

Pupil Premium strategy statement – Fairisle Infant and Nursery 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	260 (316 inc nursery)
Proportion (%) of pupil premium eligible pupils	32% (82 children)
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)	2024 - 2027
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Juliette Owens
Pupil premium lead	Sally Joiner
Governor / Trustee lead	Rick Allan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,260
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>	£94,260

Part A: Pupil premium strategy plan

Statement of intent

At Fairisle Infant and Nursery School we 'expect success' for our children and our focus is that all pupils, regardless of their background or the challenges they face, make at least good progress from their starting points. Every child is individual to us and we aim to instil an enthusiasm for learning in all and a pride in their achievements. Our disadvantaged children have many additional barriers to learning that may prevent them achieving so we endeavour to use the pupil premium in a variety of ways. The intention of our pupil premium strategy is to support disadvantaged pupils to enable better outcomes by the end of KS1 and to prepare them for both the next stage of their education and their lives.

The greatest impact on closing the disadvantaged attainment gap is widely recognised to be high quality teaching, together with timely targeted support and the use of wider strategies. Inherent in the intended outcomes detailed below, is the intention that non disadvantaged pupils' attainment be sustained and improved alongside progress for their disadvantaged peers.

Principles

- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Ensure that disadvantaged pupils are provided with the appropriate work and challenge to move learning on
- Act in a prompt and timely manner to address any issues that arise
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	There is a gap between attainment at end of EYFS in the specific areas Literacy and Maths and the prime areas – speaking, listening and understanding and physical development for disadvantaged children. This means a larger % of children went into Year 1 not working at age related in these areas compared to the previous year.
2	Social, emotional needs – The school is experiencing an increasing number of children with neurodiverse needs. Support on using Zones of regulation to help develop self-regulation skills began at the end of 2024 and will continue to be an area to develop. Some children are not able to manage their emotions when confronted with challenges, either in learning or social situations. Developing all staffs knowledge and skills in supporting these needs will ensure more children are able to engage in their learning effectively.
3	Attainment in writing – The improvements to the writing curriculum led to an overall increase in pupils attaining ARE in writing at the end of KS1 in 2024 with results broadly in line with NA. In 2022-2023, the school was in line with National for number of disadvantaged children achieving ARE at 45%. The school has managed to sustain this % with 44% of Disadvantaged children achieving ARE in writing at the end of KS1 however this was not in line with National's growth to 49%.
4	Persistent absentee attendance - Disadvantaged pupil attendance has not sustained consistent improvement increasing in 2023-2024 to 8.9% meaning the attendance gap between National has increased by 4.5%. Furthermore the gap between non-disadvantaged and disadvantaged has increased by 1.6% in 2023 – 2024. 16 out of 49 children persistently absent in 2023 – 2024 were disadvantaged, and although this was improved by stabilising it to ensure it was broadly in line with disadvantaged persistent absence in 2022 – 2023, this means the number of disadvantaged children regularly missing school is not yet reducing.
5	Disadvantaged and boys attainment in phonics – Although this is an area which has seen improvement in number of children passing the phonics screening in Year 1 or Year 2, leaders have identified that the number of disadvantaged not achieving word reading at the end of the Year mean this is a vulnerable group. Furthermore, the school gap between boys and girls is slightly higher than NA and the current Year 1 and Year R cohort have a larger proportion of boys further increasing the vulnerability.

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
Accelerate progress to secure and sustain good outcomes for children achieving GLD at the end of EYFS and across reading, writing and maths at the end of KS1	An increasing % of children eligible for pupil premium who do not have SEN is in line with NA achieving GLD and in reading, writing, and maths at end of KS1.
To enable those children who need additional support with self-regulation to be successful learners	Children who have had additional support through e.g. IBPs, adapted provision and/ ELSA will be able to self-regulate within the classroom and therefore engage fully in their learning.
Close the gap and sustain outcomes in writing for all, particularly disadvantaged children at the end of KS1.	Progress rates to improve from starting points and the attainment at End of Key Stage 1 to be in line with non-disadvantaged children and NA.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils will continue to improve and the gap between non-disadvantaged pupils will narrow and be maintained. Number of disadvantaged persistent absenteeism would reduce to be in line with NA.
To secure good outcomes in both year 1 and year 2 in the phonics screening, particularly disadvantaged pupils and boys.	The %age of children eligible for pupil premium who do not have SEN will be in line with that of the rest of the NA.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school.</p> <p>Staff will have access to the National College.</p> <p>ECTs will have access to HISP as well as high quality in school CPD.</p> <p>Staff will carry out CPD on our key identified areas of challenge as well as our SIP with a particular focus on neurodiversity and SEND.</p>	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1,2,3,4,5
<p>Targeted CPD for staff to deliver the schools phonics programme effectively- ongoing. Staff will be monitored and developed by the Reading lead and Head to ensure that the schools phonics programme is delivered consistently and effectively.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.</p> <p>https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,3 5
<p>Leadership training for all subject leads to ensure they have the knowledge and skills to implement and monitor a subject</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	1, 2,3, 5

across the school to maximise progress. External expert CPD on current research around metacognition, adaptations and misconceptions, use of retrieval practice to ensure learning moves into the long-term memory and developing opportunities for forming/strengthening schema.	Creating a Leadership Environment and School Climate that is Conducive to Good Implementation supports Subject Leaders to have a clear understanding of their subject accountability and the impact this has on all children including those who are disadvantaged. Subject Leaders should be able to support staff in identifying need, implementing strategies to target children and close gaps.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outreach support to target year group provision for Year 1 including resources aimed at addressing neurodiverse needs.	Both targeted interventions and universal approaches can have positive overall effects: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2
Attendance support – regular targeted meetings with Attendance lead to look at attendance of groups, including those who are disadvantaged Targeted support for parents	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. https://www.gov.uk/government/publications/working-together-to-improve-school-attendance Parents are supported with their children's attendance, understand the importance and are supported with regular attendance for their children in schools and strategies to support	4
Breakfast club subsidy	Breakfast club is free for targeted pupils as we realise the importance of starting a day with a healthy meal and the impact this can have on children.	4

