

# Pupil premium strategy statement – Falconbrook School



Falconbrook Primary School

This statement details our school's use of pupil premium (and recovery 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	177
Proportion (%) of pupil premium eligible pupils	80%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2027
Date this statement was published	04/10/2024
Date on which it will be reviewed	03/10/2025
Statement authorised by	Sarah Pieniek-Jones
Pupil premium lead	Sarah Pieniek-Jones
Governor / Trustee lead	Charles Samuda

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,359
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£195,359</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is for PPG pupils attainment to be in line or above national expectations for all pupils.

Our PPG strategy is to further refine our inclusive approach to teaching and learning and to sharpen provision for identified groups including teacher directed non-SEND interventions (based on analysis of individual and group progress data) to sharpen in-class catch-up / keep up support including pre and post teaching and to monitor the impact of intervention and actions taken through regular (termly) analysis of progress data for both groups. In addition, tailored group support is in place to address specific areas of learning. To facilitate this provision 1 x full time teaching assistant is to be deployed in each class.

In class interventions include:

- Speech and language group support
- Vocabulary development whole class and group support.
- Phonics intervention support.
- Maths and English group intervention support/pre and post teaching (including specialist maths and literacy input)
- Reading support (1:1 / small group)
- Handwriting (fine motor control)

We are ambitious for our pupil outcomes in both attainment (in line with national expectations) and progress (above typical). Quality teaching is at the heart of our approach, underpinned by robust formative and summative assessment practice and diagnostic assessment. Assessment outcomes are analysed to identify areas in which disadvantaged pupils require further support, and addressed swiftly through additional targeted support. On-going training and support for the teaching and learning team is provided by the school's Senior Leadership Team and further supported by subject leaders. High quality teaching is proven to have the biggest effect on pupils' outcomes for both non-disadvantaged and disadvantaged learners.

We consider the additional challenges faced by vulnerable pupils, including those who have been recently or currently supported by children's social services. To support the needs of this group, and all pupils regardless of whether they are disadvantaged or not we continue to secure our whole school approach to the development of pupils' emotional resilience, social development, and emotional literacy.

This in turn impacts on their positive learning and social behaviour (PATHS). Further additional pastoral support interventions in-place include:

- 1:1 therapy
- Group therapy

Our key principles in this strategy plan are:

- To set high standards and remain ambitious for the learning outcomes (progress and attainment) of our disadvantaged pupils.
- To respond swiftly to outcomes of formative, summative and diagnostic assessments and to address areas identified through targeted additional support for individual pupils or groups.

- To support the emotional well-being of disadvantaged (and non-disadvantaged) pupils and in doing so support the development of resilience and self-esteem which impacts on their learning and social behaviours.

## Challenges

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

Challenge number	Detail of challenge
1	High percentage of disadvantaged pupils at Falconbrook.
2	High numbers of pupils with additional learning needs and/or pastoral support needs which impact on learning.
3	High numbers of parents with EAL (English as an Additional Language) / limited confidence in spoken or written English means support with homework (reading) and models of high-quality English at home can also be limited.
4	Attendance of PPG pupils (93.7% in the first 2 terms of 2023/2024) is below the attendance of non-PPG pupils (95.6% in the first 2 terms of 2023/2024). Reduction in school hours impact on progress in learning.

## 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
Improved attainment of PPG/disadvantaged pupils	2026/2027 KS2 outcomes for all individual subjects and combined RWM are in line with national expectations for all pupils. Phonics screening check attainment gap narrowed significantly between PPG and non-PPG pupils EYFS GLD gap narrowed significantly between PPG and non-PPG pupils
Improved attendance for PPG pupils	2026/2027 Attendance for PPG pupils will be in line with all pupils nationally. Gap between attendance of PPG and non-PPG pupils narrowed significantly
Improved oral language skills and vocabulary development for PPG pupils	From 2022 onwards: Impact on writing and reading outcomes (summative assessment data)
To secure and sustain effective well-being and emotional support provision for all pupils,	Exemplary social and learning behaviour remains secured

particularly our disadvantaged and vulnerable groups.	<p>Children engaged in and motivated by their learning.</p> <p>Children articulate feelings and develop / secure skills in managing uncomfortable feelings.</p> <p>Pupils continue to develop their self-resilience in both social and learning contexts.</p> <p>Increase in on-site therapy provision for identified pupils.</p>
To further extend additional enrichment opportunities, including educational visits and after school activities that our pupils may not otherwise be able to access.	All PPG (& non-PPG) children able to access additional enrichment activities including educational trips, and after school activities, in line with our curriculum intent statement
Support parents and families to overcome difficulties in their lives so that they are better able to support their children's learning.	Targeted early help and support accessed by parents/carers. Support is readily available and within the school building.

