

Pupil premium strategy statement – Michael Faraday 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	420
Proportion (%) of pupil premium eligible pupils	
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)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Michael Faraday Governing Body
Pupil premium lead	Sarah Haley
Governor / Trustee lead	Isabella Bowman-Flavell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,130.00
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>	£230,130.00

Part A: Pupil premium strategy plan

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 Education Endowment Foundation (EEF), to guide the use of our resources, including human resources for maximum impact on success in school.

Challenges

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

Challenge number	Detail of challenge
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.
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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
Narrowing the attainment gap	By 2029, disadvantaged pupils achieve outcomes broadly in line with their peers in reading, writing and mathematics. Writing attainment improves year-on year
Supporting social, emotional and health needs	Children will feel safe and secure in their community and, as a result, are free to access learning and progress well. Pupil and parent voice will show that parents and children of disadvantaged families feel supported and that additional barriers are alleviated where possible.
Participation in enriching experiences	Participation rates for disadvantaged pupils in enrichment, clubs, music, sport and residential opportunities remain at least in line with their peers. Pupil voice demonstrates that disadvantaged pupils feel known, valued, supported and represented within school life.
Improved attendance and reduced persistent absence	Attendance for disadvantaged pupils is above national FSM averages throughout the strategy period. Persistent absence for disadvantaged pupils is below national figures and reduces year-on-year for pupils who are disadvantaged and have SEND.
Personal development focused on healthy body and mind	Children engage in daily exercise and understand the importance of food choices on their ability to learn.

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.

Our approach has been informed by the Education Endowment Foundation (EEF) Guide to the Pupil Premium, Making Best Use of Teaching Assistants, Special Educational Needs in Mainstream Schools, Effective Professional Development, Improving Literacy in Key Stage 2, Oral Language Interventions, Metacognition and Self-Regulation guidance reports, alongside the DfE Working Together to Improve School Attendance guidance,

The Reading Framework, the DfE Enrichment Framework and current national SEND reform priorities.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school writing improvement programme (Talk for Writing) including specific transcription, spelling and oral rehearsal	EEF Improving Literacy in Key Stage 2 guidance identifies explicit teaching of vocabulary, sentence construction, transcription and writing processes as essential to improving writing outcomes. Research also demonstrates that integrating speaking, reading and writing improves attainment, particularly for disadvantaged pupils. Writing remains the largest area of disadvantage identified through school analysis.	1, 2,5, 7
TA specialist development and adaptive teaching training	EEF Making Best Use of Teaching Assistants guidance demonstrates that teaching assistants have greatest impact when supporting high-quality classroom instruction rather than creating dependency through excessive one-to-one support. This aligns closely with the school's Inclusion Strategy and emerging SEND reforms which place increasing emphasis on expertise within classrooms.	1,2, 5

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI and language interventions	NELI has one of the strongest evidence bases available for improving oral language skills in early years and Key Stage 1. EEF trials demonstrated positive impacts on language development, vocabulary and later literacy outcomes. Early language development remains a key protective factor for future academic achievement.	1,2,5
Little Wandle Phonics programme, including catch up interventions.	EEF literacy guidance recommends targeted intervention where assessment identifies specific gaps in writing knowledge and skills. School analysis	1,2,5

	demonstrates that writing remains the largest attainment gap for disadvantaged pupils and the most significant area of challenge for pupils who are both disadvantaged and have SEND.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment activities: Forest School, participation in extra-curricular clubs	The DfE Enrichment Framework identifies participation in enrichment, culture, leadership and wider opportunities as critical for personal development, belonging and future aspiration. High quality enrichment is particularly important for reducing inequity of opportunity experienced by disadvantaged pupils.	3
ELSA, one to one counselling	EEF evidence on social and emotional learning highlights the importance of relationships, belonging and self-regulation in securing long-term academic outcomes. Research consistently demonstrates that disadvantaged pupils benefit from trusted adult relationships and family engagement.	5,6
Attendance leadership, monitoring and family engagement	DfE Working Together to Improve School Attendance guidance identifies strong leadership, early intervention, family partnership and rigorous monitoring as key drivers of improved attendance. Attendance remains one of the strongest predictors of academic success and safeguarding outcomes	4, 6
Subsidies for trips, residential and curriculum enrichment	Research suggests that educational visits, residential experiences and wider cultural opportunities contribute to confidence, wellbeing, relationships, independence and aspiration. School evidence demonstrates that removing financial barriers significantly increases participation for disadvantaged pupils	3
Parent engagement and workshops	EEF evidence demonstrates that effective parental engagement can improve attendance, behaviour and academic outcomes. The strongest impact occurs when engagement focuses on learning, relationships and early identification of barriers rather than attendance monitoring alone.	4,6

Total budgeted cost: £ 230, 200.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Objective 1: Narrowing the attainment gap

- 62% of disadvantaged pupils made expected or better progress in Reading (up 9% from previous year), 52% in Writing (up 4% from previous year) and 65% in Maths (up 6% from previous year). Assessed using Testbase assessment data (standardised assessment) and teacher judgement. Writing is moderated termly.
- 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.

Objective 2: Supporting social, emotional and health needs

- 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 through three trained ELSA staff and our school counsellor

Objective 3: Participation in enriching experiences

- 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.

Objective 4: Improved attendance and reduced persistent absence

- 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.

Objective 5: Personal development focused on healthy body and mind

- Healthy eating and exercise were promoted through various school activities.
- Regular workshops held for children run by school chef
- Partnership with the Youth Sports Trust and Well Schools initiatives to develop strategies to encourage health lifestyles.

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
Little Wandle Phonics	Little Wandle Learning trust
NELI	Nuffield Foundation