphasis on adaptations for disadvantaged pupils	<p>Using Pupil Premium: guidance for school leaders 2025 recommends using the funding to develop high quality teaching by:</p> <ul style="list-style-type: none"> -Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils -Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback Mentoring and coaching for teachers 	1 2
Establishing Empowerment Approach within the school including CPD and behaviour manager working alongside	<p>The EEF guidance contained within the Teaching and learning toolkit states that metacognition and self-regulation provide high impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1 2 3

teachers (eg coaching).		
Teacher and TA training and leadership time Phonics.	<p>The EEF guidance contained within the Teaching and learning toolkit states that improving the teaching of phonics and interventions provide moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Using Pupil Premium: guidance for school leaders 2025 recommends using the funding to develop high quality teaching by:</p> <ul style="list-style-type: none"> -Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils -Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback Mentoring and coaching for teachers 	1
Teacher training and leadership time Reading	<p>The EEF guidance contained within the Teaching and learning toolkit states that reading comprehension strategies provide high impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1 2
Teacher training and leadership time Mathematics. Specifically: developing a whole-school mastery approach to the teaching of Mathematics and developing mathematical thinking and their ability to use mathematical vocabulary confidently and accurately.	<p>The EEF guidance contained within the Teaching and learning toolkit states that individualised Mastery learning provides moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Using Pupil Premium: guidance for school leaders 2025 recommends using the funding to develop high quality teaching by:</p> <ul style="list-style-type: none"> -Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils -Professional development to support implementation of approaches, for example, training provided by a DfE validated systematic synthetic phonics programme, mastery based approaches to teaching or feedback Mentoring and coaching for teachers 	1 2

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

Budgeted cost: £7,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Phonics interventions delivered by Teaching Assistants Approximately 80 pupils.	The EEF guidance contained within the Teaching and learning toolkit states that individualised and group interventions provides moderate impact for very low cost. Small group tuition provides moderate impact for low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1
Targeted Reading/Writing/Maths interventions delivered by TAs	The EEF guidance contained within the Teaching and learning toolkit states that individualised and group interventions provides moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Using Pupil Premium: guidance for school leaders 2025 recommends using the funding to develop high quality teaching b using tutoring.	1 2

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

Budgeted cost: £89,915

Activity	Evidence that supports this approach	Challenge number(s) addressed

ELSA support, Thrive and play therapy for individuals and groups	The EEF guidance contained within the Teaching and learning toolkit states that Social and emotional learning provides moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2 3 4
Support within the Hive to provide targeted pupils with the skills to succeed in mainstream class.	The EEF guidance contained within the Teaching and learning toolkit states that behaviour interventions have a moderate impact for low cost. Social and emotional learning provides moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	2 3 4
Support from the Family Support Worker to help families support their children in a range of areas including with parenting and attendance.	The EEF guidance contained within the Teaching and learning toolkit states that Social and emotional learning provides moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Using Pupil Premium: guidance for school leaders 2025 recommends using the funding to improve attendance. The link between good attendance and good attainment is well established and there are a number of DFE documents that provide guidance on how this may be achieved eg Working Together to Improve School Attendance guidance and in the Attendance Toolkit.	3 4 6
Curriculum enrichment and other activities to build cultural capital eg subsidised clubs and residentials, Equine therapy, play therapy and Forest Schools.	The EEF guidance contained within the Teaching and learning toolkit states that Social and emotional learning provides moderate impact for very low cost. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	5

Total budgeted cost: £139,900

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the year 2024/2025, disadvantaged pupils continued to face significant challenges across all subjects:

Year 6 pupils in National tests

- **Reading:** Only 51.7% of disadvantaged pupils reached EXS+, compared to 81.7% of non-disadvantaged pupils. (Gap 30%) National gap 18%
- **Writing:** 51.7% of disadvantaged pupils achieved the expected standard, compared to 86.8% of non-disadvantaged pupils. (Gap 35.1%) National gap 19%
- **Maths:** 44.8% of disadvantaged pupils achieved EXS+, compared to 84.3% of non-disadvantaged pupils. (Gap 39.5%) National gap 10%
- **Combined** gap 48.2% National gap 22%

The disparity was even more pronounced in the achievement of Greater Depth (GD) in core subjects. None of the disadvantaged pupils reached GD in reading or writing, and only 3.4% reached GD in maths. In comparison, 42.2% of non-disadvantaged pupils reached GD in reading, 24.0% in writing, and 37.2% in maths.

Across the school

The gap was narrower across the school but still significant.

(See below)

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Subject	Level	Attainment Pupil Premium (69 pupils)	Attainment	Attainment
			Non pupil premium (367 pupils)	gap
Combined	WT	78.3%	57.8%	
	EXS+	21.7%	42.2%	20.5%
	GD	1.4%	3%	1.6%
Reading	WT	65.2%	41.4%	
	EXS+	34.8%	58.6%	23.8%
	GD	10.1%	18.5%	8.4%
Writing	WT	69.1%	43.8%	
	EXS+	30.9%	56.2%	26.3%
	GD	1.5%	3.6%	2.1%
Maths	WT	58.0%	31.8%	
	EXS+	42.0%	68.2%	26.2%
	GD	2.9%	12.2%	9.3%