

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	285* inc nursery
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	Dec 2025
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	2023/24 - £189,476.25 +£2500 P/LAC <i>Anticipated 2024/25</i> £191,288 +£2850 P/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>	£191976.25 (2023/24) £194138 (2024/25)

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.

- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.

Challenges

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

Challenge number	Detail of challenge
1	In School Barriers: significant barrier faced by our Key Stage 2 learners regarding their writing skills, with over 50% currently performing below Age Related Expectations.
2	In School Barriers: Need for increased attainment in area of mathematical fluency and substantive knowledge in Number
3	In School Barriers: Lack of exposure to a large variety of culture and experiences to develop cultural capital beyond the curriculum
4	In School barriers: Low self-esteem, confidence and ability to self-regulate to be able to be in a position to access learning in an effective mindset.
5	External barriers: High levels of Socio-economic need impacting on children's preparedness for learning
6	External barriers: Pupils have limited meaningful opportunities to understand how to be responsible, respectful and active citizens who contribute positively to society

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
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<p>Improved writing attainment outcomes among disadvantaged pupils diminishing the gap amongst peers and against national averages at the end of KS2 assessments.</p>	<ul style="list-style-type: none"> • KS2 Assessment attainment to be at least 70% at ARE improving on 2024 figures of 62%. • KS2 FSM and CLA group (IDSR) to move from significantly below average to at least in-line with national comparisons • Attainment to match the already strengthening progress across year groups. • PP Strategic lead to lead staff meetings in relation to EEF and coaching from external partners • Small group focus for English teaching to diminish the gap between pupil premium eligible students against their peers. • To enrich, extend and support children's access to learning and recording • Development of opportunities for children to enjoy the writing process outside of curriculum based lessons taking ownership of their own skills • Utilise formative assessment techniques to provide ongoing feedback on writing tasks for children and for teachers alongside colleagues • Development of writing mentoring programme for children to build relationships, aspirations and enhance writing ability
<p>Improved attainment in number knowledge, fluency and written operations amongst disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Maintain or better the comparison to National MTC average score (School 21.0 vs 20.8 National) • Increase the percentage of children achieving full marks (25) from 16% to 50% to be in line with 2024 national average. • Dedicated time allocated to children being immersed in written operations and calculations to secure approach to methods • Daily fluency activities for all children to reduce gaps in mathematical concepts • More children across all years groups at ARE attainment • Regular use of manipulatives and models within lessons • Maths leader to continue additional training with Maths Hub and meet with PP leader to support implementation of new learning
<p>Improved number of opportunities for disadvantaged pupils to engage in wider experiences.</p>	<ul style="list-style-type: none"> • Opportunities to broaden children's life experiences are secured through experiences at MK Gallery, Library, Middleton Exhibitions, STEM and local business and high quality texts • Further opportunities for children to develop personal interests and experiences with a school-based focus • Opportunities for children to complete a diploma initiative for children to explore wider interests and responsibilities for their personal development and recognising the need for a sustainable future • Maintain number of varied extra-curricular clubs available for children across the school
<p>Improved ability of all children to self-regulate and readily access learning throughout the school day with confidence, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Implemented trauma-informed teaching approaches for all staff through training delivered by PP lead • Adapted zones of regulation curriculum appropriate for whole school implemented throughout • 1-1 and group mentoring in place • Behaviour curriculum to reflect implementation of practices • Qualitative data from student and staff voice, and surveys from stakeholders • An improved engagement of learners and fewer dysregulated outbursts
<p>Improved and sustained attendance for all pupils and</p>	<ul style="list-style-type: none"> • Overall attendance rate for all pupils to be no more than 4% • Fully funded Breakfast Club is promoted and prioritised for PP children when numbers are limited by Covid.

engagement with wider opportunities to participate, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Uniform/shoe allowance is made available to support vulnerable PP families at the discretion of the HT, AHT or Safeguarding Learning Mentor. Invitation for year 6 children transitioning to secondary school to be supported with purchasing of secondary school blazer. Attendance at external trips and school based activities with a voluntary contribution are fully funded for PP children where needed.
Improved and sustained opportunities for all pupils but particularly our disadvantaged pupils, to positively contribute to society.	<ul style="list-style-type: none"> Pupils will be encouraged and motivated to consider their future opportunities and challenges beyond Primary school. Pupils take scaffolded ownership of their development aiming to achieve through the diploma foci. Children are celebrated for achievement in learning and wider responsibilities for themselves and the local community. Opportunities accessed to further their personal development and recognise impact to their world supporting sustainability Opportunities for children to complete a diploma initiative for children to explore wider interests and responsibilities for their personal development and recognising the need for a sustainable future.

