

Pupil premium strategy statement – Fawcett Primary 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	339
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Jemma Calverley (Head teacher) & Governing Body
Pupil premium lead	Jemma Calverley
Governor / Trustee lead	Liz Woodham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,075
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>	£159,075

Part A: Pupil premium strategy plan

Statement of intent

At Fawcett, we are committed to ensuring that all pupils achieve highly across all areas of the curriculum, irrespective of their background. Our Pupil Premium strategy is therefore designed to provide targeted, effective support so that disadvantaged pupils make strong progress and meet age-related expectations.

The curriculum and the provision of high-quality teaching form the foundation of our approach. We strive to ensure that all pupils receive the necessary support within the classroom to enable them to make expected, or better, progress and to develop as confident, literate, numerate and actively engaged citizens. Significant investment is made in staff training and continuing professional development so that teaching and support staff are equipped to have the greatest possible impact on reducing the disadvantage gap.

Fawcett has a well-established inclusion team that systematically reviews the challenges faced by vulnerable pupils and ensures that appropriate support is available to all, whether disadvantaged or not. The team also works closely with disadvantaged families to help provide a secure and supportive foundation for pupils' academic and social development.

We closely monitor the attendance of all pupils to ensure that high levels of attendance are consistently maintained. As a school, including through the work of the inclusion team, we are committed to supporting families in engaging fully with the school community and in ensuring that their children attend regularly. This partnership approach is essential in securing each pupil's educational success.

We make regular use of in-school assessment data to identify individual, class and cohort needs, as well as any gaps in knowledge and understanding. These assessments inform the implementation of appropriate strategies, ensuring that disadvantaged pupils are challenged effectively and that early intervention is provided where required.

This is a whole school approach: all staff play an active role in supporting pupil premium pupils, uphold high expectations for their achievement, and work collectively to ensure that every child is able to fulfil their potential.

Challenges

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

Challenge number	Detail of challenge
1	There is mobility within our school community, resulting in a fluctuating number of pupils joining and leaving throughout the year. In Years 5 and 6, only 50% of pupils began their education with us in Reception; this co-

	hort, having benefited from the school's strong foundations from the outset, is performing well. Assessment data indicates, however, that pupils who join the school part-way through their primary education, particularly those who are disadvantaged and may experience multiple vulnerabilities, do not make the same level of progress as pupils who have been with us since the early years. This pattern highlights the importance of early, sustained access to our curriculum, teaching approaches and pastoral support systems.
2	Assessment data demonstrates that the attainment of pupils eligible for the Pupil Premium remains significantly below that of their non-Pupil Premium peers. At the end of the 2025 academic year in KS2, there was an attainment gap of 15% in Reading, 15% in Writing and 16% in Mathematics, based on the proportion of pupils achieving age-related expectations (ARE). This disparity is evident from the earliest stages of education: the attainment and developmental levels of Pupil Premium children are lower from Nursery onwards. In the previous academic year, the proportion of Pupil Premium pupils achieving a Good Level of Development (GLD) in the Early Years Foundation Stage was significantly lower than that of their non-disadvantaged peers. This attainment gap persists throughout the school and remains apparent by the end of Year 6.
3	Observations indicate that there is a high level of Social, Emotional and Mental Health (SEMH) need within our disadvantaged cohort. Both children and their families have demonstrated increased levels of anxiety in recent times stemming from social media and needed support for parenting in the digital age. These challenges have, in turn, had a negative effect on their ability to engage successfully in classroom learning.
4	Attainment of disadvantaged children in phonics at the end of Year 1 is lower than non-disadvantaged children meaning that children in receipt of FSM are more likely to have difficulties with reading as they move through the school. This is represented by a disadvantage gap of 34% in Phonics in 2025 (88% of non-FSM children compared to 54% of FSM children achieving the threshold mark.)
5	The attendance of pupils eligible for the Pupil Premium was lower than that of their non-Pupil Premium peers, averaging approximately 92%. Persistent absence was also a concern, with rates among disadvantaged pupils recorded at twice those of other pupils.
6	Many of our disadvantaged families demonstrate low levels of engagement with the school and are experiencing a range of challenges within the home, often linked to economic disadvantage. These circumstances have a consequential impact on the social, emotional and mental health of some pupils, which in turn affects their ability to achieve academic success.
7	More disadvantaged children are entering school at a lower level of school readiness and with a disadvantage gap already established at the start of Reception. This gap is difficult to close – in 2025 the gap was more significant due to the high-level need within the disadvantaged group and therefore only 12.5% of the disadvantaged children achieved GLD. In 2024, the disadvantage gap in the outcomes of children achieving GLD was 16% (63% of non-FSM children against 42% of FSM children)

