

Pupil premium strategy statement – Fairway Primary Academy 2025-2026

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	166
Proportion (%) of pupil premium eligible pupils	57% (94 children)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hayley Byrne
Pupil premium lead	Michelle Sawyers
Governor / Trustee lead	Charlie Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,758.63
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£146,758.63

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate goal is to ensure disadvantaged pupils achieve academic success, develop strong communication and social skills, and access enriching experiences that raise aspirations and support wellbeing.

Our current pupil premium strategy addresses key barriers through targeted interventions in early language development, core subject attainment, mental health support, oracy, and enrichment. These are underpinned by evidence-based practice, early intervention, a whole-school approach, personalised support, and high expectations, ensuring every pupil has the opportunity to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Academic outcomes / Attainment & Progress Disadvantaged pupils consistently underperform in comparison to their peers, particularly in Mathematics and Early Reading. This gap in attainment limits their long-term academic success and access to further education opportunities.
2	Mental health & wellbeing A significant proportion of disadvantaged pupils present with serious safeguarding concerns and mental health challenges as identified in pupil mental health and wellbeing trackers and school suspension data. These issues manifest as social and emotional difficulties, which impact their ability to engage with learning and thrive in the school environment.
3	Communication & interaction Disadvantaged pupils often struggle with speaking, listening, and articulating their learning. These difficulties hinder their ability to participate confidently in classroom discussions, explain their thinking, ability to regulate emotions and behaviours and engage fully with the curriculum, impacting both academic progress and self-esteem. Wellcomm diagnostic data illustrates low starting points upon entry to Reception and behaviour data and behaviour data reflects a high number of disadvantaged pupils with poor communication skills.
4	Enrichment Many disadvantaged pupils have restricted access to cultural, social, and educational enrichment opportunities outside of school. This limits their ability to

make meaningful connections between their learning and real-life contexts, which in turn affects engagement, aspiration, and academic progress.

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
1. Narrowed attainment gap in Reading and Mathematics across year groups.	Progress and attainment data, internal assessments, and national benchmarks.
2. Improved wellbeing, reduced safeguarding and behaviour incidents, and increased readiness to learn.	Wellbeing assessments, safeguarding and behaviour logs, attendance data, and staff observations.
3. Improved language acquisition and communication skills in EYFS and KS1. Enhanced speaking, listening, and articulation of learning across subjects	Speech and language assessments, EYFS profile data, and teacher observations. Oracy assessments, classroom observation records, and pupil confidence surveys.
4. Increased pupil engagement, improved cultural capital, and stronger links between learning and real-life contexts.	Participation rates in enrichment activities, pupil voice surveys, and engagement metrics.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA (1.0) supporting early language development-delivering Wellcomm intervention and SaLT activities	We are prioritising speech and language therapy alongside targeted interventions such as Wellcomm screening and support. These tools enable early identification of language gaps and provide structured, evidence-based activities to accelerate progress. The EEF identifies oral language interventions as having a high impact for low cost, with an average of +6 months' progress when implemented effectively. Research consistently shows that strong	1, 2 & 3

	<p>language skills underpin reading comprehension, writing, and cognitive development, making this a critical focus for improving outcomes. By embedding Wellcomm and linking interventions to specialist speech and language therapy, we aim to close gaps early, enhance pupils' confidence and communication, and ensure equitable access to learning opportunities. This approach aligns with our commitment to high-quality teaching and targeted support, ensuring disadvantaged pupils are equipped with the foundational skills needed for success.</p>	
<p>TA (0.9) supporting social, emotional and behavioural wellbeing- including ELSA programme</p>	<p>Emotional Literacy Support Assistants (ELSA) and structured programmes helps pupils develop skills in self-regulation, empathy, and communication. The EEF reports that social and emotional learning interventions can lead to an average of +4 months' progress, particularly when embedded within a whole-school approach. Research from the Child Development Institute and EEF guidance reports highlights that pupils with strong emotional regulation are better able to concentrate, manage stress, and form positive relationships, all of which contribute to improved academic outcomes. By prioritising emotional literacy support, we aim to reduce barriers to learning, enhance mental health, and create a nurturing environment where disadvantaged pupils can thrive both academically and personally.</p>	<p>1, 2 & 3</p>
<p>TA (0.2) supporting early reading development- delivering reading intervention and 1:1 RWI tuition</p>	<p>Targeted early reading interventions and 1:1 phonics support for pupils who fall behind to reduce the hindering of progress for disadvantaged pupils. The EEF identifies phonics as one of the most effective strategies for improving literacy, with an average impact of +5 months' progress, particularly in the early years and Key Stage 1. Systematic phonics instruction is strongly supported by research, including the Rose Review, which highlights its effectiveness in developing decoding skills and fluency. Furthermore, studies show that intensive, individualised support accelerates progress for struggling readers, reducing the risk of long-term attainment gaps. By prioritising early intervention and personalised phonics teaching, we aim to</p>	<p>1 & 3</p>