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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review the structure of the writing curriculum to emphasise the writing process with exploration of purchase of standardised diagnostic assessments to indicate areas for English writing development.	This approach helps learners understand the stages of writing and encourages them to take ownership of their work. (Source: Education Endowment Foundation, "Improving Literacy in Key Stage 2") When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups (Diagnostic assessment – EEF)	1
Professional development and staff training to incorporate explicit instruction in writing techniques, maths fluency and providing staff time to develop this. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub	Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning. The EEF's Effective Professional Development guidance report highlights essential building blocks – or mechanisms – which can help to bring about changes in teacher behaviours and improve pupil outcomes. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in	1, 2

resources and CPD (including Teaching for Mastery training).	<p>the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social, emotional and Mental Health learning and trauma-informed approaches.</p> <p>Approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>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):</p> <p>Improving Social and Emotional Learning in Primary Schools 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>	4, 5, 6

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

Budgeted cost: £ 84500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Contribution for teacher costs for small group English and Maths learning interventions delivered in-addition to and linked with main curriculum lessons.</p> <p>(£82,750)</p>	<p>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 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</p>	1, 2

	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.	
Peer tutoring from older students to younger learners to support enthusiasm and feedback for writing and maths.	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains. Successful approaches may also have other benefits, such as supporting the social and personal development of pupils and boosting their self-confidence and motivation for learning. Peer Tutoring - EEF	1, 2, 4, 6
Resource allowance for workshops supporting learning pathways (7 year groups x termly allowance) (£2100)	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

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

Budgeted cost: £109438

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring, Early Help Officer and Attendance officer staffing costs focussing on SEMH, self-regulation and behaviours for learning and to support parental engagement and attendance. (£95238)	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. Mentoring-EEF	4, 5, 6

	<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>Breakfast Club subsidy (30 children x £5weekly x 38 weeks) (£5700)</p> <p>uniform grant allocation (£1500)</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>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>	<p>4, 5</p>
<p>Enrichment subsidies for workshops, excursions or residential (£6000)</p>	<p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. However, and overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes</p>	<p>3, 5</p>

	<p>have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>Arts Participation - EEF</p> <p>Residential education usually involves collaborative learning experiences with a high level of physical and emotional challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion may also be involved. Evidence impact is limited from studies but shows positivity.</p>	
<p>Extra- Curricular club opportunities. Fully funded places for at least 50% of the register for Disadvantaged pupils.</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> <p>Physical Activity - EEF</p>	3, 5
<p>Transport costs to venues (categorised as arts participation) (£1000)</p>	<p>It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes. However, and overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p>	3, 5
<p>Fly High Diploma Resource development to support engagement in increasing aspiration and contributing positively to society.</p>	<p>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</p>	4, 6

	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.	
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Total budgeted cost: £182730

Part B: Review of the previous academic year

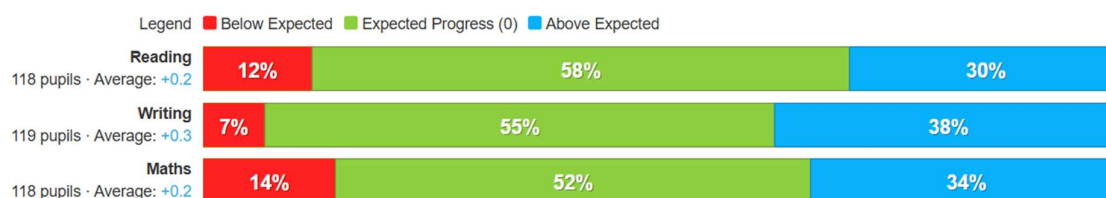
Outcomes for disadvantaged pupils

Pre-Teaching and Catch-up sessions for missing key concepts in Maths was a focus area of the previous report as well as small group focus for English and Maths teaching. These targeted interventions aim to address gaps in mathematical knowledge and fluency, particularly for Pupil Premium learners. Smaller group sizes allowed for more personalised support and targeted instruction to help diminish the gap between Pupil Premium eligible students and their peers. Apart from Year 3 Maths, each year group's (Y2-Y6) attainment percentage has positively increased for disadvantaged pupils from the previous year. Progress for disadvantaged learners through the year was strong, with most making typical progress or better in Reading (88%), Writing (93%), and Maths (86%).

