

Falcons Primary School



FALCONS
PRIMARY SCHOOL

Pupil Premium Strategy Statement

August 2025 – July 2028

Pupil premium strategy statement – Falcons Primary School

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 (2025/2026) and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	19.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	
Pupil premium lead	Katie Young / Jasbir Mann
Governor / Trustee lead	Dr Kiran Kaur

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109395
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£109395

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Positive relationships with our disadvantaged pupils and a thorough knowledge of their learning profile and wider situation will continue to be at the heart of our strategy. We will gather and reflect on a wide range of data to build a rich picture of individual and family needs, as well as considering our whole school context. We will explore:

- attendance data
- attainment data and pupil progress reviews
- teacher feedback on levels of engagement and participation
- behaviour reports
- pupil and family feedback, identifying strengths and challenges
- information on well-being, mental health and safeguarding
- information on access to technology and curricular materials
- pupil and school information on access to enrichment activities
- pupil and family aspirations

Our approach will be based on thorough analysis, not assumptions or stereotyping. We will examine what could be hindering the attainment of those pupils who are below age-related expectations or those eligible higher attainers who are underachieving. We will consider all vulnerable pupils, including those currently or previously looked after, children with a social worker and those with SEND. Our strategy will also continue to consider where additional support is required for Year 5 and 6 pupils whose early education and wellbeing were impacted by the COVID-19 pandemic.

High-quality teaching is at the heart of our approach, as this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our focus will be on maximising progress and attainment in Literacy and Numeracy and, as in our SIP (2025-26), we will prioritise Language and Communication development as the key foundation for this. Evidence shows that children from socially disadvantaged families are more than twice as likely to be diagnosed with a language problem and that language skills play a key role in children's school attainment and employment opportunities.

For pupils who require additional support, we will implement high-quality structured small group or 1 to 1 intervention, based on the most recent research on which programmes are effective in boosting progress. This will include a menu of age-

appropriate targeted support for language development. We will ensure that staff are trained to deliver interventions effectively and that their impact is closely monitored.

We will deliver a curriculum that is ambitious and aspirational. In addition, we will create opportunities so that children, particularly the disadvantaged, are thinking and talking about a wide range of experiences that give them the knowledge, skills and behaviours that they need to be successful in later life. Alongside this, we will recognise and value the cultures, languages and traditions that children and their families bring to our school.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, teacher feedback and discussions with pupils indicate poor oral language and communication skills among many disadvantaged pupils. In Reception and Key Stage 1, it is particularly evident that underdeveloped language skills and vocabulary deficit impact on early reading and writing, motivation to learn and well-being.
2	Assessment data and pupil progress reviews indicate that, in almost all year groups, disadvantaged pupils generally have greater difficulties with reading and make slower progress than their peers. This is particularly seen in Key Stage 2, when pupils move beyond the very tight structure of phonics teaching. Pupil interviews and surveys show that disadvantaged pupils read less widely than their peers and have poorer access to appropriately varied and challenging reading material at home. They find reading comprehension particularly challenging, often linked to language difficulties (challenge 1).
3	Assessment data and teacher feedback indicate that, across all year groups, fewer disadvantaged pupils meet the expected standard for writing than their peers.
4	Assessment data indicates that, in many cohorts, fewer disadvantaged pupils achieve Greater Depth in Maths when compared to their peers.
5	Information from teacher interviews with pupils and parents, school club records, and from experiences shared through Class Dojo/ show and tell, suggest that disadvantaged pupils have less access to enrichment opportunities. Challenging living conditions, family dynamics and parental work patterns often contribute to this and limit quality family time, e.g. to read together or play games.
6	Our safeguarding information, pupil discussions and parent meetings indicate that disadvantaged pupils are more likely to have suffered

