

Pupil premium strategy statement

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 and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Falcon Junior School
Number of pupils in school	445
Proportion (%) of pupil premium eligible pupils	21.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23
Date this statement was published	March 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Edward Savage Headteacher
Pupil premium lead	Edward Savage Headteacher
Governor / Trustee lead	Alex McAnulty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136, 810
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£136, 810

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 enjoy and achieve at school, having access to the best curriculum and the best teachers we can have.

We recognise that excellent teaching is the most important lever schools have to improve outcomes for disadvantaged students and therefore aim to offer education which is challenging, enjoyable and knowledge rich. We are using the Pupil Premium Grant to invest in the development of teaching and learning at Falcon through staff training in Talk 4 Writing, Talk 4 Reading and developing the curriculum through focused subject leader time.

Our strategy also aims to widen the experience of all pupils through additional school trips and visits and to provide extra-curricular experiences for disadvantaged pupils through music, the arts and sport.

Challenges

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

Challenge number	Detail of challenge
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Below average writing skills leading to under-developed written communication in English and across the curriculum.
3	Below average reading fluency and comprehension skills leading to slower rates of progress.
4	Retention of taught knowledge, skills and vocabulary, compounded by school closures and staff and pupil absences. Volume of curriculum content.
5	Some children have limited cultural experiences, therefore affecting vocabulary and the ability to access a knowledge rich curriculum.
6	Social and emotional learning impacted by school closure and Covid.

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.	<p>Assessments and observations show progress both verbally and in the written form.</p> <p>Work in children’s books illustrates increasing vocabulary complexity.</p> <p>Pupil Book Study (Alex Bedford) evidences increasing vocabulary and retention across the curriculum and progressively across the school.</p>
Improved attainment and accelerated progress in writing (in English and across the curriculum).	<p>Children are fully engaged in English lessons and with the Talk 4 Writing process and lessons.</p> <p>Consistent delivery of Talk 4 Writing across the school.</p> <p>Children independently use progressive toolkits across the school.</p>
Pupil Premium children make accelerated progress in reading.	<p>Guided reading fully established across the school in Years 3 to 6.</p> <p>Internal data illustrates that gaps are narrowing (Star Reader, Star Early Literacy, Salford)</p> <p>Children achieve the expected standard or better by the end of KS2.</p> <p>Talk 4 Reading has high impact with children knowing more and remembering more.</p>
Develop a love of reading.	<p>New school library developed and invested in with appropriate Accelerated Reader books.</p> <p>Pupil surveys highlight reading enjoyment of Pupil Premium children.</p> <p>High level reading texts accessed through Talk 4 Reading (books that children would not normally read). Texts matched to Falcon Reading Spine.</p>
Children “know more and remember more” across the curriculum.	<p>Curriculum development – curriculum is challenging, relevant and based on prior learning. The content is reduced but the knowledge is deeper.</p> <p>Teaching sequences developed to enable “levelling up” of key information and vocabulary and for knowledge to “stick”.</p> <p>Pupil Book Study evidences improving knowledge, vocabulary and understanding.</p> <p>Subject leaders developing high interest and knowledge bases progressive curriculum.</p>

<p>All children have equal access to cultural experiences.</p>	<p>Pupil Premium children have access to all trips and experiences removing finance as a barrier.</p> <p>Pupil Premium children are accessing after-school clubs, music lessons, the arts etc.</p> <p>Uptake in these extra-curricular clubs increases.</p> <p>Lending library in place for musical instruments.</p>
<p>Children are supported emotionally, socially and academically.</p>	<p>Teaching Assistants are employed and deployed on the basis of need.</p> <p>Teaching Assistants meet the need of the children within the class.</p> <p>Children are supported socially and emotionally by class teach and teaching assistants.</p> <p>Teaching Assistants supporting children at start of the day, working with anxious children, wishes and feelings etc.</p>

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: £11, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued investment in the consultant Talk 4 Writing and Talk 4 Reading.</p> <p>£3000</p>	<p>Education Endowment Foundation Toolkit – Oral Language Intervention +6 months progress impact.</p> <p>Education Endowment Foundation – Improving Literacy in Key Stage 2 Recommendation 1:</p> <div data-bbox="462 884 1204 1041" style="border: 1px solid black; padding: 5px;"> <p>Develop pupils’ language capabilities</p> <p>Purposeful speaking and listening activities support pupils’ language development. Purposeful activities include:</p> </div> <div data-bbox="462 1075 1204 1321" style="border: 1px solid black; padding: 5px;"> <p>collaborative learning activities where pupils can share their thought processes;</p> <p>reading books aloud and discussing them, including use of structured questioning;</p> <p>and pupils articulating their ideas verbally before writing.</p> </div> <div data-bbox="462 1355 1204 1635" style="border: 1px solid black; padding: 5px;"> <p>Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.</p> <p>Extend pupils’ vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> </div> <p>Recommendation 4:</p> <div data-bbox="462 1691 1204 1758" style="border: 1px solid black; padding: 5px;"> <p>Teach writing composition strategies through modelling and supported practice</p> </div> <p>Writing can be thought of as a process made up of five components: planning; drafting; revising; editing; and publishing.</p> <div data-bbox="462 1915 1204 2072" style="border: 1px solid black; padding: 5px;"> <p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually</p> </div>	<p>1, 2, 3 and 4.</p> <p>2</p>

