



Fender Primary School

Pupil Premium Strategy 2025-2028

Pupil premium strategy statement – Fender Primary

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 (F2-Y6) (2Y0- Y6 - 233)	271
Proportion (%) of pupil premium eligible pupils	61.25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C HEWITT
Pupil premium lead	C HEWITT
Governor / Trustee lead	S RATCLIFFE

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,990
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>	£227,990

Part A: Pupil premium strategy plan

Statement of intent

We are committed to ensuring that all pupils, irrespective of background or barriers to learning, make strong academic progress and achieve high standards across the curriculum. We recognise that a significant proportion of our pupils face disadvantage and we are determined that this will not be a limiting factor in their education or life chances.

Our Pupil Premium strategy is designed to provide equity through excellence. It aims to remove barriers to learning, promote inclusion and ensure that every child, particularly those eligible for Pupil Premium funding, has access to the highest quality teaching, targeted academic support and opportunities to develop socially and emotionally.

Our approach is underpinned by the following principles:

- **High-quality teaching for all:** ensuring that every classroom provides consistently effective teaching through ongoing professional development, robust instructional practice and a curriculum that is bespoke, ambitious and accessible to all learners.
- **Targeted academic and pastoral intervention:** identifying need early and implementing evidence-informed interventions that accelerate progress and close attainment gaps.
- **Inclusive provision:** promoting a culture of belonging and aspiration in which Pupil Premium pupils are fully integrated into all aspects of school life and benefit equally from enrichment and wider opportunities.
- **Wider support for wellbeing:** recognising the link between emotional wellbeing and academic success, and prioritising pastoral, nurture, and ELSA support to enable pupils to engage positively with learning.
- **Collaborative partnerships:** working closely with families, external agencies, and community organisations to ensure a joined-up approach that supports children's holistic development.

Through this strategy, our overarching aim is to ensure that all pupils, and particularly those who are disadvantaged, achieve their potential and leave Fender as confident, capable and compassionate learners who are well prepared for the next stage of education and life beyond school.

Challenges

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

Challenge number	Detail of challenge
1	Children enter school in Reception with a very limited rhyme and syllable awareness, and, as a result, are not ready to progress to developing their phonemic knowledge. On entry to Reception class in the last year, 85.5% of our disadvantaged pupils arrive below age-related expectations compared to other pupils. This gap narrows but remains significant to the end of KS2.
2	Internal assessments and the 'Compare your GLD Data' documents identifies that children enter school without the ability to express their emotions appropriately or show understanding of the necessary behaviour expectations. This means they are unable to build appropriate relationships.
3	The attendance and persistent absenteeism of too many disadvantaged pupils is below national. The attendance of our disadvantaged was 89.6% last year, which was below national. Persistent absenteeism impacts 36.2% of our disadvantaged pupils. As a result, there are too many gaps in their learning which affects their outcomes.
4	Disadvantaged pupils do not secure their mathematical foundational knowledge and skills and therefore are not equipped for the next stage of their education.
5	Assessments against our oracy tracker and foundational knowledge tracker, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident particularly in our KS2, who did not have the same phonics. Reading, English and Oracy curriculum that is now becoming well embedded. In general, this is more prevalent among our disadvantaged pupils than their peers.
6	Our assessments (including wellbeing surveys), observations and discussions with pupils and families have identified mental health and social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attendance and attainment.
7	Assessments against our foundational knowledge tracker indicate that too many children have gaps in their skills in handwriting, spelling and dictation. As a result, they leave KS1 not ready for the challenges of the KS2 curriculum, and as a result are not ready for the next stage of their 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
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Improved reading attainment among disadvantaged pupils in reading and phonics.	75% of pupils in all year groups know and remember long term, the intended reading curriculum. 85% of pupils in F2 and Y1 achieve expected outcomes in phonics.
To achieve and sustain higher levels of personal, social and emotional development, particularly our disadvantaged pupils in the Early Years.	Children who access the Early Years PSED Skills for Life intervention make progress against their targets across the 15 sessions. 75% of children meet their PSED in the GLD.
To achieve and sustain improved attendance for all persistently absent pupils, particularly our disadvantaged pupils.	Reduce the persistent absences of disadvantaged pupils and increase overall school attendance.
Improved maths attainment for disadvantaged pupils from F2 to the end of KS2.	75% of pupils in all year groups know and remember long term, the intended maths curriculum.
Improved oral language skills and vocabulary among disadvantaged pupils.	85% children are on track on the foundational knowledge tracker for oracy on completion of KS1. EAL pupils who access Flash Academy intervention, make at least 5 months accelerated progress in oral fluency and use of age-related vocabulary.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustain high levels of wellbeing with impact tracked using the Leuven Scales during Pupil Progress. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. All disadvantaged children take part in at least one half-term of Forest School.
Improved foundational skills of handwriting, spelling and dictation among disadvantaged pupils.	85% children are on track on the foundational knowledge tracker for handwriting, spelling and dictation on completion of KS1.