	adverse childhood experiences than their peers. Staff feedback and pupil discussions show that this impacts on children's self-esteem and well-being, and on their capacity to focus on learning.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. In particular, disadvantaged pupils have higher levels of persistent absence and of unauthorised absence. Our assessments, observations and teacher feedback indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	Pupil/ family information, feedback from teachers and nurture teaching assistant as well as school safeguarding records show that some disadvantaged pupils do not have access to learning materials, technology or a calm space to support continued learning at home.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment and progress among disadvantaged pupils.	Pupil progress reviews show that most disadvantaged pupils make expected progress in reading, with many making accelerated progress. 70% of disadvantaged pupils attain the expected level in reading at the end of KS2 (national average 2024 for disadvantaged pupils was 64%) and the gap between them and their non-disadvantaged peers is narrowed. At least 70% of disadvantaged pupils achieve the expected standard in the Year 1 phonics screening (67% of disadvantaged pupils nationally met the standard in 2024/25 and 68% in 2023/24). Pupil surveys and teacher records show that disadvantaged pupils read and enjoy a range of suitably challenging texts and can talk about them.
More disadvantaged pupils attaining the expected standard for writing.	Assessment data and pupil progress reviews show that disadvantaged pupils working below the expected standard make accelerated progress in writing. The gap in attainment between disadvantaged pupils and their peers reduces between baseline and the end of Yr 3 and is better than national averages at the end of year 6.

Increased numbers of disadvantaged pupils achieving Greater Depth in Maths across all year groups.	Assessment data, observations and pupil interviews indicate that more disadvantaged pupils achieve the Greater Depth standard. The gap between numbers of disadvantaged pupils achieving the higher standard and their peers is reduced and is better than national averages at the end of year 6.
To provide, facilitate and resource a range of enrichment opportunities for all disadvantaged pupils.	Pupil, parental and teacher feedback and school records indicate that all disadvantaged pupils participate in ongoing curricular enrichment (e.g. trips) and access at least one extra-curricular club in school.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Teachers, parents and pupils themselves report improved wellbeing, self-esteem and emotional regulation. Nurture provision records show a comprehensive programme of support. Teachers report improved focus in lessons. Pupil surveys show improved well-being.
To continue to improve attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is 95% or above. Persistent absence rate for disadvantaged pupils will be in line with, or lower than, non-disadvantaged peers.
To support disadvantaged pupils and their families with home learning.	Teacher records show that disadvantaged pupils consistently complete homework to a good standard and participate in home challenges/ projects. Pupil interviews and teacher feedback indicate that disadvantaged pupils have been provided with the learning resources and equipment that they need for learning at home, as well as being supported to create a work area.

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: £ 20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics refresher training for teachers in Reception and Key Stage 1 and for intervention teaching	EEF evidence on importance of high quality teaching https://educationendowmentfoundation.org.uk/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy	2, 3

assistants in Key Stage 2.	moderate impact for very low cost based on extensive evidence. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF	
Reading CPD for all teaching staff Years 2-6. Refresher training in Leicester WiT reading strategies.	EEF shows that teaching reading strategies has high impact for very low cost from moderate research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 2, 3
Purchase of standardised diagnostic Language and Communication assessments. Training for staff to ensure assessments are interpreted and administered correctly. Whole staff training on high quality teaching of communication and language strategies. Training for Early Years Staff on 'Concept Cat', Word Aware 2 to be used as a whole class teaching strategy. Purchase of linked resources.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF EEF evidence that Communication and Language approaches have high impact for very low cost based on moderate evidence https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1, 2, 3,
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2	4

access Maths Hub resources and CPD, particularly Teaching for Mastery.	The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	
Purchase of Oxford Reading Buddy and staff training on maximising impact on pupil reading at home.	research shows that fewer children are reading for pleasure. https://educationendowmentfoundation.org.uk/news/education-endowment-foundation-eef-comment-falling-number-of-children-reading-in-spare-time https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting	2, 8
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	6

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

Budgeted cost: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement a progressive menu of age appropriate Communication and Language interventions: Fun time, NELI, Concept Cat, Language for Thinking. Train staff to deliver effectively.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF	1, 2, 3

Fund teacher/ TA release time to monitor success and impact		
time to monitor success and impact		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by skilled, trained staff.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2, 3
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3, 4
CPD for teaching assistants on DfE/ National Centre for Excellence 'ready to Progress' Maths materials. Fund teacher/ TA release time to effectively plan and resource this intervention. Purchase resources to support disadvantaged pupils.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	4

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

Budgeted cost: £29 395

Activity	Evidence that supports this approach	Challenge numbers addressed
Embed book gifting initiatives	https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting	2, 8
ELSA training for nurture teaching assistant Fund ELSA teaching assistant time to run nurture provision. Fund release time for teachers to give nurture support to disadvantaged pupils.	EEF research highlights the importance of improving social and emotional learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel www.elsanetwork.org/wp-content/uploads/2022/11/Final-Research-Report-How-can-the-ELSA-programme-be-used-to-support-children-and-young-people-post-lockdown.pdf	6
Fund curriculum enrichment days and extra-curricular activities for disadvantaged pupils. Fund staffing and transport to facilitate completion of “Falcons 50 Things’ activities.	https://early-education.org.uk/cultural-capital/	1, 5
Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement procedures.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

