Year 3 Review of the Pupil Premium Strategy (2025–26)

Federation of Fairfield Infant School and Colneis Junior School | Final review of the 2023–2026 strategy

Overview

The final year of the three-year strategy demonstrates sustained provision across academic support, language development, emotional wellbeing and enrichment. The clearest quantified improvements in the Year 3 narrative concern behaviour incidents involving disadvantaged pupils, alongside broad access to sporting events and clubs. However, disadvantaged attendance remains lower than that of their peers at both schools.

At KS2, there is a positive 3 year trend with pupil premium children achieving the expected standard. Rising from 41.7% in 2024 to 54.2% in 2026. Maths continues to demonstrate real strength, along with a positive increase in reading too. Writing, with an increase of 1.2% from the previous academic year continues to be an area of focus for the school.

At KS1, a fluctuating trend over the three years finished with a rise of over 20%, from 21.4% to 43.8%. Phonics has also continued to improve year on year, with a final year percentage of 75%, a rise of 4.4%.

Positive Improvements and Evidence of Impact

Behaviour and inclusion

At Colneis, recorded negative behaviour incidents involving Pupil Premium pupils reduced from 169 of 255 total incidents (66%) in 2024/25 to 80 of 294 (27%) in 2025/26. This is a reduction of 89 PP-attributed incidents, despite an increase in total incidents. At Fairfield, PP-attributed incidents fell from 209 of 402 (52%) to 13 of 301 (4%), a reduction of 196. These figures indicate a substantial improvement in recorded incidents involving disadvantaged pupils. They should be interpreted alongside differences in cohort composition, recording practice and the needs of individual pupils. In 2025/26, 86% of Colneis PP-attributed incidents related to two pupils with EHCPs and behaviour plans. The introduction of Zones of Regulation in every classroom, calm spaces and continued emphasis on school values are plausible contributors.

Social, emotional and mental health support

The review records 34 Pupil Premium pupils accessing individual Thrive sessions and 24 accessing group provision, including Year 6 transition support. Sensory circuits were introduced in the summer term and supported 32 children, 18 of whom were Pupil Premium. Pupil and parent feedback remained positive; monitoring indicated that most pupils demonstrated positive learning behaviours. This represents considerable targeted and universal provision. Future evaluation should include baseline and follow-up measures of regulation, classroom engagement and learning access, rather than relying on participation alone.

Wider opportunities and enrichment

Across Years 1–6, 438 children attended at least one sporting event, including approximately 80% of Pupil Premium pupils and 79% of pupils with SEND. Around 62% of all pupils attended at least one free school-run club, compared with around 60% of Pupil Premium pupils and 56% of pupils with SEND. The two-percentage-point club participation difference suggests relatively broad access, although participation is not yet universal. Trips and experiences were offered across year groups, including residential, museum, sporting and curriculum-linked opportunities. The next plan should track individual disadvantaged pupils who do not take part and the reasons for non-participation.

Early language and communication

Nursery pupils continued to be screened through WellComm and Reception pupils through Language Link, with targeted intervention and referral pathways. The ELKLAN-trained HLTA increased capacity for speech and language support. This indicates an established early-identification and response model.

Parental engagement and family support

The pastoral team continued to respond to demand for Early Help and parental support. Three Family Thrive courses supported 14 families, and parent events reportedly attracted good attendance. These are positive indicators of reach and engagement.

Academic attainment and targeted support

The strategy describes close tracking of disadvantaged pupils through NTS assessments, teacher assessment and pupil progress meetings, with interventions targeting gaps in learning and the overlap between disadvantage and SEND. The original Year 3 statement also contains attainment and trend charts for KS2, KS1, phonics and EYFS.

Where Gaps Are Closing — and Where They Remain

Behaviour

The proportion of all recorded incidents attributed to disadvantaged pupils reduced markedly at both schools for the 2025/26 cohort of children.

Participation

Pupil Premium participation in free clubs was approximately 60%, close to the 62% figure for all pupils. Sporting participation was approximately 80% for disadvantaged pupils.

Attendance

Colneis: 90.31% attendance for 76 disadvantaged pupils compared with 94.58% for 282 other pupils, a 4.27 percentage-point gap. Fairfield: 92.85% for 36 disadvantaged pupils compared with 95.35% for 273 other pupils, a 2.50 percentage-point gap. These are substantial barriers to consistent access to teaching. Attendance figures are broadly in line with previous years. More work needs to be done to investigate the barriers for these children and to support them in bringing their attendance in line with National.

Priority Areas for the Next Three-Year Strategy

1. High-quality teaching and responsive academic support

Prioritise consistently strong classroom teaching, precise modelling, checks for understanding and prompt responses to misconceptions. Use Pupil Progress Meetings and standardised assessment to identify specific gaps; evaluate intervention effectiveness through entry and exit evidence.

2. Attendance and persistent absence

Diagnose individual causes of absence, strengthen timely family support and monitor disadvantaged attendance and persistent absence at both schools. Track the curriculum content missed and how pupils are helped to catch up.

3. Early language, reading, writing and mathematics

Maintain early screening and speech and language pathways, while using validated cohort outcomes to identify the greatest attainment gaps. Set a small number of measurable, phase-specific priorities rather than assuming the same needs across the federation.

4. Inclusion, belonging and equitable enrichment

Embed effective regulation and pastoral approaches while measuring changes in learning access and behaviour for individual pupils. Track participation in trips, clubs and sport by pupil, proactively addressing financial, practical and social barriers.

Overall Evaluation

By the end of 2025/26, Fairfield and Colneis have established a wide-ranging approach to supporting disadvantaged pupils. Particularly encouraging are the reductions in recorded behaviour incidents involving Pupil Premium pupils and the high levels of access to sport and enrichment. Pastoral, Thrive and speech-and-language provision are well established. However, attendance remains a clear and measurable challenge, and the evidence currently summarised is stronger on provision and participation than on sustained improvements in academic attainment. The next strategy should retain effective approaches while narrowing its priorities, sharpening implementation measures and using pupil-level evidence to establish whether disadvantaged children are learning more, attending more regularly and accessing the full school offer.