

Pupil premium strategy statement

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	Fairisle Junior School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (We use four years as this covers a cohort travelling through the school)	2024/2025 2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Robin Hayes (Headteacher)
Pupil premium lead	Rachael Woods (Assistant Headteacher for Inclusion)
Governor / Trustee lead	Nikki Webb (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£252,018
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£252,018

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*

Our ultimate aim is for our disadvantaged children to excel at school, making strong progress in all curriculum subjects. We want school to be a place where they develop their values and learn to become active citizens. We want school to be a place where they feel safe, supported and motivated, as well as learning to work within rules and boundaries. This approach we believe will mean that our disadvantaged children have the knowledge and skills to go on to secondary school, gain good qualifications and eventually enter the employment market as motivated and talented individuals, as well as kind and well-rounded people.

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

Our school fully recognises the importance of additional teaching opportunities for these children, be they around emotional or behavioural skills, or academic knowledge. We recognise the importance of these children accessing high quality resources such as enriching books to read and computers. All this being said, we fully believe it is what teachers do in classrooms that has the greatest impact on these children – what they teach, how well they teach it, and the expectations that they have. There is a strong evidence base behind this approach. We believe that our strategy reflects these objectives. It is not always about something ‘extra’ or ‘support without substance’. It is about a school performing its core function of teaching and learning to a high standard that leads to progress. The school subscribes to the mantra that “Culture eats strategy for breakfast.”

- *What are the key principles of your strategy plan?*
 - High quality teaching.
 - High quality and timely intervention, including pre-teaching.
 - High expectations, refusing to have a “never mind” or “it’s because of” culture seep into the school. The culture of ‘Expect Success’ being prominent in the school.
 - CPD for all staff to make them the best possible educators.
 - Time for senior leaders to support staff and endlessly raise expectations.
 - Tireless work to promote good behaviour in the school so that all children learn in class and face little to no disruption in doing so.

Challenges

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

Fairisle Junior School does not seek to stereotype our families. Just because a child is eligible for the pupil premium, it does not necessarily mean they face specific barriers to achievement. Equally, a child that is not eligible, may face significant barriers. Our culture is one where we believe all children can and will succeed.

Challenge number	Detail of challenge
1	Creating resilient, motivated and independent learners.
2	Creating children with a love of reading.
3	Creating children with strong language and literacy skills
4	Ensuring our children explore the wider world and where they live.
5	Children valuing education and being self-motivated.
6	Children having good routines and boundaries to promote self-discipline and success.
7	Children experiencing stability and support at home and school.
8	Children working at age related expectations, or otherwise working at a level that maximises their potential.
9	Children attending school regularly and on time.
10	Developing children with strong morals and values.

A great deal of tenacity, skill and creativity is required to support many of our children in school. This in itself creates a further challenge, in that teachers need to be highly skilled and determined to rise to this challenge. We further recognise that children here face an additional point of transition from Year 2 to Year 3, which is not in common with primary schools.

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
Children are receiving high quality teaching opportunities.	Observations and monitoring demonstrate high quality and ever improving quality of education. Evidence can be obtained of children 'knowing more and remembering more'.

	This is across the curriculum and not restricted to Maths and English. Staff are skilled in providing high quality instruction to children to ensure concepts are easily understood, practised, remembered and embedded in different contexts. Children show high levels of focus in lessons through a strong understanding of the topics taught.
Children work hard in class as a result of high expectations they place upon themselves.	Children's work in books is well presented. Children demonstrate resilience in tackling challenging learning. Children are productive in learning – e.g. extended pieces of writing. Work produced is the child's very best, showing ambition and meeting of the learning objective(s). Where the opportunity arises, children challenge themselves further.
Children are receiving learning opportunities to enrich the curriculum.	Children access trips away to bring added context to the curriculum and enhance the learning. Children are able to experience first-hand new places, e.g. visiting the city walls or the New Forest. Children have visitors to support learning in classrooms, with specialisms in the given subject area and the strategies and resources to further engage learning.
Children access high quality resources to support a relevant, ambitious and engaging curriculum.	Children have resources that are in good condition, relevant to the current curriculum and support them making progress. Children have high quality technology to enhance learning opportunities, including access to software. Children have suitably challenging and engaging texts to read. Curriculum subjects are enhanced by access to high quality resources.
Children's social, emotional and mental health needs are supported as effectively as possible in school.	Children are aware of how and who can support their holistic needs in school. The curriculum, in particular the PSHE curriculum, is relevant and supports the needs of the children.