	build strong foundations in reading, enabling pupils to access the full curriculum and develop a lifelong love of learning.	
Music Tutor (0.4) delivering specialist music provision	Research from the EEF and studies such as Hallam (2015) demonstrate that learning a musical instrument can improve memory, attention, and processing skills, which are transferable to core subjects like maths and literacy. Music tuition also enhances self-regulation, confidence, and motivation, contributing to improved engagement and wellbeing. Evidence suggests that participation in structured music programmes can foster language development and phonological awareness, supporting early reading skills. Furthermore, involvement in music is linked to higher levels of perseverance and collaboration, which are essential for success across the curriculum. By investing in specialist music tuition, we aim to broaden cultural capital, raise aspirations, and provide enriching experiences that positively impact attainment and personal development for disadvantaged pupils.	
KS2 HLTA (1.0) with smaller Mathematics groups across LKS2, Reading Catch Up in UKS2 and targeted small group and 1:1 intervention focusing on oracy development.	Providing structured small-group and 1:1 tuition is one of the most effective strategies for accelerating progress among disadvantaged pupils. The EEF identifies small group tuition as having an average impact of +4 months' progress, while 1:1 tuition can deliver up to +5 months' progress, particularly when focused on core subjects such as reading, writing, and mathematics. These approaches work best when delivered by trained staff using diagnostic assessment to target specific gaps in learning. Research shows that personalised instruction enables pupils to receive immediate feedback, build confidence, and address misconceptions quickly, which is especially important for those who have fallen behind. By prioritising high-quality, targeted tuition, we aim to close attainment gaps, strengthen foundational skills, and ensure pupils are equipped to access the full curriculum successfully.	1, 2 & 3
Release of subject leads to attend network meetings and NPQ	Releasing subject leaders to attend National Professional Qualification training is a strategic investment that can	1 & 3

events (Maths, EYs, Literacy and Behaviour)	significantly improve outcomes for disadvantaged pupils. The EEF highlights that high-quality professional development for teachers has a direct impact on pupil attainment, with evidence suggesting that sustained, evidence-based CPD can lead to improvements equivalent to +2 to +3 months' progress. NPQs provide leaders with advanced skills in curriculum design, assessment, and instructional leadership, enabling them to implement approaches proven to raise standards. Research from the DfE and EEF guidance reports shows that strong subject leadership drives consistency in teaching, ensures effective use of assessment to close gaps, and promotes high expectations for all learners, particularly those who are disadvantaged. By investing in leadership development, we build capacity within the school to deliver high-quality teaching and targeted interventions, creating a lasting impact on pupil progress and attainment.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £14, 720

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Read Write Inc Tuition	Targeted 1:1 phonics intervention has a proven positive impact on early reading outcomes, particularly for disadvantaged pupils who are at risk of falling behind. The EEF identifies phonics as one of the most effective strategies for improving literacy, with an average impact of +5 months' progress when delivered systematically. Research from the DfE and Rose Review highlights that intensive, individualised phonics support accelerates decoding skills, fluency, and confidence, enabling pupils to access the wider curriculum more effectively. Studies also show that early intervention reduces the likelihood of persistent reading difficulties, which are strongly correlated with later attainment gaps. By implementing structured 1:1 phonics	

