

Pupil premium strategy statement – Falconhurst 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	259
Proportion (%) of pupil premium eligible pupils	46.2% *not inc EYFS
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Louise Aird (Headteacher)
Pupil premium lead	Matthew Nash
Governor / Trustee lead	Gill Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total FYE March 2023 £187860 + £18410 (Post LAC)
Pupil premium (and recovery 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>	£206270

Part A: Pupil premium strategy plan

Statement of intent

Falconhurst adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.

- Rapidly close the attainment gap between disadvantaged and non-disadvantaged pupils so that disadvantaged pupils achieve at least in line with national disadvantaged averages and make progress that meets or exceeds expectations across reading, writing and maths.
- Ensure disadvantaged pupils are ready to access learning through strong early foundations (communication, early number, phonics), high-quality classroom teaching, targeted academic support where needed, and timely, evidence-based wider strategies (attendance, wellbeing, parent/carer partnership).
- Reduce persistent absence and the attendance differential between disadvantaged and non-disadvantaged pupils so that PP attendance is at least in line with the whole-school attendance target and national averages.
- Improve disadvantaged pupils' social, emotional and self-regulation skills so they can engage consistently and successfully with the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Widening KS2 maths attainment gap for disadvantaged pupils (KS2 learners' maths skills and PP gap widening against non-disadvantaged pupils nationally -28 in 2025). Current KS2 outcomes show improvement school-wide, but analysis identifies an increasing PP gap in mathematics that requires focused mastery, fluency and targeted support.
2	Weakness in mathematical fluency and substantive number knowledge (number facts, procedural fluency and conceptual understanding), particularly in Year 3–6, reducing pupils' ability to access reasoning tasks and higher curriculum demands. Need for concrete–pictorial–abstract approaches and systematic fluency development from EYFS/KS1 upwards.
3	Attendance and persistent absence: overall school attendance (2024/25 = 93.9%) is below national; disadvantaged attendance is 92.8% with a relative decline trend. Sporadic absence for some PP cohorts is creating intermittent gaps in learning and lowering progress.
4	Parental engagement and pupil readiness to learn, self-esteem and self-regulation: low parental engagement and family-level pressures (cost-of-living, housing instability, domestic issues) impact learner readiness, behaviour regulation and sustained engagement in school. Several families require early help and wellbeing support.

5	High in-year mobility , mixed-age class challenges and EAL: school stability is below average with migration throughout the year.. Newly arrived pupils often lack UK school records and need rapid baseline assessment and targeted induction to reduce learning gaps. Mixed-age classes require coherent sequencing across cohorts.
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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
Reduce KS2 maths PP gap and improve KS2 maths attainment for disadvantaged pupils	By end of academic year: proportion of disadvantaged pupils reaching expected standard in KS2 maths increases year-on-year; gap between school disadvantaged and school non-disadvantaged in maths at KS2 reduced compared to the previous year; termly progress monitoring shows disadvantaged pupils making accelerated progress in identified cohorts. Evidence-informed mastery implementation fidelity checks completed termly
Increase mathematical fluency and substantive number knowledge across phases	By end of year: measurable improvement in fluency checks (Mastering Number and Pupil Passports) for Reception to Y2 disadvantaged pupils; weekly fluency attainment and Pupil Passport success for KS2 disadvantaged pupils show increase in automaticity (number facts) with termly analysis demonstrating narrowing of fluency difference between PP and non-PP. Classroom use of manipulatives and representations observed with fidelity in 80%+ lessons (SLT lesson visits). Structured Early Number with manipulatives (Numicon/Mastering Number) embedded with practitioner CPD and monitoring showing increased practitioner confidence and observed practice in EYFS and KS1.
Improve attendance and reduce persistent absence for disadvantaged pupils	Whole-school attendance meets or exceeds national average (target $\geq 95.0\%$ over the year) and disadvantaged attendance meets or exceeds national disadvantaged attendance (target \geq national disadvantaged attendance). Persistent absence (PA) for disadvantaged pupils reduced by at least 50% from current baseline by year end. Attendance officer casework leads to targeted plans for each PA pupil with termly impact review.
Improve parental engagement and learner readiness (behaviour, self-regulation, SEMH)	Increase in parental contacts reporting engagement in learning activities; pupil and parent surveys show improved confidence and home-school partnership metrics; reduction in in-class disruptions and referrals to Wellbeing Hub; measurable improvements on SEL assessment tools for targeted pupils and reduction in SEMH-related incidents requiring external referral. At least 50% of funded club places occupied by PP children.
Accelerate progress of newly arrived EAL learners and pupils joining mid-year	Rapid baseline assessment implemented on arrival (foundational checks for communication, reading, writing, number); targeted induction and small-group support reduces time to curriculum access—target: 75% of newly arrived disadvantaged pupils reach age-expected or adjusted expected steps within 2 terms (measured by tailored progression checklists).

