Fairhaven Academy Pupil Premium Strategy 2025-26

This statement details our 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 effect that last year's spending of pupil premium had within our academy.

School Overview

Detail	Data
School name	Fairhaven Academy
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	77.6%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/2026 to 2028/2029
Date this statement was published	November 2025
The date on which it will be reviewed	Autumn 2026
Statement authorised by	Phil Willott, Director of Education
Pupil premium lead	Elizabeth Browne, Academy Principal
Governance Ratification	Trust Executive Board

Funding overview 2025-26

Detail	Amount
Pupil premium funding allocation this academic year	£104,650.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£104,650.00

Part A: Pupil premium strategy plan

Statement of intent

Fairhaven Academy provides education for some of the most vulnerable and disadvantaged pupils in Key Stages 2 to 4 across Nottingham. Our pupils are taught through alternative providers or independent schools, and some attend more than one provision. Our aim is to support the development of the whole child, not just their academic progress. This means looking at their individual needs and helping them grow in every area.

A significant proportion of our cohort are pupil premium pupils, all of whom face substantial challenges. These difficulties are often intensified by the fact that every pupil has been excluded from mainstream education prior to joining us. As a result, our pupil premium pupils encounter additional barriers that we work to address through targeted interventions, high-quality teaching, and a supportive, nurturing environment.

Our pupils require additional support by professionals in areas such as social care, youth offending services, and mental health.

Our Key Priorities:

Improving Literacy

Many pupils have reading ages below their chronological age, which makes learning more challenging across the curriculum. Over the next three years, we will prioritise the development of reading, writing, speaking, and listening skills to ensure pupils can access learning confidently and make strong progress.

Improving Attendance

Attendance remains a challenge, particularly for disadvantaged pupils. As children can only learn and thrive when they are in school, improving attendance will continue to be a central priority. Our focus will be on early intervention, strong relationships with families, and targeted support for pupils with barriers to regular attendance.

Promoting Engagement and Improved Wellbeing

The majority of our pupils experience social and mental health challenges and have often faced significant difficulties throughout their education journey. Supporting them in preparing for their next steps, while promoting engagement, confidence, and self-esteem—is a core priority for the academy. We are committed to providing a broad range of opportunities that enrich their learning and help them develop essential life skills for the future.

Challenges

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

Challenge number	Detail of challenge
1	Difficulties related to poor attendance.
2	Difficulties related to pupils' engagement, confidence and self esteem
3	Pupils have low literacy levels.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategic plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils will attend regularly, developing routines that support learning and personal development.	• Reduction in overall absent rate, including pupil groups. • Reduction in suspensions and placement breakdowns demonstrating pupil engagement in their education. • Individual pupil attendance demonstrates progress from an attendance mainstream baseline.
Pupils are actively engaged in their education and benefit from a curriculum that broadens their skills and experiences while building their confidence. They are placed in settings that meet their individual needs and provide meaningful learning opportunities and qualifications, supporting them to succeed in their future pathways.	• Increased pupil engagement – improved attendance • Reduction in the number of suspensions • Reduction in the number of placement breakdowns • NEET % above national • Pupil voice evidence: engagement in wider opportunities and positive experiences in their provision
Pupils will develop stronger reading, speaking, listening, and writing skills. This will help them access all areas of the curriculum with confidence and independence and give them the essential	• Reading fluency improves for targeted pupils, demonstrated through greater accuracy in termly

literacy skills they need to succeed in further education, employment, or training after school.	assessments and oversight in the provisions. • Reading comprehension scores show sustained improvement, with disadvantaged pupils making expected or accelerated progress from their starting points. • Writing outcomes strengthen, evidenced by improved structure, vocabulary use, and accuracy in moderated writing samples. • Oracy skills develop significantly, demonstrated by pupils' increased ability to articulate ideas clearly, use subject-specific vocabulary, participate confidently in discussions, and present information verbally in structured tasks. • Pupil confidence and independence increase, shown through improved engagement in lessons, reduced need for scaffolding, and positive pupil-voice feedback. • Curriculum access improves, reflected in better performance in literacy-heavy subjects and increased completion of written tasks. • Progression readiness is demonstrated by pupils that support successful transition into post-16 education, employment, or training.