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>The wider curriculum will have continued to be developed and all children will be able to access the full range of opportunities.</p>	<ul style="list-style-type: none"> • More children will be achieving age related expectations across the curriculum. • Disadvantaged children will have proportionally equal participation rates in after-school clubs and other enrichment opportunities. • The curriculum will continue to be developed to ensure it represents our community and develops all children’s cultural capital.
<p>The attainment gap in KS2 between pupil premium and non-pupil premium will be less significant.</p>	<ul style="list-style-type: none"> • Outcomes for all pupils will have improved over the year. • The disadvantaged gap in Reading will have closed at the end of KS2 (gap was 11% in 2025, with 58% of children achieving the expected standard) • The disadvantage gap in Maths will have closed at the end of KS2 (gap was 14% in 2025, with 63% of FSM children achieving the standard) • The disadvantage gap in Maths will also have closed in the Year 4 Multiplication Check (gap of 2.5 points in 2025) • There will be a smaller disadvantage gap in Writing by the end of KS2 with overall attainment improving (gap of 14% in 2025 with 47% of FSM children achieving the standard). • Attainment gap will be smaller in all subjects. • Use of interventions to narrow the gap.
<p>Children and families with SEMH and wellbeing needs will receive the support they need from school, and their SEMH will be improved.</p>	<ul style="list-style-type: none"> • To continue to enhance the PSHE curriculum for all pupils to enable all pupils to build strategies for managing their mental health.

	<ul style="list-style-type: none"> • SEMH policy to be used with staff. • Further training for staff when needed.
<p>Attendance of pupil premium children will have increased and the engagement of parents with their child's learning journey will be evident.</p>	<ul style="list-style-type: none"> • Attendance of all children will have improved • The gap between the attendance of disadvantaged and non-disadvantaged children will have closed. • A greater number of disadvantaged families will be attending parent consultations. • Tight monitoring and checking of attendance tracking in line with school policy and procedures will continue.
<p>Engagement in reading for disadvantaged children will have improved.</p>	<ul style="list-style-type: none"> • Accelerated Reader data will indicate high levels of engagement and reading among disadvantaged and non-disadvantaged children alike. • Reading outcomes for all children will have improved. • Disadvantaged children will have made accelerated progress to close the attainment gap and the gap will have decreased. • Young Readers for year groups in KS2 with highest proportion of disadvantaged will benefit from an additional reading for pleasure approach (to start in Jan 2026)
<p>Children from disadvantaged backgrounds will make quicker progress early in their education and will achieve stronger foundations by the end of KS1.</p>	<ul style="list-style-type: none"> • The disadvantage gap in outcomes of GLD at the end of the Reception year will have decreased (55.4% gap in 2025 with 12.5% of FSM children achieving GLD) • There will be an increase in the disadvantaged pupils that will meet the expected standard in phonics (2024 33.3% of disadvantaged pupils met the expectations in phonics and this increased to 53.8% in 2025. The gap between PP and non-PP children passing the phonics assessment also needs to reduce. In 2024 the gap was 41.1% (between PP and non-PP children)

	<p>and in 2025 this reduced by 6.3% to 34.8% gap.</p> <ul style="list-style-type: none"> • Children from disadvantaged backgrounds will secure Strong Foundations including letter formation, spelling and handwriting and will be more ready for KS2. • Children who are working behind in reading will have received ongoing 'keep up' support to accelerate their progress in line with the phonics program Little Wandle.
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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: £77,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in high quality teaching: teachers are given additional PPA time each week to allow them to plan collaboratively and address the needs of their cohort.	<p>Teach First research indicates that doubling the PPA entitlement will have a significant positive impact upon the outcomes for disadvantaged students. This time has allowed for staff to engage in professional learning such as lesson study, which was guided by Pete Dudley from the University of Cambridge.</p> <p>Teachers are given time to consider new guidance based upon their training – for example, the EEF toolkit to improve Mathematics and Literacy in KS1 and KS2.</p> <p>In 2025-26, this activity will focus upon the use of research-informed approaches to adaptation in the classroom to ensure all children can better access learning and make progress across the curriculum. Staff have shared planning time across the Federation where they are expected to plan collaboratively with a focus on adaptation.</p>	1, 2, 4, 7

