



FOUNTAINS

PRIMARY SCHOOL

Always achieving our potential

Pupil Premium Strategy Statement 2025-2026

Written: September 2025

Owner: Laura Kobylanski (Head of School)

Statement Authorised by: Nicola Price (Executive Headteacher)



Fountains Primary School

Pupil Premium and Recovery Premium Strategy Statement

2025-2026

This statement details our school's use of pupil premium (and recovery premium for 2025-2026) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fountains Primary School
Number of pupils in school	203 (September 2025)
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Nicola Price
Pupil premium lead	Laura Kobylanski
Governor / Trustee lead	Dr Tim Halford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	78 amount of pupils @£1,480
Pupil premium plus (including adopted from care, special guardianship or care arrangement order) funding allocation this academic year	9 amount of pupils @£2,570
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£138,570

Part A: Pupil premium strategy plan

Statement of intent

Our aim for pupil premium funding is to achieve the best possible outcomes for our disadvantaged children.

During 2025-2026 we will use pupil premium and recovery premium money to:

- Increase attendance for children who receive pupil premium. In 2023-2024 pupils who received pp had an overall school attendance of 92.93%, in 2024-2025 this same group had an overall attendance of 91.8%, although not a huge difference those who don't receive PP attendance rose by 1.98%, making the gap bigger between both groups by 2.2%. Alongside raising attendance for all and decreasing persistent absence

Within our setting, often socio-economic disadvantages are not always the main challenge our pupils face. Last academic year, yet again, we have seen no variance in academic progress outcomes when compared to their peers. Therefore, the following planned intended outcomes should improve outcomes for all of the cohorts of children identified within the statement.

Therefore, during 2025-2026 we will also use pupil premium and recovery premium money to:

- Sustain positive educational outcomes and achievement for all pupils across school
- To increase the accelerated progress in writing for pupils within the functional department, to ensure that it is more in line with reading, there is currently an 11% gap.

Alongside this, we have identified other intended outcomes which we believe are integral to the development of every pupil in school.

Finally, during 2025-2026 we will also use pupil premium to:

- continue to sustain an excellent school/MAT offer of well being and family support for all children.
- Continue to provide a therapeutic approach for all children across school, increasing the Speech and Language Therapy offer and sustaining the Occupational Therapy and Music Therapy offer.
- sustain the access to the memorable moments that underpin each curriculum and provide children with a hook for learning, improving comprehension and skills.
- continue to maintain a good level of progress for all children within all subject areas and curriculums across school, whilst aiming to improve attainment, wherever possible.

Challenges

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

Challenge number	Detail of challenge
1	Each year the cohorts of children change and therefore the resources needed to support communication, Reading and Writing need regularly replenishing and changing.
2	Parents are often asking us for more support as they feel that they are not able to support their child adequately within the areas of comprehension, communication and behaviour at home?
3	Persistent absence continues to be an area of improvement. Parents may not be able afford the wrap around care offered within school.
4	Parents are often asking us for more support as they feel that they are not able to support their child adequately within the home setting. Parents may have their own additional needs that taking into consideration and supporting through a larger wellbeing team. Parents tell us that they would like an online application.
5	Lack of NHS SALT provision due to a lack of commissioning and volume of children requiring SaLT support as stated in their EHCP
6	Socio-economic disadvantages may prevent access to memorable moments underpinning each curriculum and extra curricula activities alongside the opportunity for pupils to develop talents.

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
------------------	------------------

To improve communication skills for all pupils across school, leading to better life outcomes.	To continue to improve the SALT provision by increasing the offer across school. To have developed the use of communication applications on devices across school so that all classes have at least 2 communication ipads with the GRID software and when necessary, individual children have their own adapted communication iPad. To provide a SALT within school that is well line managed with cases that are prioritised effectively. To have well supported parents and carers through regular forums and resources sharing supporting the families of children with communication needs. To have identified staff communication champions in each class, linking with private SALT and attend half termly communication meetings To ensure that key vocab is provided for staff to support them with the development of communication systems they may need to share with pupils such as specific Makaton signs and symbols. To ensure that all communication achievements are celebrated
To continue to maintain a good level of progress for all children within all subject areas and curriculums across school, whilst aiming to improve attainment, wherever possible. To aim to improve the accelerated progress made for the children in the functional department Writing.	To ensure Teaching quality is at the highest level through evidence related to the schools QA. To have a robust and high quality CPD in place for all staff across school. To have a robust training needs analysis audit in place. To ensure all new staff know where they can go to receive advice and CPD focused around their own pedagogy. To further develop the Mighty writer intervention To ensure that all new subject co-ordinators who are experts within their own subjects. To plan in time for all teachers to observe each other and share best practice. To ensure that all whole school interventions and curriculums are adequately resourced across school. To further extend each classes planned story time through development and purchasing of 'story time' books. To have reading pods outside of the classroom, ensuring that a love of reading is encouraged across all areas of school. To ensure that all children who need adaptations (such as symbols, equipment and high tech. devices) to the curriculum content delivered to support their communication needs and understanding have this in place.