	<p>sessions, we ensure misconceptions are addressed promptly, progress is closely monitored, and pupils receive the personalised support needed to secure strong foundations in reading.</p>	
<p>Soundswell Speech and Language Support</p>	<p>Providing direct intervention from a qualified Soundswell Speech and Language Therapist ensures that pupils with identified communication needs receive specialist, evidence-based support. Research consistently shows that early and targeted speech and language therapy can significantly improve expressive and receptive language skills, which are critical for literacy development and overall academic success. According to the EEF, oral language interventions have a high impact for low cost, with an average of +6 months' progress when implemented effectively. Direct work by a specialist therapist allows for precise assessment, tailored intervention, and modelling of strategies for staff, ensuring consistency across the school. This approach not only accelerates language acquisition but also enhances pupils' confidence, social interaction, and ability to access the curriculum, thereby reducing barriers to learning for disadvantaged pupils.</p>	<p>1, 2 & 3</p>
<p>Wellcomm language development programme</p>	<p>The Wellcomm toolkit is an evidence-based approach designed to identify and support children with speech, language, and communication needs at an early stage. It provides structured screening and targeted activities that help close gaps in oral language development, which is a key predictor of later literacy and academic success. According to the EEF, oral language interventions can lead to an average of +6 months' progress, particularly when delivered consistently and linked to classroom practice. Research highlights that early identification and intervention are critical for disadvantaged pupils, as language delay is strongly associated with lower attainment across the curriculum. Wellcomm enables staff to implement personalised strategies, monitor progress effectively, and work in partnership with families, ensuring pupils develop the vocabulary, comprehension, and communication skills needed to access learning and thrive.</p>	

Small group and 1:1 tuition	Targeted small group and one-to-one tuition are highly effective strategies for accelerating progress, particularly for disadvantaged pupils who need additional support to close attainment gaps. The EEF reports that small group tuition can lead to an average of +4 months' progress, while 1:1 tuition can deliver up to +5 months' progress, especially when focused on core subjects such as English and mathematics. These approaches allow for personalised instruction, immediate feedback, and targeted intervention based on diagnostic assessment, ensuring misconceptions are addressed quickly. Research shows that intensive, structured support improves confidence, engagement, and mastery of key skills, enabling pupils to access the wider curriculum successfully. By prioritising high-quality tuition delivered by trained staff, we aim to raise attainment and secure strong foundations for future learning.	1, 2 & 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family engagement programme- Cornerstones Support	Providing a comprehensive family engagement programme that includes family support, counselling, and pastoral care is crucial for improving outcomes for disadvantaged pupils. EEF indicates that parental engagement strategies can lead to an average of +4 months' progress, particularly when they focus on building positive relationships and supporting learning at home. Studies show that strong family-school partnerships reduce absenteeism, improve behaviour, and enhance pupil wellbeing, all of which contribute to better academic attainment. Counselling and pastoral support address underlying social and emotional challenges, helping families develop resilience and strategies to support their children effectively. By investing in family	1, 2 & 3

	engagement, we create a collaborative approach that strengthens home-school links, promotes stability, and ensures pupils receive consistent support both inside and outside the classroom.	
Behaviour outreach support- COBS	Accessing specialist behaviour support from the City of Birmingham School (COBS) provides targeted expertise to address complex social, emotional, and behavioural needs that can significantly impact learning. Research from the EEF shows that behaviour interventions, when implemented effectively, can lead to an average of +4 months' progress, particularly for pupils at risk of exclusion or persistent disruption. Evidence highlights that early, structured support reduces barriers to learning, improves engagement, and fosters positive relationships, which are essential for academic success. Specialist teams bring strategies grounded in therapeutic approaches and restorative practices, enabling staff to manage challenging behaviour consistently while promoting emotional regulation and resilience. By investing in this provision, we aim to create a safe, inclusive environment where disadvantaged pupils can thrive and achieve their full potential.	1, 2 & 3
My Happy Mind programme	Implementing the My Happy Mind programme supports pupils' mental health and wellbeing through a structured, evidence-based approach grounded in positive psychology and neuroscience. The programme teaches children strategies for resilience, emotional regulation, and self-awareness, which are essential for effective learning. Research from the EEF shows that social and emotional learning interventions can lead to an average of +4 months' progress, particularly when embedded consistently across the school. By focusing on character strengths, growth mindset, and mindfulness, My Happy Mind helps pupils develop coping skills that reduce anxiety and improve engagement. These benefits are especially significant for disadvantaged pupils, who may face additional emotional challenges. Investing in this programme creates a supportive environment that enhances wellbeing, strengthens relationships, and	2 & 3