	Families are supported where appropriate to access support in meeting their children's needs, including the school making use of outside agencies. Staff are aware of the impact of trauma and ACEs on children, yet do not allow these to lower expectations, instead aiming to be skilled in supporting such children. Children receive emotional support in school to tackle low level mental health needs. Children with additional needs have reasonable adjustments provided for them to ensure they can access school and achieve, whilst maintaining high expectations.
More able children are challenged and extended in learning.	More able children are correctly identified as 'more able' and across the full range of curriculum subjects. Staff are highly skilled in identifying children who have the potential to work above age related expectations and have the skill set to provide children with suitable challenge. Children access the 'hardest task first' and do not need to work through a sequence of simpler tasks to reach one that is more challenging. Children access teacher input and instruction that develops their skill set. Children access tasks to deepen understanding and apply learning in different contexts. Children have appropriate opportunities to work with greater independence and on sustained tasks.
Children attend school regularly.	Increased % of attendance of pupils to be in line with school target, especially from Pupil Premium children. Increased % of punctuality, especially from Pupil Premium children. Decreased % of persistent absentees, especially from Pupil Premium children.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide non-contact time for the curriculum leader and subject leaders to embed the curriculum Provide non-contact time for subject leaders Have in post an Assistant Headteacher with the responsibility for leading on the curriculum.	We know that the curriculum is what our children experience at school. We also know that strong leadership of the curriculum, as well as the actual time to lead on it will mean that we can ensure the following takes place: • Stakeholders are consulted and have their views considered in both reviewing and shaping the curriculum. • Skills progressions ensure that learning is progressive. • Statutory objectives are covered and learnt across the Key Stage. • The curriculum is engaging and challenging for our children. • Adaptations are made to meet the needs of all children.	5, 8
Provide time for the SMSC and Curriculum Leaders to ensure our curriculum is up to date in line with most recent events and to meet our children's needs – with a key focus being on equality.	We know from our own experience that a strong SRE curriculum will ensure that our children will develop healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. The children developing an understanding of the protected characteristics will ensure they are tolerant and respectful.	1, 5, 10
Coach and mentor teachers. We will focus on key areas we know will have a high impact on disadvantaged learners:	There is a strong evidence base behind the role of coaching and mentoring in improving teacher practice, as an example: https://schoolsweek.co.uk/research-how-can-teacher-coaching-lead-to-school-improvement/	2, 3, 6, 8

1. High quality curriculum delivery 2. Challenging learning 3. High expectations 4. Resilience 5. Independence 6. Provision for more able pupils	We have at Fairisle senior and middle leaders that are steeped in this school, with many of them who started in this school as NQTs. They are in an ideal situation, knowing the community and children, to help teachers teach with strategies and approaches that have impact, based on our own knowledge and experiences and also using up to date evidence.	
Provide opportunities for teachers to observe one another with a focus on feedback, modelling and instruction.	We know from experience that this helps teachers to become more consistent across the school. They are able to share and discuss teaching strategies and reflect on expectations. We know that feedback is a highly beneficial strategy for children making good progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1, 2, 3, 8
Provide further training on assessment including moderation of books in all curriculum areas.	We know from experience that teachers having a clear idea of expectations enables them to pitch lessons accordingly, scaffold learning and hold children to account for their outcomes. Seeing work from similar age range children allows for this, as well as enabling them to explore different tasks in different subjects.	1, 2, 3, 8
Provide further training and coaching on behaviour for teachers and support staff. All members of the school staff, school leaders, teachers, admin team, external staff, Teaching Assistants and Lunchtime Supervisors to be supported and trained in our behaviour management policy.	We know that consistent expectations are key to our behaviour policy. It means there is no dip or variation from class to class or no slip ups in less structured situations. We know that endeavouring to tackle all behaviours means that children feel safe and ready to learn.	5, 6, 10
Provide time for school English Leaders to improve the teaching of reading, spelling, vocabulary and	Teachers need support with teaching these skills. We know that subject knowledge can be a barrier to the effective teaching of these subjects, and that in some cases poor teaching embeds children's misconceptions.	2, 3