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 (for example, CPD, recruitment and retention)

Budgeted cost: **£26,672**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD through the AP Network to introduce projects to develop writing, speaking and listening skills in the settings. Development of the Literacy AP network to share good practice and deliver a literacy professional learning programme for all the providers. Literacy specialists to support the delivery of the training, focusing on the priority areas of development identified in the Summer 25 audit. Leaders to coordinate triads across the AP network to share and improve practice. SENCO to coordinate progress reviews with providers on a half termly basis that includes oversight of interventions and provision for the pupils.	EEF and projects: seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling pupils, 'Improving Literacy in Secondary Schools' • Prioritise 'disciplinary literacy' across the curriculum • Provide targeted vocabulary instruction in every subject • Develop pupils' ability to read complex academic texts • Break down complex writing tasks • Combine writing instruction with reading in every subject • Provide opportunities for structured talk • Provide high quality literacy interventions for struggling pupils Improving Literacy in Secondary Schools | EEF . Votes for Schools has been used by the academy for three years. Through observations and by capturing both pupil and provider voice, it has demonstrated a positive impact by providing opportunities for comprehension activities and dedicated oracy sessions. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are in-expensive to implement with high impacts on read-ing and writing: Oral language interventions | EEF	1, 2, 3

Funded projects and links with the Literacy Trust and Nottingham City Library. Funding for 'Votes for Schools' to enhance the curriculum to develop oracy. Funding for Mental Health First Aid Training (MHFA) – AP network offer and subsidised by the academy.		
Embed the monitoring of the assessment pathways to ensure the most disadvantaged pupils can access the most appropriate educational provisions, including 1:1 and small groups.	EEF evidence: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. The research shows that small group tuition is effective. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.	1, 2, 3

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

Budgeted cost: **£23,921**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using the initial assessment of the pupils' needs on admission, plan structured interventions within the AP settings to address barriers to learning and promote sustained engagement.	EEF (recommendations 5 and 6): Regular and structured interventions delivered by support staff that are monitored and evaluated to assess the impact. Evidence suggests a selection of high-quality, structured interventions can enhance pupil progress when delivered as intended, by TAs who are well-trained and well-supported (3 – 4 months progress impact evidence)	1,2,3

Training for the staff within the provisions. Leaders to meet with the providers every 6 weeks to monitor the impact of interventions and assess progress. Use of external specialist and APST, to address barriers to learning and promote sustained engagement.		

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

Budgeted cost: **£54,057**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trust Attendance & Welfare Team The strategy was revised in Summer 25 to strengthen the collaboration between the Trust and Fairhaven team. Pupil cases are allocated to the Education Placement Team to work with families to reduce the barriers to attending the provisions. Embedding principles of good practice set out in the DfE's Working together to improve school attendance (applies from 19 August 2024)	In 2021, Raleigh Education Trust made a strategic decision to expand attendance and welfare support across the trust. This was designed to help the most vulnerable and disadvantaged pupils and families. The Trust Attendance & Welfare Team implements best practice and evidence-based interventions and support to break down barriers to enable our pupils to attend education each day. We know that high absence leads to lower attainment at Key Stage 2 and Key Stage 4, and pupils with persistent absence are less likely to stay in education. Improving attendance remains a key priority because children can only learn and thrive when they are present. (Research: "How attendance can impact attainment," Key for School Leaders, 2019)	1, 2

To ensure the curriculum is balanced and carefully sequenced, and the creative curriculum allows opportunities for cultural development. Increase the academy wider opportunities offer for all pupils and using the progress reviews to identify disadvantaged pupils that require additional areas for their development/wellbeing. Disadvantaged children to have funded trips and visit places, including residential trips. Post 16 preparation – Expansion of the AP Careers Fair. Business links and opportunities through the career offer. Implementation of the Trust 'Getting Ready Strategy	Disadvantaged children are missing out on life-changing residential experiences | Learning Outside the Classroom	

Total budgeted cost: £104,650

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Review of 2024-2025

Literacy - Reading.

During the summer term, leaders focused the quality assurance activity to review the impact of our Pupil Premium strategy and plan the next steps for our wider literacy work.

Key improvements include:

- All the providers have a reading strategy in place, following the CPD and support that has been provided across the network.
- There has been an increase in the number of providers that have reading interventions available; however, this is not embedded and is a priority for this year to target key pupils that require additional support.
- New providers have joined the AP network, and these provisions require further support over the next year. However, there was still evidence of an increased profile of reading in the setting.
- Leaders continue to support provisions to strengthen their reading offer and routinely check pupil timetables to ensure every child has access to at least one provider delivering a strong reading programme.
- Ten providers adopted Lexonik LEAP following Unity's training, while others use alternative evidence-informed approaches.
- The Literacy Trust launched projects in Spring 2025 aimed at engaging boys in reading, and providers have reported positive levels of pupil engagement.
- Most providers now include reading-for-pleasure opportunities in their curriculum. While this represents positive progress, literacy remains a significant barrier for many pupils. Overall engagement with reading for pleasure has improved, and providers have made efforts to promote reading within their environments. However, some pupils remain reluctant to participate, so this will continue to be a priority.
- Approaches to vocabulary instruction are starting to develop across the network, though methods vary.

