

Pupil premium strategy statement

This statement details our school's use of the Pupil Premium Grant 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	Fens Primary School
Number of pupils in school	458 (including 56 Nursery Pupils)
Proportion (%) of pupil premium eligible pupils	22.5% (20.5% Reception-Y6)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C Connor
Pupil premium lead	J Sibly
Governor / Trustee lead	K Peterson

Pupil Premium Funding Information

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department for Education will allocate the following amounts for 2025/2026:

- £1,515 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6 (Ever 6 FSM) .
- £2,630 per pupil for Looked After Children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority
- £2,630 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order

Service Pupil Premium (SPP)

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census within the past 6 years
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £350 for each eligible pupil.

Fens Pupil Premium Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	PP (including LAC and Service) £122,615 EYPP £1,484
Recovery premium funding allocation this academic year	£0
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	£124,099

Part A: Pupil Premium Strategy Plan

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

Challenge number	Detail of challenge
1	Backgrounds where aspirations are low
2	A lack of family engagement with learning, and where education is not valued
3	Emotional difficulties accompanied by lack of self-esteem and self-confidence
4	Poor attendance
5	Limited language and restricted vocabulary

Key Personnel

Pupil Premium and Covid Recovery Key Personnel	
Team Member	Role
Headteacher	Leading staff in high aspirations. Ensuring quality first teaching for all. Actions can then be completed by class teachers or relevant subject leads.
Pupil Premium Champion	Acting as champion for pupil premium children. Leading staff in high aspirations. Ensuring quality first teaching for all. Actions can then be completed by class teachers or relevant subject leads.
Deputy Headteacher Assessment Leader	Monitoring impact of effective teaching strategies and high quality targeted academic support.
SENCo	Support staff in delivering effective interventions that narrow attainment gaps and support positive mental health.
Inclusion Governor	Monitoring and evaluating the impact of the strategy.
Family Support Officer	Parental Support and attendance monitoring.
Review dates for academic year	In line with termly assessment periods

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>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p>	<p>Pupils will meet (or exceed) age related national expectations in English and maths.</p> <ul style="list-style-type: none"> • All staff will receive appropriate CPD to facilitate development and high quality teaching. • Teachers will use accurate formative assessment to adapt teaching sequences (and plans) to pupil need. • Teachers will give pupils weekly opportunities to consolidate key skills in phonics, reading and maths • Support staff will support learning effectively. • Additional intervention sessions will take place, based on gaps/need.
<p>To develop opportunities for oracy across the school.</p> <p>To embed and sustain a reading culture that ensures all pupils read regularly and develop 'a love of books.'</p> <p>Pupils read regularly and have access to high quality texts within guided reading</p> <p>Pupils will develop reasoning skills within subjects</p> <p>Pupils will be challenged through a metacognitive approach</p>	<ul style="list-style-type: none"> • Pupils read regularly outside of normal class reading. • Pupils (who need to) will have opportunities for additional reading in school. • Guided reading sessions will include elements of retrieval, meaning and inference. • Teachers will give pupils precise feedback which the pupils can respond to each week. • Pupils will complete reasoning activities within most maths sessions.
<p>All disadvantaged pupils will meet national expectations for attendance and punctuality.</p>	<p>All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%).</p> <ul style="list-style-type: none"> • The Family Support Officer will contact parents proactively if attendance issues are identified. • Families to engage with the Family Support Officer where additional support is deemed necessary. • Breakfast club will be offered to priority pupils with discounted rates.

School will deliver an engaging, broad and varied curriculum.	<ul style="list-style-type: none">• Age appropriate subject skills will be taught within a thematic approach.• Pupils will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day.