<p>A wide range of professional development for staff, in collaboration with different external agencies to improve teaching.</p>	<p>The school, working across the Federation, will use evidence-based approaches to CPD in school, and validated courses, usually through the Local Authority, for external training. Courses run by the Local Authority for English and Maths leads will share latest research which are then brought into school and disseminated amongst the wider staff.</p> <p>Training focused on adaptation uses EEF research and the Local Authority's resources on Ordinarily Available Provision. Some training will be run by SALT professionals from the Local Authority to ensure all staff are better trained on how to support pupils.</p> <p>Staff will complete a lesson study, focused on elements of adaptation to meet the needs of vulnerable groups, this academic year.</p>	<p>1, 2, 4, 6, 7</p>
<p>A new phonics scheme will be consistently used within the school. Along side this, Accelerated Reader will continue to be funded to support progress in KS2.</p>	<p>The school has moved, from September 2025, to Little Wandle. This is a highly respected scheme which is built upon the latest evidence-based research into how children learn. The pedagogy behind the scheme is especially relevant to pupils with higher levels of disadvantage and has very high expectations for all pupils, and strategies and resources to help all children to 'catch up' if they are falling behind.</p> <p>Time and resource will be spent this academic year on training and coaching to support staff to embed the new routines, and ensure that the school has sufficient physical resources for the scheme to be delivered effectively.</p> <p>Reading comprehension strategies are identified as having very high impact by the EEF and alongside these being taught in class, the Accelerated Reader scheme that has been purchased is identified as supporting children in making at least 3 months additional progress. Evidence from the school over the past three years has demonstrated that the scheme has improved all pupils' engagement in Reading, and has improved the engagement of FSM pupils. This can be evidenced by the much smaller disadvantage gap, and strong outcomes, for FSM pupils in</p>	<p>2, 4, 7</p>

	Reading at the end of KS2 compared to Writing and Maths.	
Additional support in class (TAs)	Research indicates that teaching assistant interventions are identified as having a 4-month improvement on pupil outcomes – support staff are used carefully within the school with specific, prioritised interventions aimed at closing the gap for children who have fallen behind. Currently, these interventions will focus on establishing strong foundations in KS1 and Phonics and Reading catch-up.	2, 4, 7
Purchase of standardised assessments and training to ensure these are used effectively.	Standardised tests are used diagnostically to allow teachers to identify strengths and weaknesses and then address any misconceptions. They ensure that interventions and catch-up teaching are effectively targeting the needs of the cohort. This can be for interventions or for children that join the school at different intervals and used as a baseline. EEF research demonstrates that standardised tests are an important part of the classroom.	1, 2
Staff will continue to review the effectiveness and impact of the wider curriculum.	Additional PPA time and focused professional development time will be used to ensure the wider curriculum is developed and is as effective as possible for disadvantaged children. OFSTED's subject review documents demonstrate how time spent on subjects, considering pedagogy and disciplinary knowledge, can have a significant impact on the outcomes all pupils can achieve across the broader curriculum, and affect their readiness for the next phase of their education. Staff will also review the cultural capital opportunities within their subject area and their year group, to ensure these are fully accessible to all pupils and are helping to close the advantage gap.	1, 2, 7

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

Budgeted cost: £43,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group catch-up has been introduced across the federation – this will be taught by the class teachers (released by the provision of a PPA teacher) or an Assistant Headteacher.	The EEF indicates that small-group tuition has a positive impact on the progress of children, and is likely to be an important part of closing the gap. We have noted that this is most effective when led by the class teacher – who plan the group catch-up for all children – and taught by a well-qualified member of staff familiar to the children. Therefore, all our catch-up sessions are taught by fully qualified members of our staff, including members of the Senior Leadership Team, who the children will know.	1, 2, 3, 4, 7
A range of structured interventions will be put in place to support the specific needs of children in Early Years and KS1: for example, Early Talk Boost/Talk Boost.	We are judicious with the interventions we put in place – preferring to use a booster group approach which is bespoke to the individuals where possible. However, for specific needs, in collaboration with outside SEND agencies, we do use a range of structured interventions. These are evaluated through pre-intervention and post-intervention assessments and monitored closely by our Inclusion team.	2, 4, 7
Booster/intervention groups, directed by the class teacher.	Teachers are expected, through discussions with other staff, to form small booster groups to support pupil progress. This approach is evidenced by the EEF as being effective in accelerating pupil progress.	1, 2, 7

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

Budgeted cost: £ 37,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a strong Inclusion team, including a Family Partnership Worker.	Parental engagement is identified by the EEF as having a moderate impact on pupil progress and our family partnership worker works closely with a number of families, supporting both the children and the wider family. This team also works with families involved with social care closely due to the lack of provision	3, 5, 7

	available in the local area. Our Inclusion team ensures children with SEND, and those children who are disadvantaged, receive the additional support they need to make age related expectations.	
Trained Counsellor and other external staff working at school with specific children	These children have been identified by the Inclusion team as benefiting from focused support on their social and emotional health, in collaboration with their families. We also work with other external support agencies to ensure the SEMH needs of our children are met.	3, 5, 6
Whole-school focus on SEND, and on increasing attendance.	All teachers use additional PPA time to consider their provision for disadvantaged/vulnerable and SEN children and the adaptation required for children to be successful in class. Attendance is closely monitored by Inclusion and administrative staff and we work closely with families to help improve these; evidence indicates this can be a substantial barrier to progress.	2, 5
Development of extra-curricular opportunities and community projects.	A community plan is being constructed to help generate greater community and parental engagement with children's education and wider opportunities. Evidence indicates that this engagement will help to improve outcomes. Learning cafes and getting parents to work alongside their children, links to outside community groups and individuals will be used to promote engagement.	5, 6

Total budgeted cost: £ 159,075

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data indicates that all children (including disadvantaged) are making good progress at Fawcett. In KS2 (Y3-6) last year (24-25) pupil premium children made equal or accelerated progress in Reading compared to their non-pupil premium peers. This was the same in Maths.

We can also see that pupil premium children in Year 5 (24-25) made accelerated progress in Writing, the same amount of progress in Reading and they made better progress in Maths compared to non-pupil premium children last year

The attainment gap is closing slowly as well which is positive. In 2024-2025, the disadvantaged gap in Y3-6 reduced by 4% compared to the previous year (22% in 2025). In individual subjects there has also been a reduction in the gap in most subjects.

KS2 (Y3-6) pupils in 24-25

Reading: The gap 23% (PP to non-PP) has stayed the same as in the previous year 23-24.

Writing: There is a 22% gap between the pupil premium and non-pupil premium children meeting the expected standard or higher. This has reduced by 1% on the previous year.

Maths: There is a 24% gap in Maths which is 2.3% small than 23-24.

Closing the attainment gap in end of KS2 assessment (24-25) is still a priority. The gap was 41.3% between the pupil premium children and non-pupil premium children meeting the expected standard or above, 44% in writing and 55% in Maths. This remains a priority.

Although Phonics outcomes improved this year (75%) for all pupils, there is still a significant gap between the disadvantaged children achieving the expected standard compared to all children. There was a 21.7% gap in 24-25 but this has reduced compared to the previous year of 30.5% gap in 23-24. The school has made the strategic decision to change phonic program and Little Wandle has been implemented from September 2025. This program will better support vulnerable groups with the specific intervention and more rigorous program that will support all the children in learning to read and the write.

We continue to provide significant support through the Inclusion team to the families in our community, with regular contact and a range of different support measures. Attendance is also supported widely by the school and our attendance figures are largely in line with LA average attendance of 95.6% for all children. There is regular monitoring of attendance and for disadvantaged pupils attendance is at 92.8%.

Children have continued to receive a broad and balanced education with a wide range of trips and other experiences. We have also had visiting speakers and other experiences across the age ranges, alongside specialist teachers in some foundation subjects. Despite the financial pressures for schools and for families, all trips continued to go ahead as planned to ensure this breadth continued. Accelerated Reader continued to have a good level of take-up and demonstrated good progress for our pupil premium

children as did Times Tables Rockstars. Refined processes to support pupils with SEND meant these children received more rigorous support whilst the continued investment in TA support, and structured interventions, has been closely monitored to ensure this is helping to close the disadvantage gap. Investment has continued to be made in Forest School which has supported children with their SEMH and problem-solving skills.

Quality-first teaching continued to be developed, through curriculum monitoring and adaptation and a development of teacher subject knowledge. This ensured that adaptations were made to suit the needs of the children but also sustainable changes to improve the quality of teaching at the school. Staff CPD continues to be a focus and lesson study (made possible by the directed time) ensures that staff are reflecting on practice, improving and has a focus on quality first teaching. Training for support staff continues weekly. Progress reviews were effectively developed, linking SLT, class teachers and the Inclusion team, to ensure a more targeted and impactful approach to progress.

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

Further information (optional)

This plan is supplemented by a range of additional activities to support the holistic development of the children at Fawcett.

We will continue to monitor the research from respected institutions – primarily the EEF – to identify effective practice and further advice on how best to support children to make accelerated progress and recover any lost learning. We will also implement strategies learned from the NPQs which will be disseminated out from the staff member completing the course to ensure this learning is shared and has a positive impact on the practice within the school. We will also use these skills to ensure our approach to change management is as effective as possible.

This strategy will be evaluated regularly and robustly, primarily against the criteria of the progress pupils make but also looking more broadly at the wider child and their wellbeing in school. We continue to use our pupil premium funding in conjunction with our school development plan to ensure that the needs of our children and of our community are met, and this approach will continue to be adapted as these needs change.

Staff CPD remains a strength with all staff participating in lesson study, using Rosenshine's principles as a research-backed model to use. The investment in additional non-contact time has helped facilitate this study and continued collaboration across the Federation.

The strategy is closely linked to the Federation Improvement Plan, which is adapted regularly by the Senior Leadership Team to best reflect the school improvement work being undertaken. It is a collaborative effort with Trumpington Meadows Primary School and much of this strategy will be reflected in their own statement and will be the result of work across the two schools. That said, the statement also reflects the individuality and differences between the two schools and the cohorts and community that they serve.