

# Michael Faraday Primary School

## Pupil Premium Strategy Plan (2025 - 2026)

### School overview

Detail	Data
School name	Michael Faraday
Number of pupils in school	423
Proportion (%) of pupil premium eligible pupils	33% (148)
Academic year/years that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Michael Faraday Governing Body
Pupil premium lead	Natalie Barrett
Governor lead	Bella Boman-Flavell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£197,880
Recovery premium funding allocation this academic year	£19,684
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£217,564</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

### Statement of Intent

At Michael Faraday Primary School, we have embedded a culture of nurture and excellence. We celebrate success and we want to ensure every child achieves their best. We are committed to equity, not just equality. This means addressing individual barriers with bespoke support, rather than offering the same to all. Our approach is rooted in the belief that disadvantage is not destiny, and we will do whatever it takes to remove barriers to success.

Our pupil premium strategy adopts a tiered approach to ensure that all children, including those who are disadvantaged, consistently experience high-quality teaching, access targeted academic support, and benefit from a rich curriculum offer and well-rounded education. We provide opportunities that make learning memorable and offer a range of enriching experiences. Strategies embedded include pastoral support for personal, social, emotional and behavioural needs, support to improve attendance and opportunities to enhance character development, alongside diverse opportunities aimed at enriching their cultural capital.

The staff work with families and external agencies to maintain high aspirations and expectations for all our children, regardless of background or individual barriers to success. We utilise educational research, such as the Educational

Endowment Fund, to guide the use of our resources, including human resources for maximum impact on success in school.

### Objectives:

- School readiness: Ensure early years pupils, especially those from disadvantaged backgrounds, are equipped with the fundamental skills needed for learning.
- Close the attainment gap: Improve the educational attainment of disadvantaged pupils in core subjects.
- Social and interpersonal skills: Develop children's social and interpersonal skills to prepare them for future life steps.
- Wellbeing and enrichment: Support children's development of self-regulation, resilience and positive learning behaviours through structured provision and universal strategies. Ensure participation in extracurricular activities to broaden their experiences and skills.
- Parental Engagement: Provide targeted parental workshops, resources and support sessions to equip families with strategies to support learning at home.
- Attendance and punctuality: Support families to ensure good attendance and punctuality, preventing missed learning opportunities.

### Challenges

Potential challenges for disadvantaged pupils:

1. Low attainment and lack of progress: Some pupils may struggle with understanding and remembering what they learn, leading to gaps in their knowledge and slower progress compared to their peers.
2. Learning behaviours: Some disadvantaged pupils lack confidence in themselves and may find it difficult to stay motivated and resilient when faced with challenges in their learning journey.
3. Limited experiences: Our disadvantaged pupils often have fewer opportunities to explore and learn beyond their home and immediate community environments, which can limit their overall growth and development.
4. Attendance: Low attendance rates and persistent absence will result in missed learning opportunities and hinder progress.
5. School readiness: Upon entry into Early Years, a significant number of our disadvantaged pupils exhibit low levels of readiness, particularly in areas such as communication, literacy and language skills.
6. Parental engagement: Engaging parents/carers in their child's education can be challenging, especially when they have negative perceptions or past experiences with the education system.
7. Digital access and language barriers: Some families have limited access to digital learning tools or face language barriers that affect communication with school and ability to support home learning.

### Intended outcomes and success criteria:

This section 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.

#### 1. Narrowing the attainment gap

Objective: Improve the educational attainment of disadvantaged pupils.

Success Criteria:

- The proportion of pupil premium pupils achieving the expected standard or higher at the end of each key stage increases year-on-year.
- Gaps in progress between pupil premium and non-pupil premium pupils in reading, writing and maths are closing across all year groups.
- Monitoring, evaluation, and review cycle indicate that the vast majority of our teaching is of high quality.
- Books demonstrate good evidence of learning and at least good progress from starting points.
- End of summer data will show that 95-100% of disadvantaged children have made expected progress from individual starting points.
- Where children have not made expected progress, there will be evidence that interventions and support have been implemented. Analysis of interventions will show that they have had a positive impact on the disadvantaged children's learning and have helped accelerate their progress.
- Consistent implementation of excellent practice and high expectations across the school for reading.
- Assessments and observations show improved outcomes in writing, language, and number for disadvantaged pupils, as seen through progress data, engagement, book scrutiny and formative assessment.

## 2. Supporting social, emotional and health needs

Objective: Support the social, emotional, and/or health needs of disadvantaged pupils so that these needs are removed or alleviated.

Success Criteria:

- Boxall profile or similar assessments show improvements in identified pupils' emotional and behavioural functioning.
- The school fosters strong relationships with community groups that can offer further support for families.
- SENCO and DHT identify and support families and children, ensuring effective mechanisms are in place to engage with and support parents in managing children's emotional, behavioural or mental health difficulties (e.g., signposting parents to community organisations that can offer support).
- Children feel safe and secure in their community and, as a result, are free to access learning and progress well.
- Identified children are invited to small group or 1:1 emotional support/therapy sessions.
- Vulnerable disadvantaged children are allocated a designated person who will check in with them regularly and provide support/alleviate barriers.
- Pupil and parent voice will show that parents and children of disadvantaged families feel supported and that additional barriers are alleviated where possible.

