



Falconbrook Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Falconbrook Primary
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	65%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Stella Smith
Pupil premium lead	Sarah Pieniek-Jones & Stella Smith
Governor / Trustee lead	Charles Samuda

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,570
Recovery premium funding allocation this academic year	£3,843 (Autumn term '21)

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 146,053

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to narrow the attainment gap between PPG pupils and non-PPG pupils and so bring them in line with national expectations. The gap between these two groups has widened at Falconbrook over a period of 2 years, prior to COVID lockdowns the gap in progress and attainment between PPG and non-PPG was not a trend at Falconbrook.

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 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 KS1 and KS2 class.

In class interventions include:

- Speech and language group support
- Vocabulary development whole class and group support.
- Whole school focus on accelerating progress in writing
- Phonics intervention support.
- Maths group intervention support (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 first teaching is at the heart of our approach, underpinned by robust formative and summative assessment practice and diagnostic assessment. Assessment outcomes are then analysed to identify areas in which disadvantaged pupils require further support, and address 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 the Senior Teaching and Learning Team. 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 them to develop resilience, self-esteem which impact on their learning and social behaviour

Challenges

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

Challenge number	Detail of challenge
1	Impact of COVID lockdowns and emergence of a widened gap between PPG and non-PPG pupils at Falconbrook
2	High numbers of pupils with additional learning needs and / or pastoral support needs which impact on learning.
3	Impact of lockdowns on younger children (EYs (Early Years) and KS1) because of missing significant aspects of their early learning / socialisation / language development
4	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.
5	Attendance of PPG pupils is 93.56% which is below the whole school attendance 95.2% and the national target of 96.5%. 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	2022 – 2024: Across school PPG children make above typical progress and attainment is in line with national expectations. 2024: KS2 & KS1 outcomes for PPG in line with national outcomes 2024: gap in progress between PPG and non-PPG narrowed (as pre-COVID)
Improved attendance for PPG (& all pupils)	From 2022 onwards: Steady (post-COVID) increase in attendance for PPG at least in line with whole school / national expectation
Improved oral language skills and vocabulary development for PPG (and all pupils)	From 2022 onwards: Impact on writing and reading outcomes (summative assessment data)

	Formative assessment evidence of improved language / oracy development.
To secure and sustain effective well-being and emotional support provision for all pupils, particularly our disadvantaged and vulnerable groups.	From 2021 onwards: 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.	Ongoing: 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, through (SLT) referrals to the Help Hub and supporting access to external group support.	Ongoing: SLT Pastoral support team continue to link with Early Help to effectively target external support where need is identified; and continue to broker external group input and support for parents / families.
Increase parental involvement in their children's learning by attending in-school gallery lessons & parent workshops (to resume post-COVID)	2022: Reintroduction of gallery lesson for parents, and parent workshops focussing on how to support their child's learning at home.

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: £ 81,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for teachers. Quality training in place to promote effective inclusive teaching practice, including introduction of Lesson Study from 2021. Additional release time provided for teachers to research impact on pupil learning of aspect of teaching & learning 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) https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Effect size of teacher efficacy on pupil outcomes (John Hattie) 0.73-1.57 (where 0.4-0.6 = good & 0.7+ strong) https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ https://www.demonstratedsuccess.com/Public/john-hattie-collective-teacher-efficacy/</p>	1,2,3 & 4
<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) https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3 & 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE (Department for Education) and EEF guidance.</p>	<p>DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing of evidence-based approaches. publishing.service.gov.uk/gov/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence.</p>	1,2 & 3

<p>Additional release time provided for teachers to participate in Maths Hub Teaching Research Groups (TRG)</p>	<p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</p>	
<p>Purchasing of standardised diagnostic assessment (e.g NFER (National Foundation for Educational Research)). Training and support for teachers (SLT & Snr T&L Team) to ensure assessment are accurately used, interpreted, and administered correctly.</p>	<p>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.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Embedding dialogic activities (using 'talk' effectively) across the curriculum. This approach to teaching can support pupils to articulate thoughts and ideas, consolidate understanding and extend vocabulary.</p> <p>To sharpen proactive we have purchased resources, brokered support and training, and have underpinned our teaching of writing using the Story Telling Approach</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 (& writing).</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	3 & 4

