



# Pupil premium strategy statement - Fielding 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	975 (YR-Y6)
Proportion (%) of pupil premium eligible pupils	7% (59)
Academic year/years that our current pupil premium strategy plan covers	2025-2 (Year 2 of 3 year plan)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing Board, Resources Committee
Pupil premium lead	Clare Haines, Deputy Head Teacher
Governor	P& A committee

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,505 +£13,150
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£114,655 (this is less than last year)

# Part A: Pupil premium strategy plan

## Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. At Fielding our pupils from disadvantaged backgrounds are a small group. Each and every one of them is precious to us. Some of our identified disadvantaged pupils have additional vulnerabilities which pose further barriers to achievement.*

*We intend for all of our pupils from a disadvantaged background to leave Fielding as confident individuals who are the best person they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful. Their 'pupil premium passport' will be their passport to their success and to opening doors in the next stage of their education.*

*Alongside our identified disadvantaged pupils we will consider the challenges faced by other vulnerable pupils, such as those who have special educational needs and/or a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.*

*High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties within reading and writing, than their non-disadvantaged peers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<p>Our assessments, observations, and discussions with pupils and families have identified a socio-economic gap.</p> <p>A high proportion of our disadvantaged pupils live outside the immediate school community (former catchment area), may not join at the usual entry points (Nursery/Reception) and some join during key-stage 2. The school is situated in a socially advantageous area, the socio-economic gap between disadvantaged pupils and others is wide. This results in challenges for some of our disadvantaged pupils, including behaviour and attitudes and impact on attainment. These challenges particularly affect disadvantaged pupils who have special educational needs.</p>
5	<p>Our attendance data over the last year indicates that attendance for most pupils has recovered since the pandemic, however for a small minority of pupils, they are persistently absent from school.</p> <p>16% of disadvantaged pupils have been 'persistently absent' compared to 6% of their peers during 2023-24, and <b>17% compared to 3.8% 2024-25</b></p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other

	sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved English attainment among disadvantaged pupils.	<p>KS2 reading and writing outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years.</p> <p>ARP phonics, for all pupils to met the expectation of the PSC by the end of key stage 1.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2026/27 show that more than 95% of disadvantaged pupils met the expected standard and that there is significant improvement towards this in the interim years.</p> <p>For the average score in the MTC to be above 23 for disadvantaged pupils</p>
To achieve and sustain improved, behaviour and attitudes for all pupils in our school, particularly our disadvantaged pupils, through a values-based ethos.	<p>Sustained high levels of wellbeing by 2024/25 and 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant reduction in behaviour incidents</li> </ul> <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils who are in the ARP.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• year on year the overall unauthorised absence rate for all pupils being no more than 2%,</li> <li>• the percentage of disadvantaged pupils who are persistently absent being below 5%</li> </ul>

## 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: £ 40,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of additional standardised diagnostic assessments.(NFER)</p> <p>Support for staff to ensure assessments are interpreted and administered correctly including for mobile pupils.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time. (<i>English speaking and listening</i>)</p> <p><b>Update 2025-26, Leader for Oracy, speaking and listening frameworks</b></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Further training for all staff on our chosen <a href="#">DfE validated Systematic Synthetic Phonics programme</a> , RWI to secure stronger phonics teaching for all pupils including those in the ARP and in Key stage 2 who need to catch up.</p> <p>(<i>English reading</i>)</p> <p><b>2025-26 continue with early reading, and further develop teaching of reading by strengthening WCR structure, new reading leader in place</b></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>Writing, adaptation of our current framework or</p>	<p>Evidence shows that combining reading and writing instruction, particularly</p>	2

<p>purchase of a tested scheme for the teaching of writing to provide a clear support structure for teachers and support staff to work within.</p> <p><i>(English writing, also linked into speaking and listening)</i></p> <p><b>2024-25 subscribed to IAACW, 2025-26 continue implementation &amp; training.</b></p>	<p>through high quality text, improves outcomes</p> <p><a href="#">EEF, combining reading and writing outcomes</a></p> <p><a href="#">EEF, improving literacy at key stage 2, 7 stages</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p><b>2025-26 continue, new maths leader in post</b></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	3
<p>Improve the quality of social and emotional learning through a refresh of our Values-based ethos and the implementation of the Inner Curriculum</p> <p>VBL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p><b>2025-26 continue</b></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF Values Based Education</a></p>	4