communication skills. This may include making use of external CPD e.g. The English Hub.		
Provide time for Maths Leaders to improve the teaching of fluency, problem solving and reasoning. This will be supported through external CPD e.g. The Maths Hub.	Teaching fluency, problem-solving, and reasoning in primary maths is crucial because they build on each other: Fluency provides quick recall of facts, freeing up mental space for deeper thinking; reasoning develops logical thinking and justification; and problem-solving applies these skills to novel situations, fostering deep conceptual understanding, critical thinking, and real-world application.	1, 8
Purchase additional maths equipment – particularly concrete apparatus. Purchase additional textbooks/subscriptions that enable children to experience challenging tasks that test depth of understanding.	We know that the Concrete → Pictorial → Abstract approach is fundamental to the children developing a complete understanding of mathematical concepts. We know that this is vital to the children's fluency but also deeper knowledge. This is an approach advocated by maths specialists White Rose.	8
Purchase additional resources and CPD if required to enable the children to meet age related expectations in respect of multiplication tables and related division facts.	We know that this is fundamental to maths in that children utilise multiplication tables in so many other areas of the curriculum. We know also this is an area where there is limited home support. We therefore need to provide additional teaching opportunities and maximise curriculum time to ensure these are learnt in line with year group objectives, and children are not entering Year 5 without instant recall.	8
Continue to purchase challenging reading texts for children. Review home and school reading texts and approaches. Other reading materials to be purchased for school to promote love of reading – e.g. magazines,	The children's natural tendency is to read books that do not provide an appropriate level of challenge. The school needs to invest constantly in books that provide this and are pitched for a whole range of reading abilities. We also need to ensure books are current and exciting for the children in order that interest is sustained and books are read from start to finish. We know texts need to meet a range of needs and objectives (e.g. appropriate pitch, reading for pleasure, learning about different cultures, reading for meaning).	2, 3

First News, current popular children's books etc.		
Purchase resources to close the vocabulary gap – e.g. dictionaries and thesauruses.	We know that children from more deprived households come to school with a significant 'vocabulary gap' compared to non-disadvantaged peers. Accessing resources to extend and widen vocabulary, as well as understand unfamiliar words will support children to close the gap. These resources need to sit alongside the high quality teaching of vocabulary (which forms a part of our reading sequence).	2, 3
Contribute to school trip costs and costs of external visitors, including cost of school minibus.	Investing in school trips ensures the children receive opportunities they may otherwise have been deprived of. They have contexts to hang learning on, for example by visiting a beach they can write about it and learn about geographical features, as opposed to relying on images, videos etc.	4
Purchase a phonics scheme for the school and provide staff with training for this.	School to use a DfE approved scheme to ensure all teaching of phonics is of a high quality and is consistent across the school. The scheme we use (Little Wandle) has specific catch up programmes for children in Year 2 and above so is ideally suited for a junior school.	2, 3
Purchase White Rose and additional packages.	We have full confidence in the sequencing and methodology of White Rose. It aligns to the National Curriculum objectives, providing a rich range of resources to support the pedagogy of Maths. It provides additional resources – e.g. videos or activities for struggling learners to support. We also utilise the targeted intervention provided by White Rose for those children who have gaps in their learning or who at risk of falling behind. This enables children to keep up with their peers.	8
Purchase 'Gold' SLA with SCC (Culture in the Classroom). This will support the history & art curriculum.	To support the development of these subjects by: - Providing staff with CPD - Understanding how the locality can be used to support learning - Access further learning opportunities in and away from school - Support teacher subject knowledge	4

Purchase access to a whole range of online curriculum resources to support planning high quality teaching (e.g. Twinkl, Hamilton Trust, Spelling Shed, Literacy Shed+).	Accessing such resources will support our core aim of an aspirational and engaging curriculum. It will also support teacher workload.	1, 2, 3, 8
Staff to access NPQ training to develop further their practice and leadership skills.	These are specially designed DfE programmes that meet the needs of the staff and help succession planning and provide vital development.	8
Purchase additional time from Educational Psychologists to do systemic work in school.	Too often Educational Psychologists are utilised by schools at the point of crisis. Purchasing additional time will allow us to move beyond individual crises, addressing root causes through staff training (e.g., emotional literacy, behaviour), improving whole-school inclusion, developing proactive strategies for learning/wellbeing, and implementing research-based practices for better long-term outcomes, rather than just reacting to problems. This investment tackles systemic barriers, builds staff capacity, and promotes sustainable positive change for all children.	6, 7, 10