	Summer 2024 ARE	Same cohort's ARE attainment Su 2023
Year 2 Reading	46%	42%
Year 2 Writing	54%	23%
Year 2 Maths	62%	42%
Year 3 Reading	63%	39%
Year 3 Writing	42%	11%
Year 3 Maths	37%	44%
Year 4 Reading	71%	61%
Year 4 Writing	71%	39%
Year 4 Maths	54%	35%
Year 5 Reading	77%	64%
Year 5 Writing	45%	55%
Year 5 Maths	32%	55%
Year 6 Reading	54%	38%
Year 6 Writing	50%	38%
Year 6 Maths	58%	38%

Progress Overview for Pupils (from 2023-2024) in Years 1–6, who are disadvantaged – 2023-2024 Entry to 2023-2024 Summer Main Assessment

Print



After-school clubs and additional sports activities. Offered a range of enrichment opportunities, including sports clubs and physical activity sessions, to support the personal development and well-being of Pupil Premium students. At least 6 different clubs are offered every term from year 1 to 6 with well over 100 children signing up for an activity every half term. On average 51% of those signing up are children recognised as disadvantaged. At least 50% of the final registers are made up of children eligible for Pupil Premium funding.

1:1 and small group sessions focusing on anxiety and learning pathways. Children across the school have regular access formally and informally to mentoring, Mental Health Support Team or play therapy services. This has allowed for children struggling with anxieties and challenging behaviours to support their readiness to learn. There has been staff training to develop knowledge on the role of services and increasing accuracy in referral. With the social model being implemented into the classroom, this has allowed for the Wellness Team to be able to more frequently engage with individuals in the classroom, where appropriate. By coming alongside across a host of curriculum learning, the relationship and understanding between school, child and families has improved, and the individual is able to have specific activities or sessions tailored to meet curriculum learning needs. Communication between the teacher and learning mentor has become more free flowing allowing for early identification and prompt action where behaviour or emotional need rises. We have observed that with this increased presence in the classroom, more low-level concerns are being swiftly acted upon and more individuals are having their feelings and thoughts heard. In turn, there is a feeling that in Key Stage 2 particularly, there are a lot less behaviour concerns and issues arising during peer interactions in and out of school.

Aspiration Week: Organising events and activities to encourage and motivate Pupil Premium students to consider their future opportunities and challenges beyond primary school. A wave of inspiration swept through Falconhurst Primary School in Eaglestone as students welcomed a group of successful professionals who shared their motivational stories and life journeys to the year 5 and 6 students as part of their biannual Aspiration Week. The school orchestrated this event as part of their ongoing initiative to inspire and motivate students by connecting them with successful individuals from their community and beyond, but also to educate them on their responsibilities of being safe in the community particularly around the risks of gangs and knives. MK Dons and the Safety Centre supported in delivering safety awareness workshop. Children met a range of professionals (including CEOs, philanthropists, marketing experts, Mayors, diversity consultants and Mental Health charities) and were able to take inspiration from their own success, adversities and involvements in their own communities.

Enhanced personal development: Pupil Premium students are taking greater ownership of their development, aiming to achieve through the school's diploma programme and engaging in opportunities to further their personal growth and recognition of their impact on the local community. Opportunities through the Fly High Diploma and

extra curricular clubs enable children to create a sense of belonging to their school. Creating belonging enhances a connectedness and value to the school and learning, inclusivity is appreciated and psychologically there is safety allowing confidence to learn. Through discussions with children, and the volume of children participating in clubs and the Fly High initiative, it is clear that children aim to create a connection to their school as there is a desire to appreciate club opportunities, to represent their school through sporting fixtures and to achieve through certificates. Over 70% of disadvantaged children made an attempt to complete at least the Fly High Focus Certificate, with 50% of those completing the full diploma being disadvantaged

Improved attendance at Breakfast Club: There has been a strong attendance from Pupil Premium students at the fully funded Breakfast Club, ensuring they have access to a nutritious start to the day. There is an average weekly attendance of 75 students where 60% are disadvantaged.

Reading at home strategies and programmes: Developed strategies and programmes to sustain a love for reading and improve comprehension skills, with a wider bank of texts physically and digitally and opportunities to access literature in and out of school.

Funding for school trips and activities: Covering the costs of educational visits and extracurricular activities to ensure Pupil Premium students can fully participate and benefit from these experiences. Most, if not all Pupil Premium/Disadvantaged families have been supported with being able to attend the opportunities given including visiting an Orchestra, half termly extra-curricular PE clubs with Premier Education, and financial support for the Year 5/6 residential trip planned for Summer 2025.

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