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: £3984

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole- school improvement programme in mathematics based on Teaching for Mastery (Maths Hub partnership where available). Activities include: Mastery CPD for teachers; release time for CPD and collaborative planning (Learning Triads); SLT-led mastery rollout plan; fidelity checks and coaching. Funding for Maths Hub / mastery-related release and resources.</p> <p><i>9 days of 3 x HLTA/Supply cover (£3980)</i></p>	<p>NCETM evaluation and case studies show that the Teaching for Mastery programme (Maths Hubs) improves teacher subject knowledge and classroom practice and can support disadvantaged and EAL learners when implemented with whole- school commitment and collaborative CPD [NCETM report; NCETM case studies]. Also align practice to DfE non- statutory mathematics guidance for KS1–KS2 which emphasises progression and fluency [DfE Maths Guidance]. See: NCETM Teaching for Mastery report and NCETM mastery case studies and DfE Maths guidance KS1 & KS2.</p>	1, 2, 5
<p>Implement Mastering Number approaches (EYFS–Y2) with fidelity, supported by school-led CPD and embedded into reception and KS1 continuous provision (daily short fluency routines). Purchase concrete resources (Numicon, rekenrek, counters) and support staff CPD in using these. (£400)</p>	<p>EEF and NCETM highlight the importance of early number routines and manipulatives. The EEF- commissioned Early Number with Numicon pilot showed increased practitioner confidence and promise for early numeracy; the NCETM/Mastery materials show fluency and representation approaches support disadvantaged and EAL pupils [EEF Early Number with Numicon pilot; NCETM Mastery materials]. See: EEF Early Number with Numicon pilot summary and NCETM Teaching for Mastery materials.</p>	1, 2

Maths subject leadership time and coaching triads (Learning Triads) – leadership cycles of evaluation, monitoring, coaching and appraisal alignment so that appraisal targets reflect mastery/fluency priorities.	NCETM case studies emphasise the role of leadership, collaborative CPD and coaching in embedding mastery [NCETM Teaching for Mastery report]; EEF guidance emphasises that high- quality teaching and professional development are the highest- impact uses of Pupil Premium funding [DfE Menu/EEF guidance]. See: NCETM report and DfE Pupil Premium conditions .	1, 2, 5
Purchase and embed high- quality subject resources and manipulatives (Numicon sets, concrete kits) across phases to reduce cognitive load and secure conceptual understanding.	DfE maths guidance and NCETM/TfM highlight the value of consistent curriculum resources, carefully sequenced representations and manipulatives to support conceptual understanding and equity of access for disadvantaged pupils [DfE Maths guidance; NCETM]. See: DfE Maths guidance and NCETM Mastery case studies .	1, 2

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

Budgeted cost: £146259

Activity	Evidence that supports this approach	Challenge number(s) addressed
SLT (Experienced practitioners) -delivering additional small teaching groups as part of curriculum delivery; and funded HLTA hours for focused keep-up groups linked directly to the lesson learning (short same-day or next-day 'keep up' sessions rather than catch-up remediation). Use experienced SLT/teachers for modelling and small-group delivery; HLTAs for flexible targeted practice sessions.	EEF evidence shows small group tuition and well- targeted in-school tuition (including one-to-two or one-to-three) is effective at closing gaps when linked to classroom learning; mastery 'keep up, not catch up' is recommended by NCETM and DfE materials. See: EEF Small group tuition and [NCETM Teaching for Mastery report / DfE Maths guidance]. The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better however, the quality of teaching in small groups may be as, or more important than, the precise group size. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more	1, 2