## 3. Participation in enriching experiences

Objective: Ensure disadvantaged pupils participate in enriching experiences and exciting learning opportunities that they might not otherwise have access to.

Success Criteria:

- Data shows an upward trend in participation over time, with all pupil premium children attending at least one enrichment experience termly.
- Cultural capital audits reflect increased pupil knowledge of key cultural, historical and artistic references.
- Pupil voice will show that children enjoy school and are enthused to learn more, with a love of learning instilled in all children.
- Teachers and support staff plan a wide range of trips, visitors, and experiences to inspire/enhance learning and make it memorable.
- Children are exposed to a wide range of social, cultural, enrichment, and sporting experiences within and outside the school day.

- Children are provided with a choice of after-school clubs and extracurricular activities, with pupil premium children's uptake of these activities tracked and children targeted and encouraged to engage with clubs.

#### 4. Improved attendance and reduced persistent absence

Objective: Improve attendance and reduce persistent absence among disadvantaged pupils.

Success Criteria:

- Termly attendance panels with families of persistently absent pupils show improved engagement and measurable attendance gains.
- Disadvantaged pupils at least in line with national attendance averages for non-disadvantaged pupils (95+%).
- Monitoring of attendance by DHT brings about an increase in pupil premium pupils' attendance and a decrease in persistent absence.

#### 5. Personal development focused on healthy body and mind

Objective: Promote personal development, focusing on maintaining a healthy body and mind.

Success Criteria:

- Children are physically healthy and maintain a healthy weight.
- Children have good stamina for learning and high energy levels.
- Children engage in daily exercise and understand the importance of food choices on their ability to learn.

Monitoring and evaluation

- Data Collection: Regular collection and analysis of data related to pupil progress, attendance, behaviour and well-being.
- Impact tracking: All interventions and support are evaluated using a robust impact tracking system, reviewed termly.
- Governor oversight: Pupil Premium Link Governor is provided with regular updates and challenge opportunities to ensure accountability.
- External review: Participation in a Pupil Premium peer review or audit process every two years to validate and improve strategy implementation.
- Review meetings: Termly review meetings involving senior leadership, teachers, and support staff to evaluate progress towards success criteria.
- Feedback: Gathering feedback from pupils, parents and teachers to inform and adjust strategies.
- Annual report: An annual report summarising the impact of Pupil Premium funding on narrowing the attainment gap and improving educational outcomes for disadvantaged pupils.

### **Activities planned for 2025 - 2026**

This report details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges identified.

#### **Tier 1: Support the Quality of Teaching**

**Budgeted Cost: £120,000**

#### **Activities:**

We recognise the critical role that support staff play in the success of our pupil premium children. By investing in support staff, we aim to create an inclusive and nurturing environment where pupils can flourish in their potential academically, socially and emotionally.

Our investment in additional support staff this academic year is designed to provide targeted support in several key areas:

**Targeted in class support:** Support staff work closely with teachers to offer targeted support to pupil premium children during lessons, in order for children to receive the individualised attention they need to overcome learning challenges and make significant progress.

**Interventions:** Support staff lead and facilitate targeted interventions tailored to address specific academic gaps. These structured and carefully selected interventions help pupil premium children catch up with their peers in key areas such as reading, phonics, writing and maths.

**Emotional, social and personal development:** Support staff regularly check in on the well-being and mental health of our pupil premium pupils by providing a reliable and supportive presence, they will help to address any social or emotional issues that may arise, ensuring that our children are ready to learn and thrive in a supportive environment.

**Professional development:** Rolling programme of Continuing Professional Development (CPD) for support staff, to ensure they have the knowledge and skills to support the range of needs of pupil premium children. The impact of the CPD program monitored.

#### **Evidence supporting this approach:**

Research highlights the importance of targeted support and the positive impact it has on disadvantaged pupils. The Education Endowment Foundation (EEF) emphasises that tailored support, particularly from well-trained staff, can significantly improve outcomes for children facing various barriers to learning.

#### **Tier 2: Enriching Experiences**

#### **Budgeted Cost: £40,000**

By investing in these following activities, we aim to provide a rich educational experience that nurtures every aspect of our pupil premium children's development. This approach ensures that they not only achieve academically but also grow into confident, capable and well-rounded individuals.

#### **Activities:**

**Forest school:** Our forest School program provides an outdoor learning environment where pupil premium children can engage in hands-on, experiential learning. This initiative helps to build confidence, self-esteem, and a connection to nature, fostering a sense of curiosity and exploration. The forest school sessions are led by qualified staff and are designed to enhance pupils' social skills, teamwork and resilience.

**Extra-curricular clubs:** We offer a variety of after-school clubs, free of charge, that are designed to cater to a wide range of interests and talents. By subsidising these clubs for pupil premium children, we ensure that they have equal opportunities to participate, develop new skills and pursue their passions outside the regular curriculum.