Total budgeted cost: £ 109 395

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Evidence of Strategy Impact in academic year 2024-25
<u>Language skills and vocabulary</u> Lesson observations, School Improvement triad visits and pupil interviews show enhanced language and vocabulary development across all foundation subjects. Teachers are now confident to teach key vocabulary linked to each foundation stage subject, as specified on individual topic plans. Children can talk about their learning in English and Maths, using the appropriate grammar and mathematical vocabulary. Improved language and communication skills are evident in the narrowing of the gap between disadvantaged pupils and their peers in Reading and Writing. All disadvantaged pupils benefitted from participation in several of: class performance, leading/ contributing to whole school assembly, class 'show and tell', Spark Arts performance poetry/ puppet workshops, Debate Club, mock trial, adult led magazine clubs and enrichment trips to support language development. <u>Phonics</u> In 2025, 71% of disadvantaged pupils achieved the expected standard in the Year 1 Phonics Screening Check, as compared to 67% nationally. This compares to 89% of non-disadvantaged pupils in school achieving the standard, giving a percentage points gap (PPG) of 18% This is similar to the national PPG of 17% between disadvantaged pupils and their non-disadvantaged peers. <u>Reading</u> 69% of disadvantaged pupils achieved the expected standard in reading at the end of Key Stage 2, which is above the 64% National average for disadvantaged pupils. This is despite there being one non-verbal pupil with significant SEND and awaiting a place at special school in our cohort. This compares to 77% of non-disadvantaged pupils in school achieving the standard, a percentage points gap (PPG) of 8%, which is less than the national PPG of 16%.

Writing

54% of disadvantaged pupils achieved the expected standard in reading at the end of Key Stage 2, which is below the **60% National average** for disadvantaged pupils. However, disadvantaged pupils not attaining the expected writing level include the pupil awaiting placement at special school and another pupil who joined Year 6 in November, working significantly below the expected level.

Maths

79% of disadvantaged pupils achieved the expected standard in reading at the end of Key Stage 2, which is significantly above the **61% National average** for disadvantaged pupils. Disadvantaged pupils were supported to achieve highly in Maths through well-matched homework and support for pupils/ parents to understand and complete this or, where needed, support to complete this at school.

At the end of Year 4, disadvantaged pupils scored an average of **22.6** in the Multiplication Tables Check, which is significantly above the national average of **19.3** for disadvantaged pupils and also above the national average for non-disadvantaged pupils which was **21.7**. In addition, **44%** of disadvantaged Falcons pupils scored full marks, as compared to **27%** of disadvantaged pupils nationally. The impact of additional academic group tuition given to disadvantaged pupils in this area of learning is clear.

Well-being

Funding used for our nurture teaching assistant and to release other key members of staff has allowed well over 60% of our disadvantaged pupils to access personalised nurture provision over and above that offered through our teaching of PSHE. This has been successful in supporting them to cope with a wide range of adverse childhood experiences, e.g. domestic violence, death of a parent, parent in prison, and ensuring their improved well-being.

Enrichment

By subsidising payments, we ensured that 100% of disadvantaged pupils accessed all curricular enrichment activities and trips last academic year. 100% of disadvantaged pupils in Years 4 to 6 were supported to participate in school swimming lessons. In addition, a large number of disadvantaged pupils accessed sports/ arts/ games/ religious clubs either after school or at lunch times, at either reduced or no cost. These steps have had clear impact on pupils' self-esteem and confidence to talk about their experiences and put forward their own views.

Attendance

Our clear strategy and close liaison with families and our Educational welfare Officer have led to improved attendance for all pupils, including disadvantaged pupils. Attendance for disadvantaged pupils was 90.66% in 2022/23 but this rose to 91.99% in 2023/24 and again increased to 92.33% in 2024/25.

However, a higher number of disadvantaged pupils had unauthorised absence (52.50% for 2024/25 as compared to 44.90% for their non-disadvantaged peers) and more showed persistent absence (22.50% for 2024/25 as compared to 19.05% for their non-disadvantaged peers).

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils