

# Pupil premium strategy statement Fairfield Infant and Nursery School 2023-26

This statement details our school's use of pupil premium and recovery 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	Fairfield Infant and Nursery School
Number of pupils in school	140 total (Sep 25) 99 R – Y2 41 Nursery
Proportion (%) of pupil premium eligible pupils	R – Y2 63% N EYPP 34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	Sep 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Hewitt Acting Headteacher
Pupil premium lead	Jennifer Allin
Governor / Trustee lead	Peter Ambrose

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,050
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£106,050

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use Pupil Premium funding to remove and reduce the barriers to learning for our disadvantaged pupils. All staff work hard to proactively close the attainment gap between more vulnerable pupils and their peers by identifying and addressing barriers, quality first teaching and delivering a range of evidence-based, quality interventions. This is in order to improve the number of those pupils attaining age-related expectations by the end of Key Stage One.

We provide real world experiences in order to increase children's cultural capital and broaden their aspirations. Staff are committed to preparing children fully for their next stage of learning, providing them with the tools, knowledge and skills necessary to succeed.

Through our SEMH rich curriculum, our Behaviour and Relationships Policy focussing on positive relationships and our motto of RESPECT, we foster and nurture an appreciation for, and tolerance of, themselves and others.

## Challenges

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

Challenge number	Detail of challenge
1	Low oral/verbal language skills resulting in slower language and writing development and progress through the curriculum.
2	Low levels of self-esteem and resilience.
3	Low attendance or late arrival at school of some pupils. Pupil premium pupils – 93.6% attendance. All pupils 95% attendance.
4	Pupils have missed out on some of the early stages of learning due to Covid 19 lockdowns, particularly impacting on the areas of socialisation and language development.
5	A proportion of pupils arrive at school not “ready to learn” (arriving hungry, anxious, late or tired).
6	Issues/worries at home and increased extra financial pressures due to the rise in energy bills and cost of living.
7	Lack of life experiences can impact upon pupil's ability to apply to their learning – e.g., inference in reading, creativity in writing.
8	Increasing number of parents with mental health difficulties.

## 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>Improved phonic outcomes for pupils eligible for PP.</p> <p>Improved attainment and progress in reading and writing.</p>	<p>Results in Phonics will be close to the National average.</p> <p>PP pupils will make accelerated progress to help them achieve in line with their peers.</p> <p>More eligible pupils in the EYFS will achieve GLD – in line with “All” pupils</p> <p>100% of eligible pupils will make expected or better progress in phonics and writing.</p>
<p>Pupils have improved self-esteem and relationships which results in greater resilience.</p>	<p>Pupils are offered experiences to support the development of their self-esteem and resilience.</p> <p>Reduction in high level challenging and disruptive behaviour.</p> <p>Pupils demonstrate an improved ability to co-regulate emotions.</p> <p>Pupils have increased stamina for writing and engage in activities for increasing periods of time.</p>
<p>Improved attendance and punctuality for PP children and overall.</p>	<p>Attendance and punctuality for eligible pupils will be more in line with other pupils.</p> <p>Improved attendance figures – closer to 95%+.</p>
<p>Improved parental engagement with school.</p>	<p>Improved parental engagement with learning, in particular supporting reading at home.</p> <p>Increased attendance at parent workshops and information sessions.</p> <p>Increased attendance at Drop-ins and parent sessions with our Pastoral team.</p>
<p>More pupils will demonstrate “readiness to learn”.</p>	<p>Vast majority of pupils are ready to learn at the start of the school day.</p> <p>Sensory circuits and soft starts support pupils who find arriving at school challenging.</p> <p>A consistent approach and embedded language support an improvement in pupils’ behaviour and wellbeing.</p> <p>Breakfast provision for all.</p>

<p>Reduced pupil and family anxiety around issues at home.</p>	<p>Maintenance of our Early Help offer, family support and effective pastoral provision reduces anxiety around issues at home.</p>
<p>Improved understanding and knowledge of the world beyond their own locality.</p>	<p>Pupils will develop their knowledge, developing their ability to make connections and apply this to a variety of curriculum opportunities.</p> <p>Opportunities for increasing cultural capital evident in curriculum planning.</p> <p>Rolling programme of enrichment activities will develop pupils' cultural capital.</p>
<p>Improved oral and written language and vocabulary.</p>	<p>Curriculum delivery and enrichment opportunities contribute to the development of pupil's vocabulary and speech and language development.</p>

## 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: £66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitoring to ensure consistent use of Little Wandle across the school.</p> <p>Re-join the Phonics support programme in response to a fall in the number of pupils passing their Phonics screening in Y1.</p> <p>Daily shared and modelled teaching of writing – leading to more independent writing from the children using the Clever Writer approach.</p> <p>Increased staffing to enable small, targeted groups to receive delivery of quality interventions.</p> <p>Development of independent writing in Continuous Provision</p> <p>Improvement in quality interactions in EYFS</p> <p>Use of No-Nonsense spelling in Y2 – embedded Grammar in lessons.</p>	<p>There is strong evidence that a purchased Phonics programme has greatest impact when it is delivered consistently and with fidelity. EEF recommended.</p> <p>Staff required to deliver evidence-based interventions in order to improve outcomes.</p> <p>Children arriving at school with poor fine and gross motor development, and we have a high proportion of reluctant writers. Assessments show significant number of children have a weak pencil grip and poor pencil control.</p> <p>Observations show that pupils need to develop their vocabulary and social interaction skills.</p>	1
<p>Encourage engagement by frequent questioning, engaging learning activities and positive behaviour management strategies.</p> <p>PHSE curriculum and pastoral provision.</p> <p>Soft starts/sensory circuits for those struggling to come in ready to learn.</p>	<p>Low engagement of some pupils.</p> <p>Recognition of value of relationship centred practise.</p> <p>Increase in pupils demonstrating difficulties with emotional regulation and appropriate learning behaviours.</p> <p>Research, and staff observations, showing clear correlation between</p>	2

<p>Increased emphasis on, and use of, outdoor learning.</p> <p>Purchase of "Picture News" to support the teaching of protected characteristics and British Values</p> <p>Introduce the SMILERS approach to wellbeing and use the zones of regulation.</p>	<p>improved wellbeing and emotional regulation through outdoor learning approach.</p>	
<p>Use Dojo to share weekly updates on what the children are learning and to reinforce phonics sound taught and new vocabulary.</p>	<p>On entry to school pupil language is significantly below the national data. Studies have found that children living in areas of significant deprivation start school with significantly less vocabulary and are less able to make connections and links in learning. School needs to provide opportunities to improve children's vocabulary and understanding/comprehension of texts.</p>	1
<p>Range of local visits</p> <p>Visits from local artists, writer, and outdoor educator</p>	<p>Many of our pupils have limited life experiences and low cultural capital. This will broaden their knowledge and understanding of the world as well as improve vocabulary because of experiencing new things, places, and people 'first hand.' This will impact positively throughout our curriculum, particularly within reading and writing as children will have a greater interest and purpose for learning.</p>	7

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Focussed pupil progress meetings termly – informal discussions half-termly</li> <li>Small targeted catch-up groups</li> </ul>	<p>Early identification of children at risk of not making expected or better progress is essential in order to plan interventions and strategies to narrow the gap.</p>	1

<ul style="list-style-type: none"> <li>• Handwriting support group</li> <li>• Evidence-based interventions</li> </ul>	<p>Evidence-based and targeted interventions are required to support pupils with low attainment and/or slow progress.</p> <p>All pupils, including those receiving PP, should pass their Phonics screening and make good progress from their individual starting points.</p>	
<ul style="list-style-type: none"> <li>• Additional individual reading support</li> <li>• Additional practice reading sessions</li> <li>• Support with SALT activities set by specialist service – individual focus.</li> <li>• Parents contacted directly and encouraged to support children’s reading at home.</li> <li>• Termly reading reward raffle.</li> <li>• Home Reading Summer Challenge</li> <li>• ECAT (Every Child a Talker)</li> </ul>	<p>Previous cycles have demonstrated a significant improvement in children’s speaking and listening skills following ECAT intervention.</p> <p>Pupils need to practice reading regularly to further develop and embed their skills. Parents sometimes require support with this. Use of raffle ticket incentive and direct parent communication email will lead to more regular home reading and develop a love for reading.</p> <p>Children who are supported by external Speech and Language therapists require 1:1 support to continue their set programme of activities.</p>	
<ul style="list-style-type: none"> <li>• Derbyshire Behaviour Box</li> <li>• Lego Therapy</li> <li>• Bespoke SEMH support</li> <li>• Sensory Circuits</li> <li>• Relax Kids</li> <li>• Individual behaviour plans developed</li> </ul>	<p>A number of children demonstrate difficulties with emotional regulation and social skills. This has a significant impact on their learning, as they may be unable to access curriculum opportunities.</p>	2, 6
<ul style="list-style-type: none"> <li>• Family and pupil support worker – targeted individual and small group support</li> <li>• Relax Kids.</li> <li>• Attachment time</li> <li>• Family Support Worker also attend TAF /Child in Need meetings, and offer further support as needed</li> <li>• Parent Hub developed to expand</li> </ul>	<p>Families need growing support from school due to their own mental health difficulties. We have an increasing number of children with SEMH needs. We recognise the value of a relationship-centred approach and prioritise our pupils feeling safe and cared for.</p>	2, 4, 6

our MHWB offer to parents and families.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Early identification of absence issues, clear expectations, discussion, support, challenge.</li> <li>• Barriers identified – practical support /suggestions/strategies given</li> <li>• Early Help Offer from school to prioritise attendance issues</li> <li>• A Team in operation</li> <li>• Penalty Notice Panels in place</li> <li>• Family support worker led groups – indirect approach.</li> </ul>	Attendance continues to be below the National Average and our target of 96%.	3, 6
<ul style="list-style-type: none"> <li>• Home/school events</li> <li>• Continue to use Class Dojo to facilitate easier communication with parents.</li> <li>• Teachers to ensure that all parents have signed up to parents evening and are sent reminders of meeting.</li> <li>• SEN Meeting held every term.</li> <li>• For those who miss Parents/SEN meetings, another appointment will be offered or telephone consultation offered</li> </ul>	Some families find communicating with school challenging. By providing an easily accessible way of communicating with families and providing remote learning, it is hoped that parents' engagement will improve. Support and advice can be provided quickly when needed.	4, 5
<ul style="list-style-type: none"> <li>• Breakfast provided to all pupils.</li> <li>• Loan of equipment to access activities and trips</li> <li>• New Starters stationery packs</li> </ul>	Ensuring that all children have had breakfast and are not hungry when they begin the school day has removed hunger as one of our barriers to learning.	5

<ul style="list-style-type: none"> <li>• 5 fully funded places for pupils in receipt of pupil premium at Dance Club.</li> </ul>	<p>No child should be unable to access school trips and visits etc due to family circumstances.</p> <p>Many of our families tell us they do not have basic stationery at home, which impacts fine motor development on arrival in Reception.</p> <p>Many of our families do not have books at home. We recognise that a love of reading is extremely important in helping our pupils to progress.</p>	
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**Total budgeted cost: £104,000 (inc. £2,050 – contingency)**

## 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 2023 to 2024 academic year.

Intended outcome	Success criteria	Impact
<p>Improved phonic outcomes for pupils eligible for PP. Improved attainment and progress in reading and writing.</p>	<p>Results in Phonics will be close to the National average. PP pupils will make accelerated progress to help them achieve in line with their peers. More eligible pupils in the EYFS will achieve GLD – in line with “All” pupils 100% of eligible pupils will make expected or better progress in phonics and writing.</p>	<p>In 2024-25 PP pupils achieved lower than all pupils (52%) All pupils 61%. We have continued to be supported in phonics by a Derbyshire County Council specialist and have identified target pupils and catch-up /interventions. Little Wandle was purchased and implemented in Jan 2025 in Nursery &amp; Reception, Sep 25 in Year 1 – impact is being closely monitored.</p> <p>In June 2025 61% of all Y1 pupils passed the phonics screening which shows an increase since 2024 – 55.8%. By the end of KS1 76% of pupils passed. These figures are still below the national average which emerging figures show as 79.9% for 2025. Raising attainment in phonics continues to be a priority for school improvement.</p> <p>Pupils in receipt of pupil premium enter Reception significantly lower than other pupils. At both Baseline (0%) and the end of the year (36.4%) PP pupils are achieving lower than those pupils not in receipt of PP (All pupils 43.2%). However, from baseline assessments, pupils have expected or better progress.</p>

		<p>In 2024-25 internal data at the end of KS1 showed that the attainment gap had reduced for pupils in receipt of pupil premium. However, attainment in reading, writing and Maths remains below that of all pupils.</p> <p>At the end of KS1 pupils in receipt of pupil premium made progress in line with all pupils in reading writing and Maths.</p>
<p>Pupils have improved self-esteem and relationships which results in greater resilience.</p>	<p>Pupils are offered experiences to support the development of their self-esteem and resilience.</p> <p>Reduction in high level challenging and disruptive behaviour.</p> <p>Pupils demonstrate an improved ability to co-regulate emotions.</p> <p>Pupils have increased stamina for writing and engage in activities for increasing periods of time.</p>	<p>Pupil voice and monitoring demonstrated that some pupils benefit from Sensory Circuits-calmly enter school at start of day. In 2024-25 we also introduced a reading with parent session at the start of the school day to support children and families. Impact is being monitored.</p> <p>Resilience building activities built into curriculum in order to develop skills. Where these are less effective some targeted support for individuals has had mixed effect.</p> <p>Successfully reintegrated pupils into mainstream classes, with reduced level of key adult support gradually reduced.</p> <p>Individuals with high levels of dysregulation are provided with bespoke support devised through collaboration with external services, parents, staff and pupils.</p> <p>In order to further support this area of challenge, school has adopted the SMILER approach to wellbeing and impact will be measured at the end of the academic year.</p> <p>Writing remains an area for school improvement; internal data has shown an improved picture in writing</p>

		<p>attainment at the end of KS1 in 2023-24. This trajectory of improvement was not sustained in 2024-25 attainment. During learning visits and staff discussions, teachers are reporting a reduced percentage of reluctant writers.</p> <p>All staff are receiving updated training on the Clever Writers approach and impact will be monitored during the year and discussed at pupil progress meetings termly.</p>
<p>Improved attendance and punctuality for PP children and overall.</p>	<p>Attendance and punctuality for eligible pupils will be more in line with other pupils.</p> <p>Improved attendance figures – closer to 95%+.</p>	<p>Our work to address attendance issues has had a positive impact on the vast majority of our families, the strategies we have employed have been effective for and we will continue to develop these to continue to improve attendance, particularly in the disadvantaged group.</p> <p>In 2024-25: Pupil premium pupils – 93.6% attendance above emerging national figures. School overall 95% attendance. National overall attendance figures 94.1%.</p>
<p>Improved parental engagement with school.</p>	<p>Improved parental engagement with learning, in particular supporting reading at home.</p> <p>Increased attendance at parent workshops and information sessions.</p> <p>Increased attendance at Drop-ins and cooking clubs with our Pastoral team.</p>	<p>Reading monitoring showed that 90% of parents were engaged in home reading with their children. All parents who were not engaged were contacted and encouraged to attend in school reading sessions.</p> <p>Parent drop ins for cooking and craft sessions maintained a good attendance of a small group of invited parents – these improved parents</p>

		<p>understanding of nutrition and a balanced meal.</p> <p>In addition, we have introduced “Story Book Fun” in Sept 2025 to encourage and develop parents reading to, and with, their children and to help promote a love of reading.</p>
<p>More pupils will demonstrate “readiness to learn”.</p>	<p>Vast majority of pupils are ready to learn at the start of the school day.</p> <p>Sensory circuits and soft starts support pupils who find arriving at school challenging.</p> <p>A consistent approach and embedded language support an improvement in pupils’ behaviour and wellbeing.</p> <p>Breakfast provision for all.</p>	<p>The vast majority of pupils showed an improved readiness to learn. Very targeted interventions – soft starts, sensory circuits etc supported pupils who were encountering difficulties.</p> <p>Evidence in provision maps show an overall improvement in targeted children entering the class regulated in Y1 and Y2.</p> <p>Breakfast provision continues to ensure that all pupils are not hungry and more ready to learn.</p>
<p>Reduced pupil and family anxiety around issues at home.</p>	<p>Maintenance of our Early Help offer, family support and effective pastoral provision reduces anxiety around issues at home.</p>	<p>Tracking of Early Help support shows that there were 10 Early Helps open to families in July 2025. These were closed when targets were met and pupil attendance in school improved.</p>
<p>Improved understanding and knowledge of the world beyond their own locality.</p>	<p>Pupils will develop their knowledge, developing their ability to make connections and apply this to a variety of curriculum opportunities.</p> <p>Opportunities for increasing cultural capital evident in curriculum planning.</p> <p>Rolling programme of enrichment activities will develop pupils’ cultural capital.</p>	<p>A 3-year rolling programme of cultural capital experiences has ensured pupils across the school have experienced wider curriculum opportunities this academic year.</p> <p>Fun Friday has further widened the curriculum experience of pupils by ensuring a range of activities in areas such as Science, Craft, Physical development, construction and puzzles and games is experienced by all pupils in KS1. Pupil voice has been</p>

		<p>very positive about the Friday sessions.</p> <p>From September 2025 Fun Fridays has been further developed to include the SMILERS approach to wellbeing – impact will be monitored across the academic year.</p>
<p>Improved oral and written language and vocabulary.</p>	<p>Curriculum delivery and enrichment opportunities contribute to the development of pupil's vocabulary and speech and language development.</p>	<p>Participation in the Teaching for Creativity project has demonstrated that children had increased confidence in speaking and listening skills during drama sessions. As the sessions progressed children had more varied responses and used a wider vocabulary.</p> <p>Targeted speech and language support continues to be a development area in 2025-26.</p>

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## 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
Confident Writers	Derbyshire County Council
Phonics Support Programme 24-25	Derbyshire County Council

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

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