	ultimately improves academic outcomes.	
Multi-sports after school club	<p>Providing funded after-school sports-based clubs offers significant benefits for disadvantaged pupils, both academically and socially. Research from the EEF indicates that participation in structured physical activity can improve concentration, behaviour, and self-regulation, which are key factors in raising attainment. Physical activity is also linked to enhanced mental health and wellbeing, reducing stress and anxiety while promoting resilience and confidence. Studies show that sports participation fosters teamwork, communication, and leadership skills, which contribute to improved social outcomes and engagement in learning. For disadvantaged pupils, funded access removes financial barriers, ensuring equal opportunities to develop healthy lifestyles and positive habits. By investing in these clubs, we aim to boost attendance, strengthen relationships, and create a sense of belonging, all of which support improved academic progress and personal development.</p>	1, 2 & 4
Education Attendance Officer support	<p>Employing an Education Attendance Officer is a key strategy for improving attendance and reducing persistent absence, which are strongly linked to pupil attainment. Research from the DfE shows that pupils with higher attendance achieve significantly better outcomes, while persistent absence is a major barrier to progress, particularly for disadvantaged pupils. The EEF highlights that targeted approaches to improve attendance, including personalised support and family engagement, can have a positive impact on learning. An Attendance Officer provides dedicated capacity to monitor attendance data, identify patterns early, and work closely with families to address barriers such as transport, health, or safeguarding concerns. By implementing proactive strategies and building strong relationships with parents, this role helps ensure pupils are in school consistently, enabling them to access high-quality teaching and interventions that close attainment gaps.</p>	1 & 2

<p>Subsidy of school educational visits</p>	<p>Access to high-quality educational visits provides pupils with rich, real-world experiences that enhance learning and raise aspirations, particularly for disadvantaged children who may have limited cultural capital. Research from the EEF and studies on experiential learning show that trips and visits deepen understanding by making abstract concepts tangible, improving engagement and motivation. The DfE Cultural Education Report highlights that enrichment activities, including educational visits, contribute to improved attainment and personal development by fostering curiosity, critical thinking, and social skills. These experiences also support vocabulary development and contextual learning, which are essential for reading comprehension and writing. By part-funding some educational visits, we remove financial barriers and ensure all pupils benefit from opportunities that broaden horizons, strengthen curriculum links, and promote lifelong learning.</p>	<p>1, 2 & 4</p>
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Total budgeted cost: £146,758

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Foundation Stage Profile

	Academy			King's Norton North		
	2023	2024	2025	2023	2024	2025
Number of eligible children	26	30	25	119	143	117
% achieving GLD	57.7	70	64	65.5	63.6	70.9
% at least expected level across all early learning goals	57.7	66.7	64	65.5	61.5	67.5
% at least expected across all prime areas of learning	69.2	83.3	68	74.8	72	75.2
% at least expected across all specific areas of learning	61.5	66.7	64	66.4	61.5	67.5
Average number of ELG achieved	14	15	12.4	14.1	13	13.9
% achieving Communication and Language	76.9	83.3	72	81.5	74.1	80.3
% achieving Physical Development	76.9	93.3	68	84.9	79	81.2
% achieving Personal, Social and Emotional Development	84.6	90	72	80.7	75.5	79.5
% achieving Literacy	61.5	73.3	64	68.9	66.4	70.9
% achieving Mathematics	76.9	80	68	78.2	71.3	78.6
% achieving Understanding the World	88.5	76.7	68	81.5	69.9	77.8
% achieving Expressive arts and design	84.6	93.3	68	84	76.2	79.5

The national % for achieving GLD was 67% compared to 64% at Fairway Primary Academy. There is no Disadvantaged data for this cohort.