To ensure that all pupils continue to behave consistently well demonstrating high levels of self-control and high levels of positive attitudes towards themselves and their education.	To ensure that all new pupils to school are aware of the behaviour curriculum and the strategies that can support them to learn how to hold their own control.
To continue to increase attendance overall	To increase overall attendance for all
To continue to sustain an excellent school/MAT offer of well being and family support for all children.	To continue to have parents/carers who feel well supported with their child's need and wider family issues. To continue to decrease persistent absence for all children To improve parental/carers communication with an online application.
To continue to provide a therapeutic approach for all children across school, increasing the Speech and Language Therapy offer and sustaining the Occupational Therapy and Music Therapy offer.	To have continued to improve all stakeholder skills, knowledge and confidence regarding the development of communication in all children across school. To increase the percentage of accelerated progress made in Speaking for all children following the EYFS curriculum. To improve the SALT provision by increasing the Independent SALT offer across school. To ensure that all therapeutic services works precisely under the leadership of the SENCO.
To ensure that all pupils continue to have equal access to the memorable moments needed to make learning stick.	To have continued to maintain a good level of progress for all children within all subject areas and curriculums across school, whilst have improving attainment, wherever possible. To ensure that all pupils have equal access to the opportunities available regardless of their socio-economic background. To have in place a continued plan of memorable moments trips linked to the topics taught, including a summer school offer.
To develop talents in pupils	To aim to have children who uptake the learning of a musical instrument To aim to have some children undertaking qualifications or awards linked to talents. To continue to compete with mainstream peers in a variety of sports.

Activity in this academic year

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

Teaching Budgeted cost: £109,296

Activity	Evidence that supports this approach	Challenge number(s) addressed
Exec Head and Head of school to complete Thrive training. A lead practitioner to be identified and trained to deliver interventions across school improving outcomes for children who are in the Functional curriculum. (£24,546) Key members of staff to be trained as Thrive well being practitioners. (£4500)	Thrive approach	5 3
Robust, high quality CPD in place, improving pedagogy for all. Teachers/ subject co-ordinators to have time to observe each other and share best practice. (£6800)	Targeted CPD to ensure Teaching quality is at the highest level. EEF Research on the effective implementation of a synthetic phonics programme who say training and pedagogical skills and knowledge is key.	1 2 8
To have a specialist SALT therapist to support with the SALT needs across school ensuring that every child has a communication system in place with training and resources to support staff and children. (£58,450)	interventions include mapp, efl, makaton, tassles, Attention Autism	6 5 8
To have a specialist Occupational Therapist to undertake an audit supporting the Lead for Behaviour with a whole school strategy to support behaviour for learning with training and resources to support staff and children. (£18,000)	Autism Education Trust Autism Speaks.org	8 5

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

Budgeted cost: £27,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that the school library is well stocked with a wide range of inclusive books, including large print books, that can be used within school for story time as well as take home to continue to encourage a love of reading. (£5,000)	DfE Research evidence on Reading for Pleasure 2017	1 3
To ensure that the recommended books are purchased for project lessons across the school, improving comprehension. (£5000)	DfE Research evidence on Reading for Pleasure 2017	1 3
To continue to ensure that the school library is well stocked with a wide range of books that are phonetically matched to a child's reading ability. Read Write Inc resources (£5,000)	EEF Research on the effective implementation of a synthetic phonics programme.	1 3
To ensure that the school is signed up to the development package in RWI. (£6000)	RWI is a synthetic reading scheme which is an evidence based approach to improve reading	1 3
To improve accelerated progress in Maths in through the targeted interventions of Numicon and White Rose Interventions. (£5000)	Bruner's CPA approach; EEF	2
To continue to subscribe to the Oxford Owl, education city and espresso for all children to access at home (£1300).	Oxford University Press research.	1 2 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,396