**Subsidised wrap-around care:** To support working families and ensure that pupil premium children have a safe and stimulating environment before and after school, we offer subsidised wrap-around care on school site.

**Trips and visitors:** As part of our commitment to broadening the experiences of our pupil premium children, we organise educational trips and invite visitors to the school to provide valuable real-world learning opportunities. These experiences are integral to our curriculum – bringing learning to life and making the learning memorable.

#### **Evidence supporting this approach:**

Research indicates that enriching experiences beyond the classroom play a crucial role in the overall development of children, particularly those from disadvantaged backgrounds. The Education Endowment Foundation (EEF) highlights that extracurricular activities and enrichment opportunities can significantly enhance pupils' social skills, well-being, and academic performance.

**Tier 3 Budgeted Cost: £60,000**

**Activities:**

**1. Emotional and social support:**

- Provide targeted emotional and social support: We recognise the importance of emotional and social well-being in academic success. We offer targeted support to disadvantaged pupils to address their specific emotional and social needs.
- Effective deployment of staff for pastoral needs: Our support staff are strategically deployed to meet the pastoral needs of our pupils. This includes providing one-on-one support and creating a nurturing environment for those who need it most
- Therapy sessions and interventions: We offer various therapeutic interventions, such as Emotional Literacy Support Assistant (ELSA) sessions, Mentivity and our school counsellor, to help pupils manage their emotions and develop resilience. These sessions are tailored to meet the individual needs of each pupil.
- Vulnerable Pupils: Due to our staffing structure, we have the capacity for support staff and non-class based SLT to check in with vulnerable pupils. These regular check-ins and support help to alleviate barriers to learning and ensuring that pupils feel supported and valued.

**2. Attendance and Punctuality:**

- Systems to address poor attendance and –punctuality: We have robust systems in place to monitor and improve attendance and punctuality among our pupil premium children. This includes daily first-day calling from the office to follow up on absences, DHT follow up absences and maintain open lines of communication with parents.
- Improved communication with parents: Enhanced communication strategies are used to keep parents informed and engaged. This includes regular updates, parent workshops, invitations to school such as Bring Your Parent to school day and providing support where necessary to encourage better attendance and punctuality.
- Overseeing attendance and arranging early help: Our Deputy Head Teacher (DHT) oversees attendance and coordinates with external agencies to arrange Early Help for families in need. This proactive approach helps to address issues before they become significant barriers to learning.
- Provision of free breakfast club: To ensure that all children start their day ready to learn, we offer a free breakfast club. This program not only provides a nutritious start to the day but also supports punctuality and attendance.

**3. Family Support and Community Engagement:**

- Provide early help support to families facing challenges (e.g., housing, finances, health)
- Offer access to a Family Support Worker, drop-ins or signposting to other services.
- Host termly parent forums to consult, build trust, and co-design support.

**4. Transition Support:**

Provide bespoke transition support for vulnerable pupil premium children, including Reception and Year 6 transitions and mid-phase admissions.

**Evidence supporting this approach:**

Research by the Education Endowment Foundation (EEF) indicates that addressing non-academic barriers such as emotional well-being, social support, and attendance can significantly impact pupils' overall success. Ensuring that children are emotionally and socially supported creates a positive environment conducive to learning.

By implementing these wider strategies, we aim to remove barriers to learning, ensuring that our pupil premium children are equipped to succeed both academically and personally.

# Review of outcomes in the previous academic year (2024 - 2025)

## Headline impact summary

### 1. Attainment

#### Evaluation:

- 53% of disadvantaged pupils made expected or better progress in Reading (up 4% from previous year), 48% in Writing (up 3% from previous year) and 59% Maths (up 13% from previous year)
- Targeted support through small groups and 1:1 intervention was regularly reviewed and adjusted during pupil progress meetings
- Monitoring showed strong evidence of learning in books and evidence of high pupil engagement observed during learning walks.

### 2. Enrichment of experiences

#### Evaluation:

- 100% of PPG pupils attended at least one trip, and 100% participated in an after-school club, improving engagement and social skills.
- Extra-curricular activities were made accessible to all pupil premium children and these experiences enhanced learning and personal development.

### 3. Attendance

#### Evaluation:

- Persistent absence for PPG pupils reduced from 17% to 13%, following the introduction of family support plans and mentoring.
- Deputy Headteacher worked with families to address attendance barriers.
- Attendance and its importance were regularly emphasised to parents and pupils.
- Breakfast club participation positively impacted attendance.

### 4. Personal Development

#### Evaluation:

- Parent and pupil voice indicated a safe and happy school environment.
- Strong relationships between peers, pupils and staff and staff and parents.
- Children received regular emotional support/therapy/pastoral support.
- Healthy eating and exercise were promoted through various school activities.

This comprehensive approach ensures that our pupil premium strategy effectively supports the academic and personal development of all our pupils, particularly those who are disadvantaged.