	<p>reduce support as pupils increasingly use the strategies independently.</p> <p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	
<p>Curriculum development focussing on teaching less but in greater depth. Creating a teaching sequence that promotes retention of information.</p> <p>Subject leaders 5x INSET days each. £8000</p>	<p>Learning is “knowing more and remembering more”.</p> <p>Cognitive Load Theory.</p> <p>Evidence based studies such as Graham Nuthall – The Secret Life of Learners.</p> <p>VNET Curriculum Project</p> <p>Visits to progressive schools and meetings with respected and knowledgeable local headteachers.</p> <p>Time is needed by staff – follow the Monitoring and Evaluation schedule for guidance.</p>	4

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

Budgeted cost: **£100, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant support through interventions and social and emotional support.</p> <p>£100, 000</p>	<p>Education Endowment Foundation Toolkit – Teaching Assistant Interventions +4 months progress impact.</p> <p>Education Endowment Foundation Toolkit – Social and emotional learning +4 months progress impact.</p> <p>Targeting specific children identified (24) across the school with daily reading/comprehension discussion either 1-2-1 or in small groups.</p>	6

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

Budgeted cost: **£25800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil Premium available for payment for trips. Funds available for Pupil Premium children to access music and after school clubs.</p> <p>£100 allocated per child</p> <p>£8400</p>	<p>Education Endowment Foundation Toolkit – Arts Participation +3 months progress impact..</p>	<p>5</p>
<p>Additional visits/visitors in school for children to enrich and drive the curriculum.</p> <p>Each class, 3 additional trips/visits a year.</p> <p>£5400</p>	<p>Education Endowment Foundation Toolkit – Arts Participation +3 months progress impact..</p>	<p>5</p>
<p>Develop a love of reading – purchase of additional Accelerated Reader books for the school library.</p> <p>£2000</p>	<p>Education Endowment Foundation – Improving Literacy in Key Stage 2 Recommendation 2</p>	<p>3</p>
<p>Nurture and Elsa Practitioners – Emotional and well-being support to pupils</p> <p>£10000</p>	<p>Education Endowment Foundation Toolkit – Social and emotional learning +4 months progress impact.</p>	<p>6</p>

Total budgeted cost: £136, 800

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 2023-24 academic year.

Intended outcome	Success criteria	Impact	Continue?
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations show progress both verbally and in the written form.</p> <p>Work in children's books illustrates increasing vocabulary complexity.</p> <p>Pupil Book Study (Alex Bedford) evidences increasing vocabulary and retention across the curriculum and progressively across the school.</p>	<p>Both Talk for Writing and Talk for Reading are having a positive impact on vocabulary. The complexity of model texts in writing and the texts chosen for reading expose all children to higher level vocabulary.</p> <p>Pupil Book Study needs to be restarted – this is on the SIDP</p>	Yes
Improved attainment and accelerated progress in writing (in English and across the curriculum).	<p>Children are fully engaged in English lessons and with the Talk 4 Writing process and lessons.</p> <p>Consistent delivery of Talk 4 Writing across the school.</p> <p>Children independently use progressive toolkits across the school.</p>	<p>Talk 4 Writing continues to be developed. Delivery is becoming more consistent across the school. Some areas highlighted by consultant need to be worked on.</p> <p>Basics need to be continued to be re-enforced across the school.</p>	Yes – SIDP focus on specific sentence structure and punctuation areas across the school.
Pupil Premium children make accelerated progress in reading.	<p>Support is targeted in the teaching of phonics and reading in Years 3 to 6.</p> <p>Children are grouped accordingly according to diagnostic assessment.</p> <p>Internal data illustrates that gaps are narrowing.</p> <p>Children achieve the expected standard or better by the end of KS2.</p>	<p>Spring term assessments in 2024 show large PP/NonPP gaps in Year 5 and 3, gaps are still evident in Year 6 and 4 but are smaller.</p> <p>The next PP strategy will focus on some specific PP children who are WTS to move to EXS as well as general PP focusing.</p>	Yes – continue – gap needs to be closed.
Develop a love of reading.	<p>New school library developed and invested in with appropriate Accelerated Reader books.</p> <p>Falcon reading spine developed to challenge and engage all children.</p>	<p>Investment has been successful – well stocked library.</p> <p>Falcon reading spine in place with Talk 4 Reading across the school.</p> <p>High level texts exposing children to books they would not usually access.</p>	Yes – reading books need to be developed still particularly the lower end of AR..

	Pupil surveys highlight reading enjoyment of Pupil Premium children.	Pupil Book Studies report children really enjoy the challenge and the books!	
Children “know more and remember more” across the curriculum.	Curriculum development – curriculum is challenging, relevant and based on prior learning. Teaching sequences developing to enable “levelling up” of key information and vocabulary and for knowledge to “stick”. Pupil Book Study evidences improving knowledge, vocabulary and understanding.	Curriculum is still too “full”. Need to teach less but do it more deeply. Stepped approach has been successful in trials. Impact of curriculum is on the SIDP for 24-25 – this needs to be evaluated across the school.	Yes
All children have equal access to cultural experiences.	Pupil Premium children have access to all trips and experiences removing finance as a barrier. Pupil Premium children are accessing after-school clubs, music lessons, the arts etc.	Additional school trips have been successful across the school enabling all children to access activities beyond the curriculum. 24 children have made use of the £100. 63 children have not – this needs refining.	Yes
Children are supported emotionally, socially and academically.	Teaching Assistants are employed and deployed on the basis of need. Teaching Assistants interventions meet the need of the children within the class. Children are supported socially and emotionally by class teach and teaching assistants.	High levels of anxiety evident across the school still. Wishes and feelings completed with each child and followed up on if needed. High level of need across the school – must continue.	Yes