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: £81,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
To work alongside the English Hub to improve Phonics data and Reading outcomes	The Department of Education English Hubs offer support to local schools to improve the teaching of phonics, early reading, early language and reading in	1

	<p>Reception, Key Stage 1, and where necessary, Key Stage 2.</p> <p>DfE English Hubs</p> <p>Chilter Thornton English Hub</p> <p>Strong Foundations in the First Years of School</p>	
To implement our bespoke English curriculum scheme across Reception to Year 6	<p>Research based bespoke writing (based on structure and key components of EEF literacy guidance, as well as the feature of Strong Foundations, The Writing Framework and The Reading Framework) curriculum ensuring high-quality texts, a progressive pedagogy focusing on foundational skills</p> <p>EEF Early Literacy</p> <p>EEF Improving Literacy in KS1</p> <p>EEF Improving Literacy in KS2</p> <p>Strong Foundations in the First Years of School</p> <p>The Writing Framework</p> <p>The Reading Framework</p>	1,5,7
To ensure the curriculum offers explicit daily opportunity for high-quality oracy opportunities, implementing the strategies and resources through our Voice 21 consultancy	<p>Explicit oracy opportunities are woven into all areas of both our curriculum and pedagogy, utilising strategies, resources, approaches and assessment outlined in the following research:</p> <p>EEF Oral Language Interventions</p> <p>Voice 21</p> <p>National Literacy Trust: Creating Confident Communicators</p>	5
To implement White Rose with adaptive practice across Reception to Year 6	<p>Research based and award-winning calendar supported by calendar of CPD from White Rose as well as online training platform.</p> <p>White Rose</p>	4
To implement Mastering Number	<p>The programme aligns with evidence from the EEF Early Years toolkit 2021, which finds that early numeracy approaches can lead to 7 months additional progress</p> <p>EEF Mastering Number</p>	4
To work alongside the Maths Hub to improve Maths data and outcomes	<p>The Department of Education English Hubs offer support to local schools to improve the teaching of mathematics across the school.</p> <p>DfE English Hubs</p> <p>Strong Foundations in the First Years of School</p>	4
To implement a Foundational Knowledge	<p>Ensuring close and careful teaching, catch up provision and pedagogy to</p>	5,7

Tracker to improve outcomes in Early Years and Key Stage 1	ensure foundational knowledge is the fundamentals that children must learn to access our rich curriculum. Strong Foundations in the First Years of School	
To undertake the inclusive attendance award to improve attendance and persistent absenteeism.	The project focuses on fostering connections, and ensuring that attendance becomes a catalyst for positive change. EEF Supporting School Attendance Inclusive Attendance	4
External support for senior and middle leaders in core subjects.	Supporting high-quality teaching is pivotal in improving children's outcomes. Further CPD, coaching opportunities and leadership time for our senior and middle leaders is integral to narrowing the disadvantage gap. EEF CPD Disadvantaged	1,2,3,4,5,6,7

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

Budgeted cost: £ 111,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the Early Years PSED Skills for Life Programme	The programme is developed using the latest research into effective early years teaching and learning, ensuring that children are supported effectively to develop their own personal, social and emotional skills. The Early Years PSED programme was initially developed in 2023 and tested for feasibility with 12 early years settings in Sunderland. Thanks to generous funding from Kavli Trust, we have been able to offer a further 40 early years settings in Greater Manchester, Liverpool/Merseyside, North East England and Lincolnshire fully funded training and resources. Early Years PSED Skills For Life	2,6
Implementation of Little Wandle Rapid Keep Up Intervention in F2-Y2	Little Wandle Catch Up is a complete catch up programme that mirrors the core	1