Carry out a programme e.g. WellComm in nursery, BLAST EYFS and Word aware to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 3, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children will carry out activities that will support their social, emotional and behavioural development. Development of the implementation of the Zones of regulation will be developed with all children across the whole school alongside the use of strategies identified as part of the outreach support that will help children develop self-regulation skills.</p> <p>Children will continue to have access to regular mindfulness sessions, school council, class council and other related initiatives e.g. ELSA, SAOS, EP, restorative practice</p>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1,2,3,5
School will employ a full time ELSA and support their CPD.	Research indicates that school-based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention for reducing psychological distress (Cooper, 2009)	2

Ensure sustained high levels of attendance for disadvantaged children.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	4
<p>Ensure all children continue to have access to a wide range of opportunities and experiences (enhanced cultural capital).</p> <p>Financial support for educational trips and visits</p>	<p>Provision of a range of initiatives to extend children's experiences see:</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</p> <p>https://www.annafreud.org/</p>	2

Total budgeted cost: £94,260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Accelerate progress to secure and sustain good outcomes for children achieving GLD at the end of EYFS and across reading, writing and maths at the end of KS1

Year R	Actual all	NA all	Actual PP	NA PP
GLD	67.4%	68.4	64.4%	51.5%

Following an increase in complex needs of cohorts coming through the school the Year R curriculum was adapted to meet needs and an overhaul of the learning environment was completed. This resulted in children making good progress from their start points and a **significant increase in %** of children reaching GLD in 2025 compared to 2024. **GLD for all children** was **broadly in line** with NA and LA. However, **PP GLD outcomes significantly higher at 12.9%** higher than NA.

2025	School	NA	PP school	NA PP
Read EXS	78.7%	71.7%	68.8%	58.7%
Read GD	28.1%	19.4%	18.8%	10.1%
Write EXS	56.2%	64.2%	40.6%	49.8%
Write GD	2.2%	9.7%	0%	4.4%
Maths EXS	77.5%	25.8%	59.7%	62.5%
Maths GD	73%	17.3%	15.6%	8.7%

In Key stage 1 both Reading and Maths EXS+ and GDS for all children continued to be **above both NA and LA for the third year** running. PP attainment in Reading and Maths was higher than NA for EXS and GDS with PP children achieving **10.1%** higher in reading at EXS than NA as one example.

To enable those children who need additional support with self-regulation to be successful learners

The school had a drive on developing staff understanding of behaviour and what it can be trying to communicate. A task group of a spectrum of staff have completed the first year of the TAAES training designed to help staff understand the impact of trauma and how to respond. This team have then begun to trickle feed this out through CPD such as whole school insets, PDMs for teachers and TA training. Staff training has led to an increased understanding of what a child's communicative function may be and how to support this. Following this, there is an developing consistency in how adults respond to children in crisis as well as proactive approaches.

Close the gap and sustain outcomes in writing for all, particularly disadvantaged children at the end of KS1.

In this first year of the new strategy **41.4%** of the school's Disadvantaged cohort achieved the expected standard in Writing at the end of Year 2, **12 pupils** out of 29. This is 8% below NA, however the schools disadvantaged cohort's **Writing Expected Standard** has **increased by 1.4%** from 40.0% in 2023/24, to 41.4% in 2024/25.

Following a focus on closing the gap as soon as children enter school, **EYFS out performed NA with 64.3%** of disadvantaged children in EYFS achieving the ELG in Literacy compared to 53.6% NA. At baseline 72% of disadvantaged pupils were not at age related for writing. They made **rapid progress** across the year with **62%** of disadvantaged children **achieving the ELG for writing which was 7% higher the NA.**

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

	Attendance whole school	NA	Disadvantaged school	NA	Non disadvantaged
2022 - 2023	92.9%	93.7%	91.8% (+0.2)	91.6%	93.5% (1.7)
2023 - 2024	92.7%	94.1%	90% (-1.6)	91.6%	93.7% (3.7)
2024 - 2025	91.8%	93.1%	89.9% (-2.1)	92%	93.6% (3.9)

Although disadvantaged attendance continues to remain slightly below NA, continuing on from this severe absence % continues to be a strength and the schools' severe persistent absences were 1.5% higher for disadvantage pupils then NA.

To secure good outcomes in both year 1 and year 2 in the phonics screening, particularly disadvantaged pupils and boys

2024-25 outcome:

Year 1 - 66.7% FINS disadvantaged achieved phonics expected standard which is broadly in line with NA 67.1%. 5 out of 11 disadvantaged boys passed. 2 disadvantaged boys who were disapplied have EHCPs in place.

62.5% FINS Yr 2 disadvantaged achieved phonics expected standard which was significantly higher than NA 44.6%. Only 2 of the 6 disadvantaged boys in year 2 did not pass, however they made significant improvements from Year 1. One disadvantaged boy was long term absent.

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
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Purple Mash	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.