Activity	Evidence that supports this approach	Challenge number(s) addressed
To hold 2 x termly parental forums with focused guest speakers (£1000 for refreshment/charges)	To hold parent forums on: Makaton, Symbol support/advice and tips, building/expanding communication skills and troubleshooting, Dads4dads, Cooking clubs	3 5
To support parents with the strategies needed to help their child read in a fortnightly library/Reading club. (£950)	DfE Reading for Pleasure 2017	1 3
To hold attendance clinics and encourage good attendance through wider family support (£5700) 1 day per week Well Being TA. To increase attendance through the offer of transport (£3000) To celebrate good attendance throughout school To offer free breakfast club provision for those children who receive PP. (£5800)	EEF – Parental engagement SEN support: A rapid evidence assessment Sutton Trust	4
To increase cultural capital by providing access to different cultural experiences such as visits to the theatre; Art/Music and Drama workshops; music tuition. (£15000)	SEN support: A rapid evidence assessment	7
To increase the number of PP students accessing wider curriculum trips/visits/after school clubs/Holiday clubs (£34,900)	SEN support: A rapid evidence assessment Sutton Trust	7 5
To employ a part time Teaching Assistant to deliver interventions across school improving outcomes for children who are in the Functional curriculum. (£12,546)	SEN support: A rapid evidence assessment	1 2 3 5 8
To continue to develop the Zones of Regulation across school by improving behaviour for learning and identifying challenges, leading to better educational outcomes for all. (£1500)	Zones of regulation.com	1 2 3 5

Total budgeted cost: £215,992

Part B: Review of outcomes in the previous academic year

Pupil premium strategy and recovery premium outcomes

This details the impact that our pupil premium and recovery premium activity had on pupils in the 2024 to 2025 academic year.

Objective 1: To improve communication skills for all pupils across school, leading to better life outcomes.

Impact: At the end of 2025, 28% pupils within EYFS the Assessment Report made accelerated progress in Speaking when compared to only 32%, this time last year and 20% the year before. That said pupils in reception made 60% accelerated progress.

All pupils continue to be supported well with a '6 day per week' independent SALT therapist and 1 day per week NHS therapist under the direction of the schools SENCO. There are now communication ipads and communication books available for every class with the private SALT continuing to lead this next academic year. Therefore is also an increase in the amount of communication symbols used, demonstrated in the recent Esteen MAT external audit.

Regular parent forums took place last year with the SaLT and OT. During these forums parents/carers learnt about strategies to support their children at home. Alongside this, we have also created and provided families with visual communication aids to use with their child at home such as communication requesting boards and symbols to use over the Christmas holidays.

Half termly communication meetings continue to take place as well as continual resources and training to support the implementation of the key vocabulary needed to support each child's communication needs.

This continues to be an area of ongoing improvement next academic year, largely because of the communication needs of the pupils we have and the specialist input needed.

Objective 2: To continue to maintain a good level of progress for all children within all subject areas and curriculums across school, whilst aiming to improve attainment, wherever possible.

Impact: QA of Teaching and learning continued to happen all academic year. Sustained progress was made.

CPD continued to link to areas of development identified through QA and a new training matrix was developed across school, with induction being continually improved and revised.

Middle leaders and subject leaders have had a variety of in house, MAT led and online training linked to their subjects.

Paired lesson visits have happened in some subjects, this will be ongoing as research states that if monitoring is high standards will not slip. A class reading spine has been developed and this is in place with planned story time, again this will continue to be monitored.

A reading pod is now available at all times and is stationed at the back of Jellyfish classroom, all pupils are able to share books and listen to readers every lunchtime.

See the above information for the devices for children.

Within EYFS, 100% of **all** children (an increase of 9% on 2024-2025) made progress in every area tracked. 93% of children who receive PP make progress in every area tracked. Within the engagement curriculum, 84% of children made progress in every area tracked, this was a rise of 7%.

Within the Autism progress curriculum, 100% of children continued to make progress in every area tracked. 100% of children who receive PP made progress in every area tracked. Within the Functional curriculum 84% of children made progress in every core area tracked, a rise of 4%.

Broadly every area across school pupils made similar amounts of progress with attainment being slightly higher. Pupils within Reception made more accelerated progress generally than before. For a full breakdown please refer to the schools final Assessment Report.

Objective 3: To aim to improve the accelerated progress made for the children in the functional department for Reading and Writing.

Impact: 98% of children made progress in Reading, writing and Maths, a rise of 4%. 97% of children who receive PP make progress in Reading, writing and Maths, a rise of 2%.

Objective 4: To close the gap for pupils within the functional department who do not receive PP and those that do in Reading. The current gap is 16%.

Impact: Last academic year the gap started at 16%, it closed by 9% to a 7% gap.

Objective 5: To ensure that all pupils continue to behave consistently well demonstrating high levels of self-control and high levels of positive attitudes towards themselves and their education.

Impact: Parents continue to feel well supported by the very active well being team.

The well being team now have a larger role in the annual review process alongside the SENCo, to support families with any issues at home, these are picked up through Early Help Referrals.

The online app is now in place across school. All parents have responded really positively about this and this continues to be used really well. The use of this in our school is now being rolled out across the Esteem MAT as a model of sound practice.