	Little Wandle phonics programme but has a faster pace Little Wandle Catch Up	
Implementation of Little Wandle Parachute Model for Reading Fluency	A research-driven approach to reading fluency that works alongside the Little Wandle phonics programme. Little Wandle	1
Implementation of EEF/FFT Reciprocal Reading intervention	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. Average impact: 2+ months EEF Reciprocal Reading	1
Implementation of Maths Catch Up intervention	CPD from White Rose to develop adaptive intervention to act as a keep-up programme alongside the main curriculum. White Rose Intervention	4
Implementation of Voice 21 spoken language interventions	Voice 21 equips educators with the oracy expertise to transform their students' learning and life chances through talk. EEF Oral Language Interventions Voice 21	5
Implementation of Flash Academy programme and interventions for	45% of EAL pupils learning with FlashAcademy® progress by one or more proficiency grade over a 12 month period, compared with the national average of 18%. Flash Academy	5
Implementation of ELSA programme	The average impact of SEL interventions is an additional 3 months progress over the course of a year EEF SEL Intervention	2,6

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

Budgeted cost: £ **34,845**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Widen capacity of attendance team through additional leadership time.	Schools should adopt a rigorous approach to identifying needs rather than relying on hunches or justifying a decision that's already been made. EEF Attendance	3
Implementation of Forest School sessions	Forest school sessions to provide life skills, promote positive mental health and wellbeing and boost attendance Forest School Association	2,3,6
To deploy the family support worker to support families with uniform and essentials.	The impact of the cost of living crisis on young people report (March 2024) UK Parliament Cost of Living	2,6
Employment of two full-time emotional literacy support assistants	Provide soft-landings, intervention, support for parents, lunchtime and afterschool clubs with the aim of supporting mental health and wellbeing EEF SEL Intervention	2,6

Total budgeted cost: £ £227,990

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching Strategies

Over the last year, there has been a significant rise in high-quality CPD accessed by teachers and support staff, resulting in stronger, more consistent practice across the school. Targeted professional development, particularly in curriculum development, pedagogy, oracy, early reading, adaptive teaching, and supporting pupils with SEMH needs, has equipped staff with the knowledge and skills to address the specific barriers faced by disadvantaged pupils. As a result, classroom practice is more inclusive, teaching is more responsive to need and staff confidence in delivering evidence-informed interventions has increased. This investment in staff expertise is directly contributing to improving outcomes for Pupil Premium pupils, who are now experiencing greater levels of engagement and independence.

Little Wandle, White Rose and Voice 21 are all becoming well-embedded in everyday practice in the school.

Targeted Support

Targeted support has had a clear and measurable impact over the past year, with structured interventions ensuring disadvantaged pupils receive timely and effective additional help. Daily phonics keep-up sessions have strengthened foundational reading skills, enabling pupils who were at risk of falling behind to secure key grapheme–phoneme correspondences and improve decoding fluency.

Alongside this, White Rose Maths interventions have provided short, precise, and concept-focused support that closes gaps in number fluency and reasoning. Pupils receiving these interventions are demonstrating increased confidence, improved accuracy and greater readiness to access whole-class learning. As a result, disadvantaged pupils are sustaining better progress trajectories and fewer are requiring long-term intervention, reflecting stronger early identification and more effective support.

Wider Approaches

Wider approaches have continued to play a crucial role in strengthening outcomes for disadvantaged pupils, ensuring they have full access to the rich experiences that build confidence, aspiration and belonging. Funding has enabled all pupils to participate in residential, extra-curricular clubs and sporting competitions, helping to remove financial barriers and increase engagement in school life. A wide variety of visitors, including authors, artists, musicians, athletes, and STEM specialists, has further broadened pupils' cultural capital and exposed them to new role models and opportunities. As a result, disadvantaged pupils are demonstrating higher attendance at enrichment activities, improved self-esteem and a greater sense of inclusion and motivation. These experiences are contributing to stronger relationships, enhanced well-being and a more positive attitude to learning across the school.

In pupil voice, children speak positively about their wider opportunities and their enjoyment of extracurricular options.

EYFS data:

Number of pupils: 35

Number of PP Pupils: 20

GLD: Whole class: 51% Pupil Premium: 35%

Phonics Data

Number of Pupils: 37

Number of PP Pupils: 21

Met Phonics Standard: Whole Class: 59% Pupil Premium 57%

MTC Year 4

Number of Pupils: 33

Number of PP Pupils: 25

Scored Full Marks: Whole Class: 24% Pupil Premium: 20%

Scored 18+: Whole Class: 67% Pupil Premium: 68%

Key Stage 2

Number of Pupils: 35

Number of PP Pupils: 22

Met Exp+ Reading: Whole Class: 45% Pupil Premium: 50%

Met Exp+ Writing: Whole Class: 54% Pupil Premium: 50%

Met Exp+ Maths: Whole Class: 40% Pupil Premium: 45%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Oracy Programme	Voice 21
Little Wandle Phonics	Little Wandle
White Rose Maths	White Rose

