

Fitzwilliam Primary School

Pupil Premium Impact Statement 2025–2026

School Context

Fitzwilliam Primary School operates within a context where the proportion of disadvantaged pupils is above national average figures. Many of our disadvantaged children face complex, overlapping barriers to their learning. A significant number of these pupils have Special Educational Needs and Disabilities (SEND) alongside Social Care involvement, requiring targeted pastoral, emotional, and academic interventions. For the 2025–2026 academic year, our allocated Pupil Premium funding of £94,989 was strategically deployed to remove these barriers, enhance well-being, and raise attainment across all key stages.

Strategic Interventions and Provision

- **Communication and Language Development:** The Wellcom screening tool has been fully utilised across the school. It successfully supported the early identification of children who experience speech, language, and communication difficulties, enabling precise referrals and directed support from the Trust Speech and Language Therapist (SALT).
- **Early Literacy:** Read Write Inc. has continued to be delivered with high fidelity. This consistent, structured approach ensures our children secure a strong start to their reading journey from their earliest points of entry.
- **Attendance and Wraparound Care:** Offering free breakfast clubs to our disadvantaged pupils has directly supported improved attendance and punctuality. The attendance rate for disadvantaged pupils reached 94.1% in the current academic year, leaving a minimal gap of just 0.3% when compared against the whole school average.
- **Enrichment and Cultural Capital:** Enrichment activities and after-school clubs were well attended throughout the year, fostering social-emotional resilience, confidence, and broad experiences beyond the classroom.

Academic Outcomes and Data Headlines

Key Stage 2 Performance

- **Combined Reading, Writing, and Maths:** 43% of disadvantaged pupils achieved the expected standard (14 pupils) compared to 53% across the whole school cohort (30 pupils). Neither cohort registered pupils at the higher standard.
- **Reading:** 64% of disadvantaged pupils reached the expected standard with an average scaled score of 101.20, compared to 73% across the whole school (scaled score 103.6).
- **Writing:** 50% of disadvantaged pupils achieved the expected standard, with 7% reaching greater depth (1 pupil). This compares to 67% expected and 3% greater depth for the whole cohort.

- **Maths:** 50% of disadvantaged pupils reached the expected standard with an average scaled score of 98.70, while 7% (1 pupil) reached the higher standard. Across the whole school, 60% achieved the expected standard (scaled score 101.2) and 7% reached the higher standard.
- **Grammar, Punctuation, and Spelling (GPS):** 57% of disadvantaged pupils achieved the expected standard with an average scaled score of 101.10, and 7% reached the higher standard. Across the whole school, 67% achieved the expected standard (scaled score 103.2) and 13% reached the higher standard.

Multiplication Tables Check (MTC)

- 25% of the disadvantaged Year 4 cohort (3 out of 12 pupils) scored full marks (25/25), achieving an average score of 18.60. Whole-school performance saw 42% of pupils (13 out of 31) score full marks, with an average score of 21.30.

Early Years Foundation Stage (EYFS) & Early Phonics

- **EYFS Good Level of Development (GLD):** 60% of disadvantaged pupils (3 out of 5) achieved a Good Level of Development, compared to 71% (12 out of 17) across the whole school. Disadvantaged pupils achieved an average of 12.60 early learning goals at the expected level.
- **Phonics Screening Check:** 75% of disadvantaged Year 1 pupils (3 out of 4) passed the check, compared to 80% (24 out of 30) of the whole cohort. By the end of Year 2, 89% of disadvantaged pupils (8 out of 9) passed the check, matching the overall school outcome of 90%.

Key Priorities for Next Year

- **Mathematics:** Next year's strategy will focus heavily on securing key instant recall facts (KIRFs), ensuring pupils know, understand, and recall core numerical facts fluently to raise overall math attainment.
- **English Grammar, Punctuation, and Spelling:** Focused teaching and targeted interventions will be implemented to strengthen grammar, punctuation, and spelling skills across all year groups, bridging the gap to statutory expectations.
- Next year spend will be **£92, 525**