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ Maths and English specialist Teaching Assistants. Provide boosters and in class support for children from	We know that well deployed Teaching Assistants can have a positive impact on pupil outcomes, so long as there is a high level of expertise and a strong dialogue with the class teacher. By having subject specialists who can 'learn a trade' rather than being a 'jack of all', and have time before school to liaise with teachers, we have a track record of staff who can positively impact on outcomes.	1, 2, 3, 8

the Senior Leadership Team.		
Employ four additional 'Intervention Specialist Teaching Assistants' with a brief of supporting children with pre-teaching and intervention.	Having staff employed specifically to do this provides children with additional teaching time, either in small groups or on a 1:1 basis. This means we can pre-teach and intervene to support children to keep up and catch up.	1, 2, 3, 8
Train staff to deliver Wave 3 Fischer Family Trust reading interventions, FFT Lightning Squad and FFT Write Away Together. Further train them in Maths through use of the Solent Maths Hub.	Targeted research-based interventions for learning in have a significant impact on children's outcomes, both academically and socially. These interventions are designed to address the specific needs of children who may be struggling or who require additional support to reach their full potential.	2, 3
Train and employ staff to deliver the White Rose 'Primary Intervention Programme'.	The White Rose PIP is a relatively new intervention that dovetails in with the scheme of work that we use for Mathematics. This specifically targets those children at risk of underachieving in Mathematics and with gaps in knowledge and understanding. This is still in its infancy stage at our school that the maths leaders and SENCO will review on an ongoing basis.	1, 8
Pay to access external agencies to support children with specific needs.	We have accessed these resources for numerous years. We know that bespoke support is needed for these children, either in terms of direct work or that the school needs support with provision. These organisations employ specialist staff who are able to deliver what perhaps is not always within the realms of our capabilities or experiences.	1, 2, 3, 8
Purchase home study and revision support packs	We know from children's feedback that they have benefited through independently working through the skills in these books, developing both mathematical and reading fluency.	1, 5, 6, 8

for Year 6 pupils.		
Purchase additional Chromebooks for classrooms	Chromebooks and Laptops have enabled children to access software to enhance learning, e.g. researching a topic, practising multiplication tables, phonics programmes or spelling of common exception words.	8

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ two Inclusion Assistants	The school has an increasing number of children with welfare needs where a multi-agency approach is required to support, as well as direct work with the children to support through ongoing or historic trauma. This staff member will receive ELSA training and ongoing supervision.	1, 5, 6, 7, 9, 10
Employ an Inclusion Support Specialist	We know that our Inclusion Assistant provides vital support to our children with social, emotional and mental health needs. Examples include social skills programme, support with friendships, bereavement support etc. This role is specialised in that it deals with our most complex families and problems.	1, 5, 6, 7, 9, 10
Have a budget to support children and families with individual purchases—e.g. books for home, a bus pass to get to school etc. Note that this is not a miscellaneous ‘pot of money’ to supplement a families income, but to provide targeted help for families at times of particular need.	We know our families experience temporary times of crisis and we do not want children to miss out on their education or to not have vital needs met at these times.	7

Target poor attendance and punctuality. Provide time for a Senior Leader to undertake targeted work on this area alongside an allocated Admin Assistant and Inclusion Assistant.	Poor attendance is a key factor in underachievement. Not only do children lose learning time, but they do not get into good habits and routines, are more likely to encounter school based anxiety, and are more likely to have negative perspectives of school as well as undervaluing education. Support and challenge is vital to these children, including working with outside agencies.	9
Employ the 'Saints Foundation' to work in school as part of their 'Primary Stars' programme.	When working with the Saints Foundation: In PE/Physical activity: - 73% of children improved their physical wellbeing - 73% of children participated more in physical activity - 100% of children improved their levels of self-esteem - 100% of young people improved their mental wellbeing Interventions & Social Action: - 73% of young people developed their skills & knowledge - 91% of young people have more positive attitudes - 82% of young people felt more inspired & engaged	1, 2, 3, 4, 5, 6, 8, 10
Attendance rewards to be made available to children	The school constantly reviews all guidance from the DfE, Ofsted and other bodies such as the EEF on school attendance. The school is making use of strategies available to encourage children to come to school, including rewarding those children who attend regularly. The feedback we have from children around these rewards has been positive.	9
Hold coffee mornings fortnightly in schools.	We know the positive impact that can be had when families and schools work together. This is the start of a wider agenda of getting parents back into the school, giving	7