<p>Purchase and replenish resources for DfE validated Systematic Synthetic Phonics programme 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Read Write Inc. Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2 & 3</p>
<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. 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 lifelong 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>Social and emotional learning: An evidence review and synthesis of key issues - Education Policy Institute (epi.org.uk)</p>	<p>1,2,3 & 4</p>

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

Budgeted cost: £ 57,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 x full time adult (TA) in each KS1 & KS2 class to deliver 1:1 and small group intervention</p>	<p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3 & 4</p>

<p>Small group support (in-class) with TA in KS1 & KS2</p> <ul style="list-style-type: none"> • Maths • Reading • handwriting • Phonics 	<p>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.</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3 & 4
<p>1:1 support in-class with TA in KS1 & KS2</p> <ul style="list-style-type: none"> • Maths • Reading • handwriting • Phonics 	<p>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.</p> <p>And in small groups:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3 & 4
<p>Small group speech and language support with TA in EYs & KS1</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 (& writing).</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,3 & 4
<p>P/T external specialist Literacy teacher – small group & 1:1</p>	<p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1 & 2
<p>P/T external specialist maths teacher – small group & 1:1</p>	<p>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.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	1 & 2

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>P/T Attendance and Welfare Officer.</p> <p>Monitors attendance daily at individual pupil level</p> <p>Support for parents when children's attendance 'at risk' of causing concern.</p> <p>Follow-up support as needed.</p> <p>LA persistent absence procedures</p>	<p>There is a clear link between poor attendance and lower academic achievement DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C <p>Pupils with persistent absence are less likely to stay in education</p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> • The links between attendance and achievement are strong • Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years <p>The link between absence and attainment at KS2 and KS4 (publishing.service.gov.uk)</p>	5

Total budgeted cost: £ 146,053

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Progress summary 2020/2021

Progress from Autumn 1 – typical progress = 5 steps

Pupil Group Year 6	Number of pupils
Pupil Premium	21/26 = 81%

Group (pupil numbers)	Reading	Writing	Maths
All pupils (26)	6.6	6.8	6.8
Pupil Premium Grant (21)	7.0	6.9	7.4

Pupil Group Year 5	Number of pupils
Pupil Premium	10/18 = 56%

Group (pupil numbers)	Reading	Writing	Maths
All pupils (18)	7.0	5.2	6.2
Pupil Premium Grant (10)	7.0	5.2	6.2

Pupil Group Year 4	Number of pupils		
Pupil Premium	23/28 = 82%		
Group (pupil numbers)	Reading	Writing	Maths
All pupils (28)	6.7	5.9	6.0
Pupil Premium Grant (23)	6.5	5.5	5.8

Pupil Group Year 3	Number of pupils		
Pupil Premium	12/21 = 46%		
Group (pupil numbers)	Reading	Writing	Maths
All pupils (21)	5.8	4.9	4.9
Pupil Premium Grant (12)	6.3	4.9	5.1

Pupil Group Year 2	Number of pupils		
Pupil Premium	22/38 = 58%		
Group (pupil numbers)	Reading	Writing	Maths
All pupils (38)	6.0	5.5	5.5
Pupil Premium Grant (22)	5.7	5.1	5.7

Pupil Group Year 1	Number of pupils
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Pupil Premium	20/27 = 74%
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No progress data as assessed on EYFS tracker in Autumn

Pupil Group Year R		Number of pupils										
Pupil Premium		14/30 = 47%										
Group (pupil numbers)	LA	U	S	MH	HS C	SC SA	MF	MR	R	W	N	SS M
All pupils (30)	8.0	7.7	7.8	7.0	6.9	7.4	8.1	8.7	7.3	5.7	7.2	8.2
Pupil Premium Grant (14)	8.2	8.0	8.0	7.0	6.8	7.3	8.2	9.2	7.3	5.7	7.2	8.3

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
QRead, Write Inc Phonics	Ruth Miskin Phonics
White Rose Maths	White Rose Maths
Maths No Problem	Maths No Problem
Espresso	Discovery Education
Sumdog – Maths, Spelling & Grammar	Sumdog
Widget Online	InPrint
Sing up	Sing up
No Nonsense Grammar and Spelling	No Nonsense
Word Shark	Word Shark
Number Shark	Number Shark