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

Budgeted cost: £ 40,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group &amp; individual teaching for pupils who need to catch-up.</p> <p>A significant proportion of the pupils who receive small group teaching will be disadvantaged, including those who are high attainers.</p> <p><b>See targeted pupil list 2025-26</b></p>	<p>Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3,
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support, as identified through ongoing assessment, including for pupils in the ARP</p> <p><b>See targeted pupil list 2025-26</b></p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
<p>To continue to foster a love of reading through enrichment opportunities, including wider family intervention such as rocket readers.</p> <p><b>See targeted pupil list 2025-26</b></p>	<p><a href="#">The DfE reading framework</a></p>	2
<p>To improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills, continuation and enhancement early intervention including:</p> <ol style="list-style-type: none"> <li>1. NELI in EY, extending to Nursery and the ARP,</li> <li>2. AET Bucket Time.</li> <li>3. Bedrock vocabulary</li> <li>4. Brick by Brick</li> </ol>	<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><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1,

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

Budgeted cost: £ 40,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on VBE/VBL including our approach to behaviour management and the implementation of the 'Inner Curriculum' with the aim of developing our school ethos and improving behaviour and attitudes across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a> VbE creates a culture in which young people and adults thrive because they are empowered, by living their values, to ethically self-regulate their thinking and behaviour. <a href="#">Values Based Education</a>	4
Embedding principles of good practice set out in the updated 2024 DfE's guidance on <a href="#">working together to improve school attendance</a> .	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £ 120,110**

## Further information (optional)

<p><b>Additional activity</b></p> <p>Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:</p> <p>Continuation of the 'PP passport' scheme which includes</p> <ul style="list-style-type: none"> <li>mentoring programme, every disadvantaged pupil to have a staff mentor to champion them</li> <li>The offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be prioritised and supported to participate. This includes access to 1 club per term, residential trips for Years 3-6 and 2 'PP enrichment trips per year'</li> </ul>
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- Access to Forest school and nurture club as needed

In addition

- Continue to fund 3 x speaking and listening specialist TAs and 1 HLTA
- Continue to fund 1x FT Learning Mentor
- Continue to champion PP pupils for pupil leadership opportunities ,
- Continue to champion PP pupils for music and sport participation and for at least 8% to represent the school

## Part B: Review of the previous year, 2024-25

### Outcomes for disadvantaged pupils

Number of pupils:

Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PP		3	8	7	20	17	13	16
SEND Support	0	3	2	0	3	6	16	21
SEND EHCP (ARP)	1	4 (2)	6 (4)	11 (7)	12 (6)	11(4)	6 (3)	4
PP & SEND		1	4	3	6	3	3	3

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts, particularly for pupils in Years 4, 5 and 6 who had the most disruption) and to results achieved by our non-disadvantaged pupils.

*Note due to small numbers of pupil premium pupils in each year group, a direction comparison using percentages cannot be made, the 'difference (dif)' has been calculated taking into consideration the percentage each pupil premium pupil represents and represents pupil numbers.*

GPS = Grammar, punctuation and spelling

MTC= Multiplication tables check

		Reading			Writing			Mathematics			GPS			PSC			MTC		
		%ARE +															Average score		
	Each dis pupil worth (%)	Non-Dis	Dis	Pupil diff	Non-Dis	Dis	Pupil diff	Non-Dis	Dis	Pupil diff	Non-Dis	Dis	Pupil diff	Non-Dis	Dis	Pupil diff	Non-Dis	Dis	diff
R	33	96	33	-2	92	33	-2	95	33	-2									
1	12.5	93	67	-2	87	50	-2	97	83	-1				96	75	-2			
2	20	90	40	-2.5	76	40	-1.5	97	40	-3	90	60	-1.5	100*	100	=			
3	7	90	80	-1	62	33	-4	86	80	-1	77	67	-1.5						
4	6	91	75	-4	70	38	-5	93	81	-2	86	56	-5				23.5 (55%)*	20.75 (25%)*	-2.75
5	9	98	91	-1	82	46	-4	97	75	-3	86	58	-3						
6 **	6	92	88	=	90	69	-3.5	91	63	-4									
Nat																			

\*Phonics, 6/8 Overall – ARP 3 out of 5 successful

\*\*No Year 6 data at the time of writing

\*\*\* % achieving full marks

The data demonstrates that, with the exception of Years 2 & 4 in reading & Years 2,5 & 6 in mathematics, in reading and mathematics most disadvantaged pupils **achieve broadly in-line** with their non-disadvantaged peers in school and nationally. However this is not the case in writing. Where disadvantaged pupils perform **significantly lower** than their peers in school but

broadly in-line with national, this is further qualified in the outcomes for grammar, punctuation and spelling (GPS).