Objective 6: To continue to decrease persistent absence for all children and increase attendance overall

Impact: Staff have received training on communication passports by the communication lead. Alongside this the SALT has trained staff on Makaton, Attention autism and general communication training for all staff recognising the effective use of minimal language. See CPD impact report.

This term the independent SALT has delivered training on communication books to all staff, alongside training on how to develop communication strategies within the environment.

The independent OT has delivered training on identifying Sensory Processing needs, there was also a parent forum in this. Alongside this Parent forums have taken place to support parents with their understanding of the therapies that take place in school. The independent OT and SALT.

Objective 7: To continue to sustain an excellent school/MAT offer of well being and family support for all children.

Impact: In July 2025 we had 42% of our pupils on Child in Need (CiN) plans. This is a positive sign of how we work to keep our children safe and well supported. It shows that we quickly identify pupils and families who need extra help and make sure they get the right support. By doing this early, we prevent problems from becoming bigger and help improve long-term outcomes for our pupils.

CiN plans focus on the whole family, not just the child. We work closely with parents and carers, offering guidance and helping them access services. By working with social workers, health teams, and other agencies, we make sure families feel supported and able to meet their child's needs.

This level of CiN involvement shows the trust that parents have in us. It also reflects the strong safeguarding and pastoral care across our school. Our staff are trained to spot concerns quickly and provide the right support.

By working together with families, we help children feel ready to learn and engage in school. Our CiN plans allow us to provide tailored support that improves attendance, behaviour, and progress.

We keep in regular contact with parents, review plans carefully, and make changes when needed. This joined-up approach helps children and families to thrive both in school and at home.

Objective 8: To continue to provide a therapeutic approach for all children across school, increasing the Speech and Language Therapy offer and sustaining the Occupational Therapy and Music Therapy offer.

Impact: As a special school, providing a strong therapeutic offer is essential for meeting the needs of our pupils. By increasing Speech and Language Therapy, we can help more children develop their communication skills. This is vital for many of our pupils, as it allows them to express themselves, take part in learning, and build relationships.

Keeping our Occupational Therapy offer in place means pupils continue to get support with their physical needs, sensory regulation, and everyday skills. This helps them manage their emotions, become more independent, and fully engage in school life.

Continuing Music Therapy gives children a safe and creative way to express themselves, especially those who find talking difficult. It helps to reduce anxiety, build confidence, and improve wellbeing.

By offering these therapies, we focus on the whole child, not just academic progress. This support helps children to feel safe, happy, and ready to learn. It also gives families confidence that their child is getting the specialist help they need.

Through this approach, we create a caring and supportive environment where every child has the chance to thrive and reach their potential.

Lunchtime clubs have been in place all year, which stretch talents such as an elite swimming club, bowls, music tuition and singing.

The school also achieved Gold in the school games awards, demonstrating our commitment to competitions.

Objective 9: To ensure that all pupils continue to have equal access to the memorable moments needed to make learning stick.

Impact: Curriculum trips were an important part of our teaching because they gave pupils real-life experiences that brought learning to life. Many of our children had limited opportunities outside of school, so these visits helped to build their understanding of the world. Research, including the work of Piaget and Bruner, showed that children learned best when they could connect new ideas to real experiences, helping them to develop and strengthen their schemas – the way they organised and linked knowledge.

When children saw and experienced things first-hand, such as visiting a farm after learning about animals, they were more likely to remember what they had learned. The Education Endowment Foundation (EEF) also highlighted that enrichment activities, like trips, improved motivation, engagement, and vocabulary, especially for disadvantaged pupils.

Trips gave pupils new things to talk about, which supported their language development and was especially important for children with communication needs. They also helped pupils to build confidence, independence, and life skills such as following instructions and keeping safe in the community.

By linking trips carefully to our curriculum, we made learning more meaningful, memorable, and accessible. These experiences provided pupils with cultural capital and real-world understanding that helped them to thrive both in school and beyond.

Objective 10: To develop talents

Impact: Children are continuing to learn the keyboard.

A whole school choir has ran every Friday afternoon. This is going to developed more over the next year with a community choir.

Lunchtime clubs have been in place all year, which stretch talents such as an elite swimming club, bowls, music tuition and singing.

The school also achieved Gold in the school games awards, demonstrating our commitment to competitions. An elite swimming group continued to happen at lunchtimes. In 2023-2024, only 11% of pupils in year 6 could swim the required 25 metres. However in 2024-2025 52% could swim 25 metres an increase of 41%.

Externally provided programmes

Programme	Provider
Oxford Owl	Oxford University Press
Espresso	Discovery Education
Education City	Education City
Thrive	Thrive uk