## 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: £ 82,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for teachers.</p> <p>Quality training in place to promote effective inclusive teaching practice, including team teaching and mentoring.</p> <p>Additional release time provided for teachers to research impact on pupil learning of aspect of teaching &amp; learning policy and practice at Falconbrook.</p>	<p>Effect size of teacher efficacy on pupil outcomes (John Hattie) 0.73-1.57 (where 0.4-0.6 = good &amp; 0.7+ strong)</p> <p><a href="#">Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org)</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p> <p><a href="#">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3 & 4

<p>Develop and secure effective, integrated SEL (Social and Emotional Learning) programme that support all pupils to develop emotion articulation, problem solving skills, self-esteem, and resilience.</p> <p>Provide ongoing training / coaching for staff team in PATHS programme</p>	<p>Social and emotional learning (SEL) is concerned with fostering children's social and emotional skills within educational settings, alongside their academic skills. This can include developing young people's relationships, communication, decision making, self-esteem and behaviour.</p> <p>SEL can play a central role in helping children to develop the skills for educational success and life-long wellbeing.</p> <p>As well as supporting pupil re-engagement after school closures, SEL can contribute to reducing the long-standing gap between disadvantaged children and their peers</p> <p><a href="#">Social and emotional learning: An evidence review and synthesis of key issues - Education Policy Institute (epi.org.uk)</a></p>	<p>1, 2, 3 &amp; 4</p>
<p>Update and replenish resources for <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure strong phonics teaching for all pupils phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>  <a href="#">Read Write Inc. Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2 &amp; 3</p>
<p>Embedding dialogic activities (using 'talk' effectively) across the curriculum.</p> <p>Train staff and purchase resources for Talk 4 Writing approach to teaching English</p>	<p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading (&amp; writing).</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2 &amp; 3</p>
<p>Purchasing of standardised diagnostic assessment (e.g NFER (National Foundation for Educational Research)). Training and support for teachers ensure assessment are accurately used, interpreted, and administered correctly.</p>	<p>Standardised tests provide reliable insights into specific strengths &amp; weakness at individual pupil level. This supports school to identify where to target additional support, intervention of teacher input.</p> <p>At Falconbrook in-class formative assessment practice further sharpens teacher knowledge and awareness of pupil need.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Secure and develop mastery approach to the teaching of mathematics and remain at the forefront of changes and developments through links with the Mathshub and participation in teaching research groups.</p>	<p><a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</a></p>	<p>1, 2 &amp; 3</p>
<p>Training for Teaching Support Team (TST) in delivery of in class and SEND interventions / 1:1 programmes of support and teaching policy and practice at Falconbrook</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p> <p><a href="#">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2 &amp; 3</p>

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

Budgeted cost: £ 101,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x full time adult (TA) in each KS1 & KS2 class to deliver 1:1 and small group intervention	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3 & 4
Small group support (in-class) with TA in KS1 & KS2 <ul style="list-style-type: none"> <li>• Maths</li> <li>• Reading</li> <li>• handwriting</li> <li>• Phonics</li> </ul>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3 & 4
1:1 support in-class with TA in KS1 & KS2 <ul style="list-style-type: none"> <li>• Maths</li> <li>• Reading</li> <li>• handwriting</li> <li>• Phonics</li> </ul>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. And in small groups: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3 & 4
Small group speech and language support with TA in EYs & KS1	There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading (& writing). <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,3 & 4
P/T external specialist Literacy teacher – small group & 1:1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1 & 2
P/T external specialist maths teacher – small group & 1:1	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:	1 & 2