Phonics

	Academy			King's Norton North			Birmingham Northfield			Birmingham			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Year 1 Eligible pupils	28	27	28	137	116	142	1353	1364	1270	15497	15146	14511	632660	622901	606440
% Absent	0	0	0	0.7	0	0	0.2	0.1	0.2	0.4	0.4	0.4	np	np	np
% Disapplied	0	0	0	0.7	0.9	6.3	1.8	2.8	4.2	3	3.8	4.5	np	np	np
% Working Towards	25	25.9	17.9	18.2	15.5	16.9	19.5	18	16.6	17	15.9	15.7	np	np	np
% Working At	75	74.1	82.1	80.3	83.6	76.8	78.5	79.1	79	79.1	79.9	79.4	78.9	80.2	79.8

Phonics Pupil Group Performance 2025



Fairway Primary Academy

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Year 1 Eligible pupils	17	11		14	14		14	14		2	26		3	-	3	25
% Absent	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0	0
% Disapplied	0	0	0	0	0	0	0	0	0	0	0	0	0	-	0	0
% Working Towards	17.6	18.2	-0.6	28.6	7.1	21.5	28.6	7.1	21.5	0	19.2	-19.2	33.3	-	33.3	16
% Working At	82.4	81.8	0.6	71.4	92.9	-21.5	71.4	92.9	-21.5	100	80.8	19.2	66.7	-	66.7	84

The national % for passing the PSC was 79.8%, Fairway Primary Academy achieved the highest outcome in the 3-year period from 2023-25 with 82.1%. 71.4% of disadvantaged children for this cohort passed the PSC, compared to 79.8% nationally.

Key stage 2 performance part 1

	Academy			King's Norton North			Birmingham Northfield			Birmingham			National		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
Eligible pupils	30	27	29	156	152	135	1549	1461	1464	16500	16456	16385	67047100	66149900	64223900
% at least Expected Reading Test	76.7	85.2	79.3	69.9	71.1	80	68.5	72.5	73	70.4	72.8	73.9	72.8	74.4	75.1
% High standard Reading Test	23.3	18.5	31	19.2	26.3	29.6	23.9	24.6	31.2	27.1	27	33.4	29.1	28.6	33.3
Scaled Score Reading	104.1	104.7	106.1	104	104.9	106.2	103.9	104.5	105.2	104.5	104.7	105.4	105.1	105.2	105.6
% at least Expected Writing TA	66.7	66.7	72.4	64.1	75.7	65.9	67.5	70	68.2	70.2	71.9	69.4	71.5	71.7	72.3
% Greater Depth Writing TA	26.7	3.7	13.8	11.5	6.6	8.1	8.7	8	9.4	10.4	11	10.3	13.3	12.9	12.8
% at least Expected Maths Test	56.7	66.7	72.4	64.1	75	76.3	68.1	70.8	73	73.2	74.1	74.1	73	73.2	74.1
% High Maths Test	10	14.8	10.3	16	21.7	20.7	19.2	20.7	24.2	25	25.3	27.8	23.9	23.9	26.3
Scaled Score Maths	99.8	102.5	101.9	102.7	104.5	104.3	103.2	103.6	104.3	104.3	104.5	104.9	104.2	104.4	104.7
% at least Expected GPS Test	66.7	81.5	82.8	64.1	71.7	79.3	67.5	72.1	70.7	74.3	75.5	74.3	72.4	72.3	72.6
% High GPS Test	16.7	18.5	48.3	23.7	30.9	34.1	26.2	30.6	31.2	34.6	37.3	35.6	30.1	32	29.6
Scaled Score GPS	102.5	103.7	108.2	103.5	105.1	106.7	103.9	104.9	105.4	105.6	106.2	106.3	104.9	105.3	105.4
% at least Expected Reading, Writing & Maths	43.3	59.3	69	51.9	63.2	59.3	53.6	58.7	59	58.6	61.2	60.8	59.6	60.7	62.2
% Higher Standard Reading, Writing & Maths	6.7	3.7	6.9	4.5	3.9	5.2	5.1	5	6	6.9	7	7.2	8	7.7	8.4
Progress Reading	-1.59	-	-	-1.36	-	-	-0.55	-	-	0.16	-	-	0.04	0	-
Reading standard deviation ±	2.29	-	-	1.01	-	-	0.32	-	-	0.10	-	-	-	-	-
Progress Writing	-0.07	-	-	-1.34	-	-	-0.36	-	-	0.07	-	-	0.04	0	-
Writing standard deviation ±	2.20	-	-	0.96	-	-	0.31	-	-	0.10	-	-	-	-	-
Progress Maths	-4.41	-	-	-1.78	-	-	-0.55	-	-	0.69	-	-	0.04	0	-
Maths standard deviation ±	2.15	-	-	0.95	-	-	0.30	-	-	0.09	-	-	-	-	-