1.3 FTE SLT Teaching = £106823 15 hours per week for the school year of HLTA time = £38636	<p>closely matched to learners' needs explains this impact. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>With smaller groups, there is greater opportunity to give feedback. Studies of verbal feedback show slightly higher impacts overall (+7 months). It is important to give feedback when things are correct- not just when they are incorrect. High-quality feedback may focus on a task, subject and self-regulation strategies.</p>	
Numicon / Early Number (structured small- group EYFS sessions) and CPD for nursery/Reception staff, using manipulatives and a sequenced programme for early number (train practitioners and deliver weekly small-group activities).	The EEF Early Number with Numicon pilot reported increased practitioner confidence and promising improvements in early numeracy practice and engagement; EEF recommends manipulatives and structured PD for early years number [EEF Early Number with Numicon pilot; EEF Improving Mathematics in the Early Years and KS1 guidance]. See: EEF Early Number pilot .	2
Resource allowance for workshops supporting learning pathways (Budget for 4 phases (£800 = £200 per phase))	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.	1, 2, 3, 4, 5

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

Budgeted cost: £55631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strengthen attendance infrastructure: fund Attendance & Family Welfare Officer role (attendance officer), implement systematic first- day contact, personalised attendance communications ('nudge' letters, days missed reported), and targeted family- centred casework (including Early Help referrals where needed).	EEF rapid evidence on attendance indicates some promise for personalised parental communications and targeted, responsive approaches. The EEF's guidance on attendance sets out evidence-informed themes (diagnose needs, communicate effectively, targeted support) [EEF attendance resources]. DfE RISE attendance hub programme referenced as route to scale [DfE RISE Attendance and Behaviour Hubs]. See: EEF: Taking a tailored approach to improving attendance and DfE RISE attendance hubs guidance .	3, 4

<p>Explore becoming an Attendance and Behaviour Hub Lead School if appropriate. £53530</p>	<p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour. Both community-based and school-based approaches can be successful.</p> <p>Mentoring-EEF</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective</p> <p>Metacognition and Self-Regulation - EEF</p> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental Engagement - EEF</p>	
<p>uniform grant allocation (£301)</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parental Engagement - EEF</p> <p>Parental engagement approaches are typically delivered over the course an academic year, as building effective relationships between school and parents requires a sustained effort over an extended period of time.</p> <p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation.</p>	<p>4, 5</p>

	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.	
<p>Provide targeted out-of-school programmes for disadvantaged pupils at risk of behavioural difficulties, focusing on safe community engagement, self-care, emotional regulation and resilience, with some family-inclusive sessions to strengthen routines, behaviour and attendance.</p> <p>£1800</p>	<p>EEF research shows that social and emotional learning (SEL) interventions have a positive impact on behaviour, self-regulation, attitudes to learning and wellbeing, particularly for disadvantaged pupils. Wider enrichment and structured out-of-school activities support engagement, belonging and positive behaviour, which are linked to improved attendance. EEF guidance on supporting attendance highlights that developing a strong sense of belonging and community reduces persistent absence. Family engagement within interventions strengthens home-school relationships, improving learner readiness and attendance outcomes for pupils with SEMH and behavioural needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/technical-appendix/queen-rania-foundation</p>	3, 4
<p>Funded wraparound places for disadvantaged pupils (aim: club register at least 50% PP). Subsidise after-school clubs for PP pupils to develop routine, belonging and enrichment; track impact on attendance and engagement.</p>	<p>The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. The variability in effects suggests that the quality of the programme and the emphasis on, or connection with, academic learning may make more difference than the specific type of approach or sporting activities involved. Participating in sports and physical activity is likely to have wider health and social benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	3, 4, 5