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: [£43,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To fund an additional teacher in Y6 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children, through quality first teaching in small groups.</p>	<p>The evidence of a number of years of funding an extra teacher in Y6 tells us that focused curriculum support for our disadvantaged, vulnerable and lower attaining engenders a much greater degree of progress than would otherwise be the case. In short, progress has always been accelerated for these pupils by virtue of employing a third Y6 teacher. As a result, pupil premium funding will be used to fully cover this position. Over time, all children have benefited and will continue to benefit from this strategy.</p> <p>The progress of our 'disadvantaged' children in Y6 is at least good from their starting points, and gaps that exist will diminish. It is intended that the disadvantaged children will make accelerated progress, which will be evident in end-of-year assessments and work books.</p>	<p>1, 2, 3, 4, 5</p>
<p>Class teachers to continue to consider to a forensic degree the various needs of the disadvantaged children in their classes, and make carefully reflected decisions about tailored, well-pitched work and interventions (where necessary) that will make a positive difference to their disadvantaged children.</p>	<p>Staff to ensure that all disadvantaged children receive well pitched and delivered interventions and teaching input which is carefully designed to help them overcome barriers to learning.</p> <p>Barriers to learning are overcome, disadvantaged children learn at the same pace as their 'non-disadvantaged' peers and confidence grows.</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: [£51,500]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to use the pupil premium grant to fund more support staff than we could otherwise afford to facilitate the delivery of a range of interventions to a range of groups of children, particularly disadvantaged, vulnerable and low attaining.</p>	<p>TAs play a valuable role in delivering small group support, not only as part of a lesson, but also to deliver appropriate interventions to individual children and small groups to move their learning forward. TAs have received formal internal and external training to support their role in areas such as Phonics, Reciprocal Reading, Maths Calculations, 'Singapore Bar' Maths, Speech and Language training, Oracy, Catch-Up Literacy, 1st Class@Number, Miscue Analysis etc.</p> <p>Children's learning progress, confidence and self-esteem continue to receive enhancement from the intensive input of the TAs throughout the school, especially the disadvantaged and vulnerable.</p>	<p>1, 2, 3, 4, 5</p>
<p>School to continue its commitment to maintaining full TA support in each reception class in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with the expected level of development in language, vocabulary, social, behavioural and a range of other skills.</p>	<p>Many research initiatives have shown that children from pupil premium and otherwise disadvantaged backgrounds do not start school with the language and vocabulary skills (along with a range of other expected skills) of their non-disadvantaged peers. The extra adult support will allow a greater degree of intervention work to be focused on children who need it in order to narrow attainment gaps with their non-disadvantaged peers.</p> <p>The language, vocabulary and general skill development of the pupil premium and vulnerable children in the reception year group will be enhanced and accelerated, so the skill development gap between them and their non-disadvantaged peers is narrowed.</p>	<p>1, 2, 3, 4, 5</p>
<p>Training to be provided for teaching staff and support staff to improve the delivery of teaching strategies and interventions for disadvantaged children.</p>	<p>Fens Primary School promotes a metacognitive approach to teaching and learning across the school. According to the EEF Toolkit, Metacognition plays a vital role in the development of children's ability to select an appropriate strategy to support their learning in any given task. As previously stated, TAs play a valuable role in delivering small group support, not only as part of a lesson, but also to deliver appropriate interventions to individual children</p>	<p>1, 3, 5</p>

	and small groups to move their learning forward. It is vitally important that support staff have the relevant skills to maximise the progress made by disadvantaged children when undertaking specific interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: [£29,599]

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund the position of Family Support Officer, whose work supports parents (frequently of disadvantaged and vulnerable pupils) in a number of areas in order to have a positive impact upon the psychological and emotional well-being and academic performance of their children.	Family Support Officer will support families and their children with issues related to attendance, persistent absenteeism, child and parental mental health and well-being, parenting issues etc. and will be looking to support families through the setting up of parent support consultations and skills and nurturing groups when circumstances allow. Attendance issues addressed promptly as they arise and solutions found. Persistent absenteeism is significantly reduced, especially amongst the disadvantaged and vulnerable children. Parent support meetings and skills/nurturing groups are set up to support parents in strengthening their parenting skills and improving the quality of their family life (subject to circumstances). Children's and parent's well-being (particularly the disadvantaged and vulnerable) and sense of security is enhanced by FSO intervention.	1, 2, 3, 4
Disadvantaged children to receive discounts for attendance at Breakfast Club.	'Pupil Premium' discounts are communicated in the Breakfast Club information sheets and 'disadvantaged' families are thus encouraged to make use of them, possibly supporting some parents in moving themselves into work. Disadvantaged children who might have come to school hungry are provided with a discounted breakfast, and parents may have a greater opportunity to move into the world of work, or more highly paid work.	2, 4
Data Analysis Technician support at various points throughout the year.	In order for children to make accelerated progress, a robust assessment system is needed to identify any gaps in learning. In addition to this, rapid identification of gaps is vital to enable targeted support is provided where needed.	1, 2, 3, 4, 5

Release of staff members to work collaboratively to support disadvantaged students.	Collaboration is needed to fully tailor the deployment of support throughout the school. At various points throughout the year, staff will need to be released to work with other members of staff across the school. An example of this could be the pupil premium champion working with the senior leadership team.	1, 2, 3, 4
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Total budgeted cost: [*£124,099 = 100%*]

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.