	us the chance to 'bust myths' and problem solve, support, identify areas to target improvement etc.	
Improve physical spaces for interventions	Some areas of the school have been repurposed for interventions. However, they are open spaces and 'walk throughs' meaning these children can become easily distracted. School to employ builders to ensure these work spaces are quiet and free of distraction for the children.	8

Total budgeted cost: £250,000

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 to 2025 academic year.

End of Key Stage 2 Outcomes (2025):

	Reading (Exp+)	Writing (Exp+)	Mathematics (Exp+)	Combined (Exp+)
FSM 6	83.8%	83.8%	81.1%	75.7%
National Non FSM 6	81.0%	78.4%	80.5%	69.2%

Reading Improvements Identified:

Little Wandle Phonics Groups: Phonics Interventions (At the end of the academic year, we had 24 children receiving daily phonics compared to 60+ at the beginning of September).

	Children working at Phase 2	Children working at Phase 3	Children working at Phase 4	Children working at Phase 5
Start of Autumn Term	3	1	3	1 + 1 whole class
End of Autumn Term	0	1	1	7
End of Spring Term	0	1	1	4
End of Summer Term	1 child (new to school)	0	1	5

Lightning Squad:

	WCPM Start	WCPM End	WCPM Improvement	Reading Age Start	Reading Age Latest	Reading Age Improvement

All Children	101	126	+25	8.6	10.1	+1y 9m
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WCPM = Word Count Per Minute

Year 4 Multiplication Tables Check:

MTC Average Score 2025 (out of 25)			
	Fairisle Junior	Southampton	Emerging National
Disadvantaged	23.5	20.2	19.5
Non - Disadvantaged	24.1	21.9	21.6

Attendance/Punctuality Data:

	Attendance Pupil Premium	Attendance Not Pupil Premium	Lates Pupil Premium	Lates Not Pupil Premium
2022/2023	91.1%	95.05%	2.78%	0.79%
2023/2024	92.15%	96.04%	2.76%	0.72%
2024/2025	92.67%	96.03%	1.96%	0.68%

Senior leaders identify the following impact from additional funding:

- All children who need it receive bespoke and high quality intervention and support in Reading and Maths. Strong dialogue between teachers and support staff embed this in the classroom.
- Strong practice in classrooms in terms of pedagogy, subject knowledge, feedback, instruction and questioning leading to good outcomes.
- A well designed and progressive curriculum.
- High quality support for our ECTs.
- High standards of behaviour, with children focusing and making a good effort with work.
- Children making excellent progress in reading interventions.
- High quality pastoral support that supports children and helps equip parents with the skills and resilience to support their own children.

- Excellent links with the Mental Health in Schools Team that provide children and families with timely support and early intervention.
- Strong ties with families and outside agencies, working productively to secure good outcomes for vulnerable children.
- Children experiencing additional opportunities outside of the classroom, to assist curriculum learning and wider development, including residential.
- The school supports vulnerable children and families, both through direct work and support but also through referrals.
- Children receiving support around emotional wellbeing and mental health.

Senior leaders have identified the following areas as requiring further embedding:

- Within school variation – making the best teaching available to all children.
- Further improvements in some foundation subjects.
- Improving school attendance further.
- Reverse the picture around punctuality and develop a strategy to improve it further.
- Continuing to review the appropriateness and capacity of intervention opportunities for children and the balance between being in and out of the classroom.

Externally provided programmes

Programme	Provider
Reading, Writing and Spelling	FFT Wave 3 / Little Wandles
Reading	FFT Lightning Squad
Speech/Language/Communication	Alex Kelly resources, Socially Speaking, LDA amongst others
Maths	White Rose
Handwriting	Teach Handwriting
Spelling	Spelling Shed
Spanish	Language Angels
Maths	Times Tables Rockstars
EAL	Switch On
Geography	Pearsons
Premier League Primary Stars	Saints Foundation