The national % for achieving the expected outcome in reading was 75.1%. As a school Fairway Primary Academy performed above the national outcomes by achieving 79.3%.

The national % for achieving the expected outcome in writing was 72.3%. As a school Fairway Primary Academy performed in line with national outcomes by achieving 72.4%.

The national % for achieving the expected outcome in mathematics was 74.1%. As a school Fairway Primary Academy performed just below national outcomes by achieving 72.4%.

As a school Fairway Primary Academy children performed above the national combined outcomes in Reading, Writing and Mathematics by achieving 69%. The national % for achieving the combined expected outcomes was 62.2%.

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	13	16		16	13		16	13		-	29		7	-	7	22
% at least Expected Reading Test	76.9	81.2	-4.3	75	84.6	-9.6	75	84.6	-9.6	-	79.3		71.4	-	71.4	81.8
% High standard Reading Test	30.8	31.2	-0.4	18.8	46.2	-27.4	18.8	46.2	-27.4	-	31		0	-	0	40.9
Scaled Score Reading	106.3	105.9	0.4	104.5	108	-3.5	104.5	108	-3.5	-	106.1		103.5	-	103.5	106.8
% at least Expected Writing TA	69.2	75	-5.8	68.8	76.9	-8.1	68.8	76.9	-8.1	-	72.4		42.9	-	42.9	81.8
% Greater Depth Writing TA	7.7	18.8	-11.1	6.2	23.1	-16.9	6.2	23.1	-16.9	-	13.8		0	-	0	18.2
% at least Expected Maths Test	69.2	75	-5.8	68.8	76.9	-8.1	68.8	76.9	-8.1	-	72.4		42.9	-	42.9	81.8
% High Maths Test	7.7	12.5	-4.8	0	23.1	-23.1	0	23.1	-23.1	-	10.3		0	-	0	13.6
Scaled Score Maths	101.7	102.1	-0.4	100.1	104.2	-4.1	100.1	104.2	-4.1	-	101.9		95	-	95	104.1
% at least Expected GPS Test	76.9	87.5	-10.6	81.2	84.6	-3.4	81.2	84.6	-3.4	-	82.8		85.7	-	85.7	81.8
% High GPS Test	38.5	56.2	-17.7	43.8	53.8	-10	43.8	53.8	-10	-	48.3		14.3	-	14.3	59.1
Scaled Score GPS	105.9	109.9	-4	106.9	109.7	-2.8	106.9	109.7	-2.8	-	108.2		104	-	104	109.4
% at least Expected Reading, Writing & Maths	69.2	68.8	0.4	62.5	76.9	-14.4	62.5	76.9	-14.4	-	69		28.6	-	28.6	81.8
% Higher Standard Reading, Writing & Maths	0	12.5	-12.5	0	15.4	-15.4	0	15.4	-15.4	-	6.9		0	-	0	9.1

As a school, Fairway Primary Academy pupils identified as disadvantaged performed above the national outcomes in Reading by achieving 75%. The national % for achieving the expected outcome in reading for disadvantaged children was 69%.

At Fairway Primary Academy children identified as disadvantaged performed above national outcomes in Writing by achieving 68.8%. The national % for achieving the expected outcome in writing for disadvantaged children was 59%.

Children identified as disadvantaged at Fairway Primary Academy performed above the national outcomes for Mathematics by achieving 68.8%. The national % for achieving the expected outcome in Mathematics for disadvantaged children was 63%.

Disadvantaged performed above the national combined outcomes in Reading, Writing and Mathematics by achieving 62.5%. The national % for achieving the combined expected outcomes for disadvantaged children was 47%.

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
N/A	