	Physical Activity - EEF	
Targeted communications and translated materials for EAL families; induction for newly arrived families that includes pastoral and curriculum information plus immediate assessment partnership.	The NCETM case studies and EEF commentaries highlight that mastery approaches and concrete representations support EAL pupils; early baseline and family engagement are essential for newly arrived learners to access learning quickly [NCETM Mastery case studies; EEF guidance]. See: NCETM case studies on EAL and mastery and [EEF Working with Parents guidance].	4, 5
Fly High Diploma Resource development to support engagement in increasing aspiration and contributing positively to society.	The potential impact of metacognition and self-regulation approaches is high typically more effective in primary pupils (+8 months), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	4, 5

Total budgeted cost: £206270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and Well-being

Attendance for **Pupil Premium pupils** was **92.8%**, marginally above the national disadvantaged average of **92.6%**, and within the *close-to-average* distribution banding. While attendance for disadvantaged pupils also showed a relative decline compared to national trends, the difference between school and national disadvantaged attendance remains small.

Impact:

Targeted attendance strategies, including early help intervention, family engagement, welfare support and prioritised access to the fully funded Breakfast Club, have helped stabilise attendance for disadvantaged pupils. Attendance remains a key strategic priority for 2025/26 to ensure pupils consistently benefit from improving teaching and intervention.

Disadvantaged Pupils – Subject-Specific Attainment KS2 Outcomes

Reading (Expected Standard):

Disadvantaged pupils achieved **84%**, significantly above the national disadvantaged figure of **63%**, and exceeding the national non-disadvantaged figure (**81%**).

EGPS (Expected Standard):

Outcomes were particularly strong, with **84%** of disadvantaged pupils achieving the expected standard compared to **60%** nationally. This places the school *significantly above national* benchmarks.

Writing (Expected Standard):

Disadvantaged pupils achieved **56%**, broadly in line with national disadvantaged outcomes (**59%**) and within the *close-to-average* banding. The gap to non-disadvantaged pupils narrowed slightly to **-22%**.

Mathematics (Expected Standard):

Disadvantaged attainment in Mathematics was **52%**, compared to the national disadvantaged figure of **61%**. The gap to non-disadvantaged pupils widened to **-28%**, indicating that **sustained and targeted support through Key Stage 2 remains necessary**, particularly in securing number fluency and application.

Disadvantaged pupils perform particularly strongly in Reading and EGPS, where outcomes exceed both national disadvantaged and non-disadvantaged benchmarks.

Writing and Mathematics remain key priorities for improvement, requiring continued focus on high-quality teaching, targeted intervention and curriculum coherence.

Targeted Support, Enrichment and Personal Development

- **Academic intervention:** Small-group and one-to-one teaching in English and Maths has supported improved attainment and progress across most year groups.
- **SEMH and well-being:** The integrated Wellness Team, mentoring and trauma-informed approaches have improved readiness to learn and reduced behavioural incidents, particularly in Key Stage 2. Falconhurst School has been accredited as an Attachment Research Community (ARC) Bronze Award School, one of the first primaries in Milton Keynes to achieve this recognising its journey in implementing trauma-informed and attachment-aware practices.
- **Aspiration and enrichment:** The Fly High Diploma and a broad extracurricular offer have strengthened pupils' confidence, engagement and sense of belonging, with high participation from disadvantaged pupils. At least 50% of club places are offered to disadvantaged pupils with these being fully funded.
- **Access and inclusion:** Financial support has ensured full participation in trips, clubs and residential experiences, promoting equity, cultural capital and inclusion.

Overall Evaluation

The 2024/25 pupil premium strategy has had a **strong and measurable impact**, particularly in:

- Raising attainment at the expected standard in KS2
- Raising attainment and the diminishing the gap within the MTC (Autumn average score: Dis – 10 / Non-Dis – 13. Summer MTC average score **Dis – 22.1** / Non-Dis – 22.9
- Closing gaps in Reading and EGPS
- Improving early years and phonics outcomes
- Strengthening numeracy fluency
- Supporting pupils' well-being, engagement and aspiration

While attendance and Mathematics outcomes for disadvantaged pupils remain priorities, the strategy has established a secure foundation for continued improvement in **2025/26**, with a clear focus on sustained progress and consistent access to learning for all disadvantaged pupils.

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