

Pupil premium strategy statement – Falcon Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	20.7%
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)	2025-2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sharon Hunter
Pupil premium lead	Sharon Hunter
Governor / Trustee lead	Alex McAnulty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,950.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,625.00
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>	£160,575.00

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding is given to schools to support eligible groups of children. Falcon Junior School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning.

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 possible. We recognise that excellent teaching is an important lever schools have to improve outcomes for disadvantaged students and therefore, we aim to offer a curriculum 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 and curriculum planning time, not only in reading, writing and maths but all foundation subjects, to ensure that every child receives a broad and balanced curriculum offer. Subjects are constantly being reviewed and impact will continue to be assessed in order to ascertain the effectiveness of teaching and learning at Falcon.

We want every child leaving Falcon Junior to have developed a love of reading, closing the gap between them and with advantaged students, with the aim of being KS3 ready. Reading ability is linked to better life chances and we want all pupils to have the best opportunities possible to aid them in their adult lives. Therefore, we want to focus on reading, elevating its profile to re-engage children and expose them to a more diverse, appealing and challenging range of texts. Investment in a curriculum linked reading spine alongside access to quality reading materials for disadvantaged pupils is a priority.

Our strategy also aims to widen the experience, and self-esteem, of all pupils through additional school trips and visits and to provide extra-curricular experiences for disadvantaged pupils through music, the arts and sport. Opportunities such as this will enhance the education of disadvantaged pupils from low-socio economic backgrounds who may be limited in their experience of the wider world.

We also want to help our disadvantaged pupils to access the best possible support at home as well as at school, which is why we want to invest in a parent support advisor who can maximise the help available to families and to also offer a range of educational workshops for parents to access within our school.

Challenges

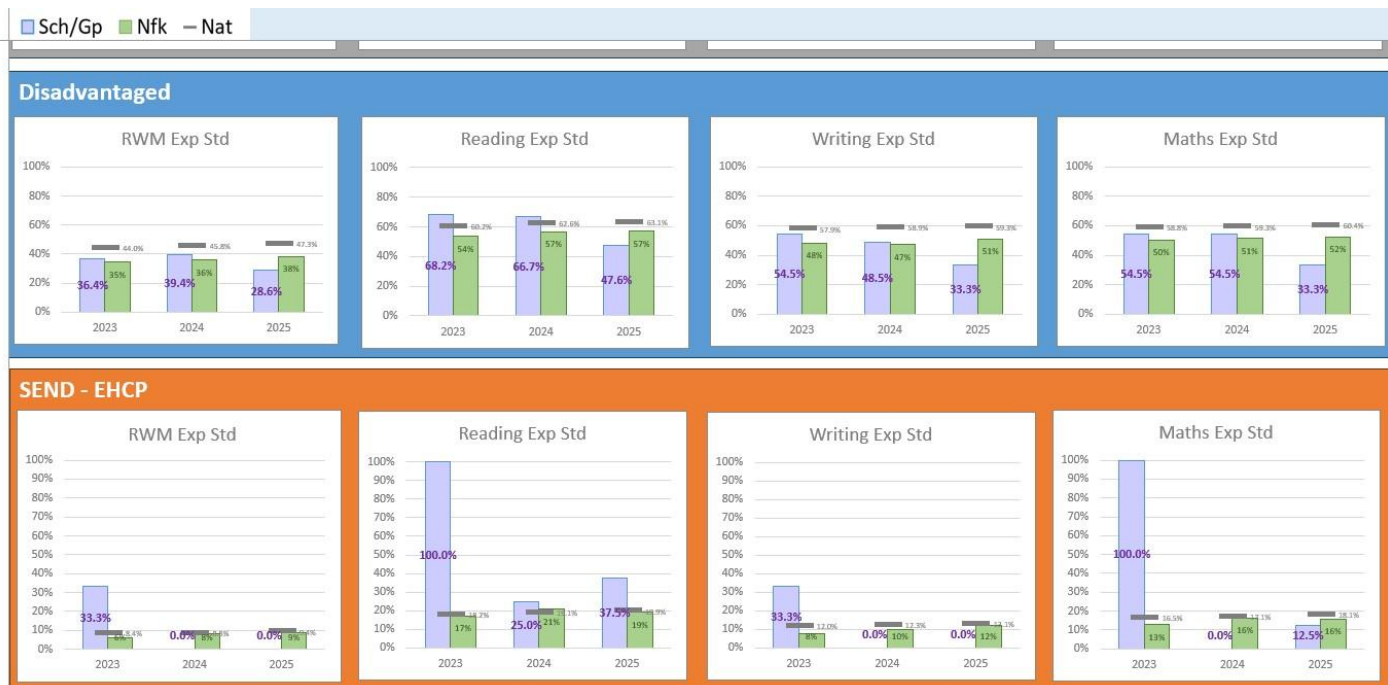
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The EEF states that, 'Three quarters of schools in England say poor attendance and low-reading levels are the biggest challenges affecting their socio-economically disadvantaged pupils' academic achievement.'</p> <p>Below average reading fluency and comprehension skills leads to slower rates of progress and widening gaps. Assessments and data show that pupils are making progress but they enter Falcon with teacher assessed results from KS1 which do not correlate with our assessments on entry. This results in a lower percentage of pupils making the expected progress. KS2 results are also below local and national averages and disadvantaged pupils perform less well than their peers. In England, disadvantaged children reach, on average, a lower level of attainment than their peers in English- and maths-related subjects.</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>
2	<p>National research points to a lack of background knowledge for many of our disadvantaged pupils. This means that often they do not have prior knowledge through which to create schemas for any new learning. We will provide a rich and stimulating curriculum that engages children and allows them to develop their thinking and understanding of the world. On average, children from a disadvantaged background are less likely to perform well at school compared with their peers, impacting their future life chances. Alongside their education, wide-ranging factors beyond DfE's control also impact their attainment such as their home environment and their physical and mental wellbeing.</p> <p>https://www.nao.org.uk/wp-content/uploads/2024/07/improving-educational-outcomes-for-disadvantaged-children-1.pdf</p>
3	<p>Some disadvantaged children have limited cultural experiences of the world outside their own immediate community, therefore affecting vocabulary and the ability to access a knowledge rich curriculum.</p>
4	<p>Below average maths skills leading to slower rates of progress and widening gaps are a challenge. MTC results have improved year on year since 2022, however these are below national and local averages. The results for maths end of KS2 also show a trend for PP children achieving less well than their peers.</p>
5	<p>We are seeing families on low incomes, a growth in incidences of social and emotional problems and school refusal. Emotional and well-being needs of some children and families is a concern and can result in low self-esteem, confidence and aspiration. Children are being affected by needs/ issues within the family out of their control.</p>

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 for disadvantaged pupils.	Improve ability of PP pupils to retain knowledge, key concepts and vocabulary in foundation subjects leading to higher attainment.
Improved reading fluency and comprehension skills.	Pupils enjoy reading and make better progress in reading.
Disadvantaged children partake in a broad and balanced range of cultural experiences.	Widen opportunities, improve confidence and cultural capital for disadvantaged pupils. .
Improved maths skills especially times table knowledge.	Greater achievements for disadvantaged pupils in MTC's and in KS2 assessments.
Families supported and a bridge between school and families established through employment of school PSA.	Attendance for disadvantaged pupils improves. Families access a wide range of services for better support socially, emotionally, financially.



Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 118,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1) <u>Continued provision and development of Primary Curriculum</u></p> <p><i>HLTA salaries for subject lead cover, cover Attendance Lead, Sports Lead, covering teachers for meetings/ training/ support with interventions across whole school =</i></p> <p><i>£80,000.00</i></p> <p><i>PP TA Year 3 salary</i></p> <p><i>£17,625.00</i></p> <p><i>Twinkl=£1400.00</i></p> <p><i>The Sunflower Learning (Science) =£200.00</i></p> <p><i>Languagenut=£300.00</i></p> <p><i>Testbase=£350.00</i></p> <p><i>VNET = £4400.00</i></p>	<p>Creating a relevant primary curriculum has the potential to significantly improve the life chances of Pupil Premium children by addressing systemic inequalities and providing meaningful opportunities for academic, personal, and social development.</p> <p>A well-designed curriculum that is both rigorous and responsive to pupils' contexts helps close the attainment gap between Pupil Premium pupils and their peers. When the curriculum is relevant — rooted in real-life experiences, culturally responsive, and accessible — it becomes more engaging and meaningful. This enhances motivation and participation, which are critical for learning, especially for children who may not have the same educational support at home.</p> <p>Pupil Premium children often enter school with fewer opportunities to access the broad experiences that enrich learning — such as museum visits, books at home, or travel. A relevant curriculum can intentionally build cultural capital by integrating enriching experiences into school life. This could include trips, arts activities, guest speakers, or exposure to high-quality literature. Building cultural capital empowers disadvantaged children to navigate the world more confidently and participate fully in academic and social life.</p> <p>Boosting Self-Efficacy and Aspirations</p> <p>When children see themselves reflected in the curriculum — through texts, topics, and role models — they are more likely to develop a sense of belonging and</p>	<p>1, 2, 3, 4.</p>

<p><i>Outdoor learning resources= £10,000.00</i></p> <p><i>Training for all staff in approaches to learning and inclusivity = £2000.00</i></p> <p><i>Walk Thru's = £1,100.00</i></p> <p><i>Teachmateai = £775.00</i></p>	<p>belief in their own potential. A curriculum that values different backgrounds and experiences fosters a positive self-image and raises aspirations. This is crucial for Pupil Premium children who may face lower expectations in other areas of their lives.</p> <p>Addressing Barriers to Learning</p> <p>A relevant curriculum includes not only what is taught but how it is taught. Differentiated instruction, emotional literacy, and social-emotional learning embedded within the curriculum help support pupils facing external challenges. For example, integrating trauma-informed practices or giving space for discussions about emotions and wellbeing can reduce behavioural issues and enhance learning readiness.</p> <p>Preparing for the Future</p> <p>Life chances are shaped not only by academic qualifications but also by broader skills and dispositions such as resilience, communication, critical thinking, and collaboration. A primary curriculum that is future-focused — incorporating digital literacy, problem-solving, and citizenship — equips Pupil Premium children with the tools they need to thrive in secondary school and beyond. It lays the foundation for breaking cycles of disadvantage.</p> <p>Community and Parental Engagement</p> <p>A relevant curriculum also resonates with families and communities, encouraging greater parental involvement. When parents see value in what their children are learning, they are more likely to engage with schools, which further supports children's progress. This is particularly important for families who may have had negative experiences with education themselves.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 8560 + £3135 + £19,000 = £30,695

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2) <u>Improve reading across school</u></p> <p><i>Books for Accelerated Reader an improved selection for struggling readers =£2000.00</i></p> <p><i>AR subscription=£5200.00</i></p> <p><i>Curriculum reading spine=£1000.00</i></p> <p><i>Library Reading Cloud=£360.00</i></p>	<p>Research shows that reading for pleasure can promote better health and wellbeing, aids in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. Furthermore, students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school. Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.</p> <p>Children who can read well by the end of primary school are more likely to succeed in all subjects—math, science, history—not just English or language arts. Reading boosts vocabulary, comprehension, and critical thinking, which directly contribute to academic achievement.</p> <p>OECD (PISA studies): Reading ability at age 15 is the strongest predictor of future academic success—more than socio-economic background.</p> <p>National Literacy Trust (UK): Children who read for pleasure have better vocabulary, spelling, and math skills.</p> <p>Institute of Education (2013): Children who read for pleasure perform better in all subjects—not just literacy.</p> <p>Reading equips children with the ability to learn independently and access information that can help improve their circumstances. Literacy is directly linked to employability. Being able to read opens doors to higher-skilled, better-paying jobs in the future. Literate</p>	1, 2.

