

# Pupil premium strategy statement

Reviewed 2025-26

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Fatfield Academy
Number of pupils in school	231
Proportion (%) of pupil premium eligible pupils	18% (42 chn)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 – 2025/2026
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	N. Dowdle Headteacher
Pupil premium lead	P. Kirby Deputy Headteacher
Governor / Trustee lead	J. Houghton Link governor for disadvantaged Steve Ruffell/Annette Parr Trustee Leads

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70,670
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£70,670</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for all pupils, irrespective of their background or the challenges they face, to make at least good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve a high level of success across the broad and balanced curriculum that we offer.

Staff are well established and strive to provide the best possible outcomes for all children. They have a clear focus on increasing the resilience of pupils, building their self-esteem and also enabling them to develop those skills that will enable them to learn effectively in the classroom environment.

We also recognise that not all pupils who are socially disadvantaged qualify for free school meals. We reserve the right to allocate the PP funding to support any pupil the school has legitimately identified as being socially disadvantaged.

The key principles of our strategy are to ensure:

- CPD is effective in upskilling all of our staff.
- Interventions are highly effective and bespoke to individuals.
- New strategies are implemented and monitored to ensure their effectiveness towards improved pupil outcomes.
- Robust systems in place to fully support the emotional wellbeing and mental health of pupils.
- Monitor the attendance of disadvantaged pupils with immediate action when necessary.
- Work with external agencies to provide bespoke packages of support as identified.
- No child in receipt of Pupil Premium funding will be disadvantaged in accessing or participating in any school visits, trips, or residential experiences. The school is committed to ensuring equality of opportunity by providing financial support or alternative arrangements where necessary, so that all pupils can benefit fully from the enrichment and learning experiences offered.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Monitoring, including lesson observations, data analysis, and work scrutiny, highlight the need to strengthen teachers' subject knowledge and pedagogical approaches in the teaching of writing to secure consistently high-quality outcomes for all pupils.</p> <p>There are 23 PP children across school working below average (33%) 10 of these do not have an identified SEND and will continue to be targeted.</p>
2	<p>Summer term 25 - Of the 46 daily readers, 12 (26%) are pupils in receipt of Pupil Premium funding. Lesson observations and reading assessments indicate that fluency remains a key barrier for the lowest 20% of readers. Targeted work to develop automaticity through improved sight vocabulary and rapid decoding will strengthen fluency and, in turn, enhance pupils' comprehension and overall reading attainment.</p>
3	<p>Low baseline for CL as they enter Early Years (100% of Nursery and Reception disadvantaged cohort off track in all areas)</p> <p>Targeted intervention to support our most vulnerable children (Talk Boost, Little Chatterboxes)</p> <p>Children across school are not always clear in articulating their learning. School is working with Voice 21 to develop children's ability to express themselves clearly, communicate effectively, and think critically through spoken language. This coincides with the strengthening of memory joggers through Remember, remember in foundation subjects. In Maths, children's spoken understanding is being strengthened through sentence stems.</p>
4	<p>There are 12 PP chn (35%) across school working below EXP in Maths – 7 fewer children than the start of the year. 3 of these do not have an identified SEND</p> <p>Ensuring children have a solid grounding in place value with opportunities to support learning wherever possible using concrete resources. Children working significantly behind their peers are taught within small intervention groups across KS2.</p>

5	Ongoing delays in access to external services continue to impact the timely provision of additional support for children. There has been a notable increase in the number of pupils requiring mental health interventions and support.
6	Attendance for disadvantaged overall 24-25 was 91.1% compared to 96.0% Non-PP chn. Gap has narrowed slightly since Spring term. This is an improvement from 2022-2023 which was 91.29%. A slight decline from figures in 2023-24 which were 92.8%. 41% of disadvantaged pupils were identified as persistent absentees in 2024-2025

