Pupil premium strategy statement – Falconbrook School

Falconbrook 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	180
Proportion (%) of pupil premium eligible pupils	78%
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)**	2024 – 2027 (Year 3 of the 3 year plan)
Date this statement was published	01/12/2026
Date on which it will be reviewed	01/12/2027
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	£187,810
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£187,810

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 the 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.

Further additional pastoral support interventions in-place include:
• 1:1 therapy
• Group therapy
• Sensory spaces

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 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 number 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, particularly our disadvantaged and vulnerable groups.	Exemplary social and learning behaviour remains secured Children engaged in and motivated by their learning. Children articulate feelings and develop / secure skills in managing uncomfortable feelings. Pupils continue to develop their self-resilience in both social and learning contexts. Increase in on-site therapy provision for identified pupils.
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
Training for teachers. Quality training in place to promote effective inclusive teaching practice, including team teaching and mentoring.	Visible learning influences on student learning (John Hattie) Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org) 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,	1, 2, 3 & 4

	particularly the most disadvantaged among them. (EEF) 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	
Develop and secure effective, integrated SEL (Social and Emotional Learning) programme that support all pupils to develop emotion articulacy, problem solving skills, self-esteem, and resilience. Provide ongoing training / coaching for staff team in PATHS programme	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. SEL can play a central role in helping children to develop the skills for educational success and lifelong wellbeing. As well as supporting pupil re-engagement after school closures, SEL cam contribute to reducing the long-standing gap between disadvantaged children and their peers What Does the Research Say? - CASEL Visible learning influences on student learning (John Hattie) Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org)	1, 2, 3 & 4
Update and replenish resources for DfE validated Systematic Synthetic Phonics programme to secure strong phonics teaching for all pupils phonics.	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: Phonics | EEF	1,2 & 3
Embedding dialogic activities (using 'talk' effectively) across the curriculum. Train staff and purchase resources for Talk 4 Writing approach to teaching English	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). How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % %	1, 2 & 3
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.	Standardised tests provide reliable insights into specific strengths & weakness at individual pupil level. This supports school to identify where to target additional support, intervention of teacher input. At Falconbrook in-class formative assessment practice further sharpens teacher knowledge and awareness of pupil need. Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1
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.	The mastery approach to mathematics emphasizes a deep understanding of the subject, allowing all students to keep up with their peers. Supporting Research, Evidence and Argument | NCETM	1, 2 & 3
Training for Teaching Support Team (TST) in delivery of in class and SEND interventions / 1:1 programmes of support and teaching	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	1, 2 & 3

policy and practice at Falconbrook	achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	

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	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) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1,2,3 & 4
Small group support (in-class) with TA in KS1 & KS2 • Maths • Reading • handwriting • Phonics	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) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1,2,3 & 4
1:1 support in-class with TA in KS1 & KS2 • Maths • Reading • handwriting • Phonics	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) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	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).	1,3 & 4

	Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	

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

Budgeted cost: £ 3,242

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice and following the trust graduated approach. This will involve training and release time for staff to develop and implement new procedures and funding attendance officer to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Offering financial support to ensure that disadvantaged pupils can access all curricular and extra-curricular opportunities including trips, residentials, music tuition, uniform etc	https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/parental-engagement	1,2,3 & 4

Total budgeted cost: £ *187,810.00*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of outcomes in the previous academic year (2025-26)

Pupil Premium funding was used to support high-quality teaching, targeted academic interventions, pastoral support, attendance monitoring and access to enrichment opportunities. Outcomes for disadvantaged pupils were positive in several key areas. At Key Stage 2, disadvantaged pupils achieved above national disadvantaged averages in maths (76% expected standard vs 62% nationally), combined reading, writing and maths (59% vs 49%), Year 1 phonics (77% vs 68%) and Reception GLD (55% vs 51%). Disadvantaged pupils also achieved higher-than-national disadvantaged outcomes at greater depth in reading (29% vs 19.5%), SPaG (35% vs 19.3%) and maths (35% vs 15.4%).

Whole-school outcomes were strongest in maths and SPaG, where attainment met or exceeded national averages and progress measures were positive. Reading attainment remained close to national figures, while writing and combined attainment continued to be areas for development.

Attendance remained the most significant barrier to achievement for a small number of disadvantaged pupils. Although targeted pastoral and family support improved engagement for many pupils, persistent absence continued to affect outcomes for some children and remains a priority for the current academic year.

Key lessons learned

- Attendance continues to have the greatest impact on outcomes for disadvantaged pupils and remains a key priority.
- Targeted support in reading, phonics and maths has been effective and should continue.
- Pastoral support and family engagement contribute positively to pupils' readiness to learn and overall achievement.
- Maintaining access to enrichment opportunities supports pupil engagement, wellbeing and school belonging.

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
Maths.co.uk	Maths.co.uk
Widget	InPrint
Sing up	Sing up
Get Set 4 PE	Get set for education