Fens Primary School Pupil Premium Strategy 2024-25

Pupil Premium Grant Allocation for 2024-25: £127,622

Action	Rationale	Impact Evaluation
<p>To fund an additional teacher in Y6 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children, through quality first teaching in small groups.</p>	<p>The evidence of a number of years of funding an extra teacher in Y6 tells us that focused curriculum support for our disadvantaged, vulnerable and lower attaining engenders a much greater degree of progress than would otherwise be the case. In short, progress has always been accelerated for these pupils by virtue of employing a third Y6 teacher. As a result, we use pupil premium money to fully fund this position. Over time, all children have benefited and will continue to benefit from this strategy.</p>	<p>In Y6, 8 out of 14 disadvantaged pupils achieved the expected standard in writing and SP&G in 2025 with a percentage of 57% (56%). In reading, 9 out of the 14 children achieved the expected standard in 2025 with a percentage of 64% (68%). In Maths, 10 out of 14 disadvantaged children achieved the expected standard in 2025 with a percentage of 71% (42%)</p> <p>Reading, Writing and Maths Combined for Expected = 57% (47%)</p> <p>In Maths, writing and SPAG, 3 out of 14 children achieved the higher standard in 2025 with a percentage of 21% and in reading, 2 out of 14 achieved the higher standard with a percentage of 14%.</p> <p>Reading, Writing and Maths Combined for Higher Standard = 14% (4%)</p> <p>Percentages in brackets are national figures.</p>
<p>To fund the position of Family Support Officer, whose work supports parents (frequently of disadvantaged and vulnerable pupils) in a number of areas in order to have a positive impact upon the psychological and emotional well-being and academic performance of their children.</p>	<p>Family Support Officer will support families and their children with issues related to attendance, persistent absenteeism, child and parental mental health and well-being, parenting issues etc. and will be looking to support families through the setting up of parent support consultations and skills and nurturing groups when circumstances allow.</p>	<p>Our FSO responds swiftly to all attendance related issues, but also to parental needs, and ensures that she can meet a parent immediately whenever asked; this approach has helped and supported a range of families, and seems to have influenced our improving attendance figures. A range of interventions are in place for families (e.g. Early Help, School Nurse etc.) and a parental development/nurturing group 'Being a Parent' has been established with a good response from the community. Although attendance is currently below pre-covid levels, attendance is significantly improving due to the interventions and actions that have been put in place.</p>

<p>Continue to use the pupil premium grant to fund more support staff than we could otherwise afford to facilitate the delivery of a range of interventions to a range of groups of children, particularly disadvantaged, vulnerable and low attaining.</p>	<p>TAs play a valuable role in delivering small group support, not only as part of a lesson, but also to deliver appropriate interventions to individual children and small groups to move their learning forward. TAs have received formal internal and external training to support their role in areas such as Phonics, Reciprocal Reading, Maths Calculations, 'Singapore Bar' Maths, Speech and Language training, Oracy, Catch-Up Literacy, 1st Class@Number, Miscue Analysis etc.</p>	<p>TA's have been trained this year to support the children in their year groups. CPD that has been put in place so far includes:</p> <ul style="list-style-type: none"> • Adaptive teaching. • Nurturing early communication and language skills. • Understanding and supporting children with autism.
<p>School to continue its commitment to maintaining full TA support in each reception class in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with the expected level of development in language, vocabulary, social, behavioural and a range of other skills.</p>	<p>Many research initiatives have shown that children from pupil premium and otherwise disadvantaged backgrounds do not start school with the language and vocabulary skills (along with a range of other expected skills) of their non-disadvantaged peers. The extra adult support will allow a greater degree of intervention work to be focused on children who need it in order to narrow attainment gaps with their non-disadvantaged peers.</p>	<p>In reception, 4 out of 5 disadvantaged pupils achieved the expected standard in reading, writing and number work in 2025 giving a percentage of 80%. The 1 child that did not achieve this will be monitored in Year one and additional support will be given where deemed necessary. Teachers in EYFS are trained in communication in the early years and this knowledge has been passed onto the TA's so that they all support each child working as a team.</p>
<p>Class teachers to continue to consider to a forensic degree the various needs of the disadvantaged children in their classes, and make carefully reflected decisions about tailored, well-pitched work and interventions (where necessary) that will make a positive difference to their disadvantaged children.</p>	<p>Staff to ensure that all disadvantaged children receive well pitched and delivered interventions and teaching input which is carefully designed to help them overcome barriers to learning,</p>	<p>Staff continue to CPOM information where necessary to ensure that the record-keeping around disadvantaged and vulnerable children in particular, is detailed and thorough. EP support has continued around mental health, and our well-being champion continues to put in place a range of initiatives to support mental health and wellbeing in school. The system created by the PP Champion to monitor each child's progress has become well established. Staff continue to be made aware of those children making less than expected progress each year, and interventions continue to be monitored to evaluate success or the need for change. A number of additional staff have continued to deliver a wide range of interventions. The TAs have been trained in various interventions and these are now being used throughout the school. The positive performances of pupil premium children throughout the school indicate that the funding has been effectively spent in this area. Interventions continue to be monitored through documents developed by the PP Champion.</p>
<p>Disadvantaged children to receive sizeable discounts for attendance at Breakfast Club.</p>	<p>'Pupil Premium' discounts are communicated in the Breakfast Club information sheets and 'disadvantaged' families are thus encouraged to make use of them, possibly supporting some parents in moving themselves into work.</p>	<p>A small number of children were able to make use of breakfast club price reductions, saving them a good deal of money over the course of the year, ensuring that those children were given a good start to each day, and meaning that they were well prepared to begin their learning at nine o'clock. Breakfast club and after school club continues to be advertised and promoted to encourage more parents/children to access the support.</p>

The following are the perceived 'Barriers to Learning' of many of the children who qualify for Pupil Premium funding:

- Backgrounds where aspirations are low.
- In some cases, a lack of family engagement with learning, and where education is not valued.
- Emotional difficulties accompanied by a lack of self-confidence and self-esteem.

- Poor attendance in some cases.
- Limited language and restricted vocabulary.

The action plan above has been completed with such barriers in mind, with the intention of removing them or improving matters for these children.