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

Budgeted cost: £ 10,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase support from local authority education welfare	<p>There is a clear link between poor attendance and lower academic achievement DfE research (2012) on <a href="#">improving attendance at school</a> found that:</p> <ul style="list-style-type: none"> <li>• Of pupils with <b>absence over 50%</b>, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English</li> <li>• 73% of pupils who have <b>over 95% attendance</b> achieve 5 or more GCSEs at grades A*-C</li> </ul> <p>Pupils with persistent absence are less likely to stay in education Advice from the <a href="#">National Strategies</a> (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> <li>• The links between attendance and achievement are strong</li> <li>• Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</li> </ul> <p><a href="#">The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</a></p>	4

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attainment and progress data summary 2023/2024

Year 6

Attainment

Group (pupil numbers)	Reading	Writing	SPAG	Maths
FSM (16)	63%	57%	88%	69%
Not FSM (6)	83%	50%	50%	67%

Year 5

Attainment

Group (pupil numbers)	Reading	Writing	Maths
FSM (21)	81%	67%	67%
Not FSM (4)	75%	75%	50%

Progress

Group (pupil numbers)	Reading		Writing		Maths	
	EXP	ABOVE	EXP	ABOVE	EXP	ABOVE
FSM (21)	100%	25%	100%	35%	100%	25%
Not FSM (4)	100%	33%	100%	33%	100%	33%

Year 4

Attainment



Group (pupil numbers)	Reading	Writing	Maths
FSM (20)	60%	45%	70%
Not FSM (5)	60%	40%	60%

Progress

Group (pupil numbers)	Reading		Writing		Maths	
	EXP	ABOVE	EXP	ABOVE	EXP	ABOVE
FSM (20)	100%	17%	100%	11%	100%	11%
Not FSM (5)	100%	33%	100%	0%	100%	0%

Year 3

Attainment

Group (pupil numbers)	Reading	Writing	Maths
FSM (15)	60%	54%	73%
Not FSM (6)	83%	67%	67%

Progress

Group (pupil numbers)	Reading		Writing		Maths	
	EXP	ABOVE	EXP	ABOVE	EXP	ABOVE
FSM (15)	100%	9%	100%	9%	100%	18%
Not FSM (6)	100%	0%	100%	17%	100%	0%

Year 2

### Attainment

Group (pupil numbers)	Reading	Writing	Maths
FSM (17)	53%	59%	65%
Not FSM (4)	50%	50%	75%

### Progress

Group (pupil numbers)	Reading		Writing		Maths	
	EXP	ABOVE	EXP	ABOVE	EXP	ABOVE
FSM (17)	100%	14%	100%	7%	100%	14%
Not FSM (4)	100%	0%	100%	0%	100%	0%

### Year 1

Group (pupil numbers)	Reading	Writing	Maths
FSM (14)	79%	71%	86%
Not FSM (5)	60%	60%	60%

### Progress

Group (pupil numbers)	Reading		Writing		Maths	
	EXP	ABOVE	EXP	ABOVE	EXP	ABOVE
FSM (14)	100%	54%	100%	39%	100%	39%
Not FSM (5)	100%	25%	100%	0%	100%	25%

### Reception

Group (pupil numbers)	Communication	Physical	Personal	Literacy	Maths	GLD
FSM (19)	63%	74%	79%	58%	68%	58%
Not FSM (4)	75%	75%	75%	75%	75%	75%

Progress

Group (pupil numbers)	Communication	Physical	Personal	Literacy	Maths
FSM (19)	100%	100%	100%	100%	100%
Not FSM (4)	100%	100%	100%	100%	100%

## Externally provided programmes

Programme	Provider
PATHS	Barnardo's
Explore and Talk speech and language programme	St George's University Hospital, NHS Foundation Trust
Teach Talk speech and language programme	TeachTalkLearn Ltd
Read, Write Inc Phonics	Ruth Miskin Phonics
Espresso	Discovery Education
Sumdog – Maths, Spelling & Grammar	Sumdog
Widget	InPrint
Sing up	Sing up
Emile spelling	Emile Education
Get Set 4 PE	Get set for education