



Fairfield Primary School Pupil Development Grant School Statement.

This statement details our school's use of the PDG for the 2025 to 2026 academic year.

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending had within our school.

School Overview

Detail	Data
School name	Fairfield Primary School
Number of learners in school	240
Proportion (%) of PDG eligible learners	15%
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jude Davies Improvement Partner
PDG Lead	Graeme Jones Interim Head of School
Governor Lead	Emma Scourfield

Funding Overview

Detail	Amount
PDG funding allocation this academic year	£61,986
Additional funding allocated by school	-
Total budget for this academic year	£61,986

Part A: Strategy Plan

Statement of intent

<p>To ensure that there is targeted emotional and social support for children with eFSM that is impacting on closing the gap between eFSM and non FSM children</p> <p>To ensure that attainment gap between eFSM and non FSM in Reading is closing.</p> <p>To ensure that attainment gap between eFSM and non FSM in Writing is closing.</p> <p>To ensure that attainment gap between eFSM and non FSM in Maths and Numeracy is closing.</p> <p>Attendance of eFSM learners has improved.</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
<p>Pupils can read at or above their chronological age</p> <p>Pupils can write at or above their chronological age</p> <p>Attainment gap closes for LLC and Maths and Numeracy</p>	<p>Supply cost for data drop meetings</p> <p>LSA cost for in class support</p> <p>LSA cost for reading/writing interventions</p> <p>Increased number of pupils working at age related expectations in Reading, Writing and Maths and Numeracy</p>
<p>Improvement of Universal Provision</p>	<p>Cost of training and supply</p> <p>Review universal provision and creation of new enhanced One Page Profiles</p> <p>Improvement in Universal Learning Provision (e.g. classroom environment, strategies to support learning, development of relational practice/policy and appropriate support/training given to staff)</p>
<p>Pupils have the social and emotional skills and resilience to engage with learning and life in school</p>	<p>LSA costs for emotional / social intervention programmes include nurture sessions (ELSA, play therapy)</p> <p>Cost for RSE programme</p> <p>Wellbeing data (SELFIE) shows significantly improved scores in self- esteem in identified pupils</p>
<p>Improvement in attendance</p>	<p>Cost for LSA to work with targeted families</p> <p>Improved attendance of eFSM</p>

Activity in this academic year

This details how we intend to spend our PDG **this academic year** to achieve the intended outcomes listed above

- Additional funding is also allocated for LLC and Maths and Numeracy Lead on professional learning.
- eFSM pupils develop social and emotional skills and resilience to engage through targeted interventions and new RSE programme.
- Professional learning grant funding is allocated to half termly Professional Development Reviews (PDRs) for teachers with a focus on impact of pedagogy and adaptive teaching to close gaps for eFSM pupils.

Budgeted cost: £61,986

Learning and teaching

Activity	Evidence that supports this approach
Wellbeing provision for identified pupils	Wellbeing data/ SELFIE and attendance data is good. IDPs and One Page Profiles for children demonstrate impact of nurture provision. Improvement in Universal Learning Provision (e.g. classroom environment, strategies to support learning, development of relational practice/policy and appropriate support/training given to staff)
LLC and Maths and Numeracy Lead to engage with professional learning and disseminate to new approaches to staff during PL	Impact of professional learning through evidence from analysis of summative data and MER cycle (e.g. data drop meetings, book looks, listening to learners, planning etc...)
Professional Development meetings and data drop meetings half termly with focus on identified pupils to accelerate progress and close gaps - focus on eFSM children.	Improve outcomes for eFSM learners in Reading, Writing and Maths and Numeracy. Improved SELFIE Data

Part B: Review of outcomes in the previous academic year

PDG outcomes

This details the impact that our PDG activity had on pupils in the 2024 to 2025 academic year.

Activity	Impact
Intervention of wellbeing programmes	<ul style="list-style-type: none">• Selfie data demonstrates impact of support – school data is positive in relation to comparative data.