## 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
Pupils make good progress in writing, through an effective approach to teaching writing in Reception and KS1, with a focus on word and sentence level accuracy, in line with 2025 Writing Framework. All staff are confident in planning and delivering a robust writing programme that is consistent and taught progressively across Key Stage Two.	Teaching of writing will be good or better in all year groups. End of Key Stage outcomes will be in line with or better than national outcomes. There will be no difference in outcomes between PP chn with no identified SEND and their Non-PP peers.
To improve the ability of a reader to recognise/decode words in a text accurately and effortlessly thus becoming fluent.	Children will read with a high level of automaticity. This will improve their ability to active read and consequently understand the text. Strong Start in Reception RWI programme. Robust assessment of RWI and grouping appropriately every half term. Fresh Start intervention for those falling behind peers in KS2. Targeted interventions in English lead to accelerated progress for PP pupils, with measurable improvements in confidence, fluency, and application of key skills.
To ensure that all pupils develop a rich vocabulary and strong oral language skills	Improved communication and language skills will enable disadvantaged pupils

through a coherent approach to oracy, beginning in EYFS and built upon progressively throughout the school.	with no identified SEND to achieve and attain in line with Non PP peers across the curriculum at end of key stage assessment points.
Pupils demonstrate strong mathematical fluency and rapid recall of key facts, enabling them to confidently apply this knowledge across a range of mathematical concepts and problem-solving contexts	Children will have a secure understanding of early number which will increase their capacity to calculate. End of Key Stage outcomes will be in line with or better than national outcomes. There will be no difference in outcomes between PP children with no identified SEND and their Non-PP peers.
To ensure children are supported to develop positive mental health, emotional awareness, and resilience, resulting in improved engagement and readiness for learning.	Active engagement with Healthy Heads through timely referrals. Nurture sessions within school with targeted support for the most vulnerable children. Improved emotional regulation and wellbeing – PP children accessing these interventions will develop strategies to manage emotions, reducing anxiety or behavioural challenges that can hinder learning.
To improve children's attendance to be in line with non-disadvantaged and/or at least 96% and reduce the percentage of children who are persistently absent.	The overall attendance rate for all pupils will be in line with or above national standards. There will be no attendance gap between PP children and their Non PP peers. The percentage of all pupils who are persistently absent will be below national figures. There will be no difference in this data for PP children and their Non PP peers.
Staff demonstrate increased knowledge and understanding of inclusive practice, leading to more adaptive teaching and equitable access to learning opportunities.	PP children are consistently able to engage with learning tasks at an appropriate level. Differentiation and adaptive teaching strategies ensure no child is left behind.

## 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: £ 40,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop an effective approach to teaching writing in Reception and KS1, with a focus on word and sentence level accuracy, in line with 2025 Writing Framework.</p> <p>Embed a system of CPD to ensure all staff are confident in planning and delivering a robust writing programme that is consistent and taught progressively across Key Stage Two.</p> <p>Writing Lead / SLT to provide bespoke CPD and follow up support as necessary</p> <p>SLT to monitor impact and outcomes.</p> <p>Staff to carry out coaching triads with a focus on sentence accuracy</p> <p>English Lead to liaise with Leads from across the Trust to evaluate effectiveness and evolve overtime.</p>	<p>New Writing Framework July 2025</p> <p>Data outcomes for PP children</p> <p>Advice from LA subject leads CPD</p> <p>Whole school lesson observations</p> <p>Children's outcomes in books</p>	<p>1</p>
<p>Pupils demonstrate strong mathematical fluency and rapid recall of key facts, enabling them to confidently apply this knowledge across a range of mathematical concepts and problem-solving contexts</p> <p>Programmes dependent on individual year groups e.g.</p>	<p>EEF +5</p> <p>Mastery Approach to Learning</p> <p><i>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</i></p>	<p>4</p>

<p>Renewal of White Rose License</p> <p>Develop and refine teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups.</p> <p>Maths Lead will continue to attend Teacher Research groups with Mastery specialist to continue to develop own subject knowledge of maths to disseminate to staff across school.</p> <p>TLRs and Mastery Specialist will provide CPD bespoke to school to further develop teaching for mastery.</p>	<p><a href="#">Improving Mathematics in Key Stage 2</a></p>	
<p>Retention of support staff x2 to supplement teachers enabling disadvantaged pupils to receive high quality teaching.</p>	<p><i>Evidence from 'The Deployment and Impact of Support Staff (DISS) Project,' summarised effective TA deployment, training and use in one clear principle – 'use TAs to supplement what teachers do, not replace them'</i></p> <p><a href="#">EEF Research – TA led Interventions.</a></p>	<p>1,2,4</p>

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

Budgeted cost: £30,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff training - Talk Boost, Voice 21.</p> <p>Implement Talk Boost Groups in Nursery, Little Chatterboxes with Reception.</p> <p>Voice 21 Training</p>	<p>Children continue to enter school with poor communication and language skills.</p> <p>EEF +6</p> <p>Oral language interventions</p> <p><i>On average, oral language approaches have a high impact on</i></p>	<p>3</p>

<p>Bespoke follow up CPD as required.</p>	<p><i>pupil outcomes of 6 months' additional progress.</i></p> <p><i>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</i></p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF <i>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately 3-4 months' progress.</i></p>	
<p>Daily 1:1 reading sessions for the lowest 20% of readers in school.</p> <p>Whole school CPD on effective 1:1 reading.</p> <p>English lead to monitor and provide follow up bespoke CPD.</p> <p>Refinements of reading for pleasure culture developed throughout school.</p>	<p>Recommendations 2,3,4</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1</a></p> <p>recommendations 2 and 3</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	2
<p>Deliver after school booster sessions to Y6</p>	<p>EEF +3</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	1,2,4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Bespoke 1:1 nurture sessions for identified pupils.</p> <p>Weekly supervision meetings with Nurture lead and Well-being Lead/DHT.</p> <p>Half termly meetings with Healthy Head lead to refer children and discuss potential whole class support / group support.</p> <p>CPD for all staff - Healthy Heads, CAMHS</p> <p>Whole school training on sensory regulation</p> <p>Education Psychologist to provide assessments for identified pupils to ensure correct services/strategies are implemented.</p>	<p>An increasing number of parents / school staff are requesting emotional / mental health support for children.</p> <p>EEF +4</p> <p><i>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</i></p> <p><i>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i></p> <p><a href="http://www.eef.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5
<p>DHT to support families through EH plans</p>	<p>Requests have been received from parents for support.</p> <p><a href="http://www.eef.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	5, 6
<p>Attendance monitoring</p>	<p>Attendance of disadvantaged pupils is continuing to rise with robust systems in place however PP attendance is still not in line with non-PP attendance.</p> <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice</p>	6
<p>Subsidised educational and residential visits</p>	<p>Through subsidised visits no pupil is disadvantaged and can experience a wider curriculum outside of school with their peers.</p>	5
<p>Aspirations improved through exposure to wider world of work opportunities.</p>	<p>Careers week</p>	

**Total budgeted cost: £**

## 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 2024-25 academic year.

<p>On the whole disadvantaged pupils made progress in terms of attainment from their starting points. This was a result of targeted intervention in their area or areas of need.</p>				
<p>The new whole school writing programme was continued to be developed and refined. There are 23 (33%) PP chn across school working below average. 10 of these do not have an identified SEND and will be targeted next term. One ECT continues to be consistently good and continues to attend training.</p>	<p style="text-align: center;">% of chn achieving average Standard in <b>Writing</b></p>			
	Sum 2022	Sum 2023	Sum 2024	Sum 2025
	Y1	60	80	60
	Y2	40	57	68
	Y3	17	50	52
	Y4	20	20	31
	Y5	66	50	70
	Y6	30	50	82

	% of chn achieving average standard in <b>Maths</b>			
	Sum 2022	Sum 2023	Sum 2024	Sum 2025
Y1	60	66	77	82
Y2	40	57	74	83
Y3	50	67	79	76
Y4	60	60	84	81
Y5	66	75	85	84
Y6	60	90		85

There are 12 PP chn (35%) across school working below average. 3 of these children do not have an identified SEND and will be targeted next term.

	% of chn achieving average standard in <b>Reading</b>			
	Sum 2022	Sum 2023	Sum 2024	Sum 2025
Y1	60	80	77	89
Y2	60	57	74	83
Y3	50	50	68	66
Y4	40	20	84	69
Y5	66	50	92	84
Y6	60	80		85

There are 14 PP chn (38%) across school working below average. 4 of these do not have an identified SEND need and will continue to be targeted.

Booster groups continued for Y6 until they completed the SATs.

The emotional wellbeing of many children and families were supported throughout the year. 13 PP chn received Nurture sessions in school and 3 PP chn have been referred to Healthy Heads. 1 PP child attends therapeutic counselling. 1 PP child referred to Link School and currently on a 16 week placement.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Further information (optional)

School will continue to provide subsidised out of hours' breakfast and after school provision for identified pupils.