Leaders recognise that improving literacy, especially reading and writing, must remain a central focus over the three years. The providers are keen to work with the academy to develop their provisions and train staff to improve literacy outcomes for the pupils.

Improving Attendance

The overall attendance 24/25 for disadvantaged pupils has shown improvements last year, compared to 23/24.

- Pupil Premium (PP): 52.84%
- Non–Pupil Premium (NPP): 54.47%

The data for 2024–25 shows a narrow gap of just 1.63% between pupil premium and non-pupil premium pupils. This indicates that targeted support strategies are having a positive impact, with PP pupils performing broadly in line with their peers. This represents a notable improvement in closing the attainment gap compared to the previous academic year.

2023–24 Results:

- PP: 49.38%
- NPP: 63.57%

Compared with 2023-24, PP performance has increased by 3.46% and the gap while the NPP group has seen a reduction of 9.10%, resulting in a significant narrowing of the attainment gap.

- The gap reduced from **14.19% to 1.63%**, demonstrating strong progress in equity.
- PP pupils have shown improved engagement, confidence, and outcomes**,** reflecting the impact of targeted pastoral and academic interventions**.** Strategies such as personalised learning pathways, therapeutic support, enhanced curriculum opportunities, and mentoring are contributing to sustained improvements for disadvantaged learners.

Attendance has improved at the start of this academic year, and the gap between pupils receiving Pupil Premium (PP) and those who do not has reduced by 10.29% compared to the same point last year.

We have strengthened collaboration with agencies already supporting families, such as Children's Social Care, Youth Offending Team (YOT), Targeted Family Support, Multi-Systemic Therapy (MST), and the police.

The Alternative Provision Taskforce (APST) has delivered targeted interventions that have improved attendance for key pupils. Since the start of the APST programme, over 250 pupils have been directed supported by one or more specialist. Data shows that pupils supported by APST have attendance rates 6% higher than the academy's overall

average. In addition, only 24% of suspensions issued during the spring term involved pupils who had received this support, showing a clear positive impact. In 24/25, Year 11 pupils who received Taskforce intervention had a higher pass rate in English and Maths. Providers have expressed that having rapid access to Taskforce support has been invaluable. They have observed pupils growing in confidence, engaging more positively with staff, and genuinely looking forward to their sessions. One pupil who worked with Remedi shared that the programme he completed “has helped me become a better man.”

Additionally, 90% of pupils who completed our feedback form reported that the support they received was helpful. Comments included: “I looked forward to my sessions with Dan,” “I enjoyed Mondays more because of counselling,” and “It helped me be calmer.”

The APST team completed on average 15 provider visits a week last year – which strengthens our partnership work and oversight due to the model.

Promoting Engagement

To ensure the placements are appropriate for the pupil, the team collate a vast amount of information from the excluded school, the family and pupil to plan a suitable long-term placement based upon their needs. The admissions process was reviewed last year to capture more historical information from the mainstream setting to ensure placements and provision meet the needs of the pupils. The number of placement breakdowns reduced by 4% in Autumn 2024/25 compared to Autumn 23/24. This reduction continued in the Spring term by a further 2.5%. The summer term data shows continued improvements, however, not comparable due to the Year 11 pupils leaving the academy.

The revised staffing structure from Spring 1 has provided more capacity for the team to support Futures with transition plans last year. Despite the Year 11 cohort doubling in size last year (140 pupils compared with 70 in 2023/24), the NEET figure for Year 11 leavers as of June 2025 has improved by 2% compared with June 2024. The revised NEET rate is now 16%, which is approximately 7% below the national figure.
Last academic year, there was three pupils from the academy that successfully reintegrated back into mainstream education. Two of these pupils received support from the Taskforce.

Leaders developed the role of the Admissions and Engagement Officer last academic year to work with families and pupils following a placement breakdown. This role has had a positive impact in re-establishing engagement with families during what is often a challenging period. Home visits are carried out while a pupil is out of education, and the Admissions and Engagement Officer also support families during visits to new

provisions. Feedback from pupils and families demonstrates the significant impact of this support.