In phonics disadvantaged pupils with the exception of those in the ARP **achieve in line** with their non-disadvantaged peer in school and nationally. Pupils in key stage 2 who needed to catch-up have done so. Although pupils in the ARP do not achieve in line with others significant progress has been made this year.

**In order to achieve the objectives set for the 2024-27 strategy we will continue to keep a sharp focus on outcomes and especially in writing. Individual focus pupils have been identified.**

We have also drawn on school data and observations to assess **wider issues** impacting disadvantaged pupils' performance, including attendance and behaviour.

	Attendance % (brackets refer to 23/24)			Persistent Absence % (brackets refer to 23/24)		
	Dis	Non-Dis	Dif	Dis	Non-Dis	Dif
School	(93.8) 94	(96.3) 97.1	(-2.5) -3.1	(15.7) 17*	(5.5) 3.8	(-10.2)-13.2
National (spring term)**	92	97.7		27.5	12.1	-0.5
	+2	+0.6		-10.5	-8.3	

\*15 pupils. Includes 5 pupils with EHCP (1 ARP) 1 P/T timetable, 1PEX, 1 family of 3 & 1 family of 2, 1 child subject to CP plan, 3 open to children's services (assessment stage), no severely absent. 3 referred to Ealing attendance team, 5 previous EHAP in place, at time of reporting 3 pupils just above 89%.

\*\*YTD not available at time of review.

Disadvantaged pupils **do not attend school as regularly as non-disadvantaged pupils**. The data demonstrated that most disadvantaged pupils attend school in-line with non-disadvantaged pupils in school and nationally. However 15 pupils of this group have been persistently absent from school, this continues to be a challenge due to the multiple barriers to education these pupils face.

	pupils with behaviour event recorded			total behaviour events			Average behaviour event per pupil where a pupil has at least one event recorded		
	Dis	Non-Dis	Dif	Dis	Non-Dis	Dif	Dis	Non-Dis	Dif
All	78.6%	49.7%	28.9%	22%	78%	-56%	10.97	3.5	+7.47
SEND	21/24	52/70					9.64	4.03	+5.61
ARP	6/7	12/20							

Regarding behaviour and well-being, the data indicates that disadvantaged pupils on average have significantly more behaviour events recorded than their non-disadvantaged peers and even more so if they have a special educational need and again even more so if they are also an ARP pupil. **This needs to be a continued focus. It is worth noting that a significant number of behaviour incidents are recorded for a pupil who is now PEX and 3 who are waiting for more specialised provision.**

Enrichment opportunities					
Clubs (or EMS)	Residential	Latymer	Leadership role	PE representation	Music representation
56/66, 73%*	56/68**	6/7	33/83,	13/83, 16%	13

\* no ARP, PP pupils (7) took part in a club

\*\* including 4/6 eligible ARP pupils

Our evaluation of the approaches delivered last academic year indicates that our ongoing **'pupil premium passport' approach** to engaging families was **as effective as previous years** in the 2024-25 academic year.

The offer of a termly extra-curricular club (or EMS lesson) for all disadvantaged pupils was taken up by 73% and residential trips 82% for those in Years 3-6, this was higher than previous years, however less pupils represented the school in sport and/or music opportunities.

One additional pupil premium trip went ahead and was well attended.

56% of pupils attended additional tuition outside of school hours, this included Bedrock vocabulary, Rocket Readers, additional writing and maths support.

Going forward we will continue to prioritise the Pupil Premium Passport offer, but as last year will not allocate funding to this as it is self-sustaining through the main-school budget. We also will look at ways of getting more PP ARP families engaged in this.

**Mentoring continues to be a mixed picture**, where mentors have built a strong relationship with their mentee over a long period of time, mentees reported that they enjoyed meeting with their mentor and found it useful, however where staff have not created time to meet and build relationships this has not been effective.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Bedrock Vocabulary	Bedrock learning