	<p>individuals are more likely to lift themselves and their families out of poverty.</p> <p>Understanding written material—from bus timetables to job applications—gives children a sense of agency. Disadvantaged children who read fluently are more likely to participate in school and community life confidently.</p> <p>Reading supports emotional and social development. Reading fiction especially helps children understand different perspectives, cultures, and emotions. Books can provide comfort, coping strategies, and a sense of escape or hope, especially in challenging home environments.</p> <p>Reading can also support with vocabulary acquisition as disadvantaged children often hear millions fewer words by age 5 than their more affluent peers. Reading helps to narrow this gap.</p> <p>It also encourages lifelong learning and helps foster a child’s curiosity. A child who reads is more likely to become an adult who continues learning, adapting, and growing. Development of crucial critical thinking skills is necessary for the ability to analyse, question, and synthesize information—key for navigating modern life.</p>	
<p>3) <u>Investment in maths</u></p> <p><i>Maths resources concrete =£1000.00</i></p> <p><i>Maths Mastery training costs =£1000.00</i></p> <p><i>TTRS=£200.00</i></p> <p><i>Numbersense=£500</i></p> <p><i>Primary Maths Hub=£110.00</i></p> <p><i>White Rose Maths = £325.00</i></p>	<p>Maths at the primary school level plays a crucial role in supporting Pupil Premium children—those from disadvantaged backgrounds—not only in their future education but also in broader life outcomes. Leaving Primary school with expected/greater depth levels in KS2 SATs helps lay the foundations for further education:</p> <ul style="list-style-type: none"> ● Access to Secondary Curriculum: A solid grasp of primary maths underpins success in secondary subjects—not just in maths, but also in science, technology, geography, and even economics. ● Closing the Attainment Gap Early: Gaps in understanding at the primary stage often widen over time. Early intervention in maths boosts confidence and helps prevent these long-term academic disparities. ● Supports Learning Independence: Maths encourages logical thinking, problem-solving, and 	2, 4.

	<p>persistence—skills that help pupils take charge of their own learning.</p> <p>Success in maths during school years enhances life skills and employability:</p> <ul style="list-style-type: none"> ● Everyday Financial Literacy: Early maths teaches skills like counting money, budgeting, understanding value, and comparison shopping—critical for managing money as adults. ● Boosts Career Options: Many high-growth jobs require maths, even at a basic level (e.g., healthcare, trades, digital skills, data entry). Pupil premium children who grasp maths early are more likely to pursue these paths. ● Numeracy = Confidence: Maths proficiency builds self-esteem and resilience, traits that improve communication, decision-making, and adaptability in the workplace. <p>Maths is also a way to support cognitive and emotional development:</p> <ul style="list-style-type: none"> ● Critical Thinking: Maths encourages reasoning and pattern recognition—skills linked to better judgment and problem-solving in daily life. ● Growth Mindset: With the right teaching, children learn that struggle is part of learning, which builds resilience—especially important for disadvantaged pupils who may face more challenges outside of school. <p>Maths can be a subject where some pupils feel self-conscious about their ability so any gains and successes in the subject promotes equity and social mobility:</p> <ul style="list-style-type: none"> ● Maths as a "Social Equalizer": Research shows that strong maths skills correlate with higher earnings and greater social mobility. For pupil premium children, this can be a pathway out of poverty. ● Reduces Stigma and Gaps: High-quality maths teaching that is inclusive and scaffolded allows disadvantaged learners to feel equal in ability and aspiration to their peers. <p>Key strategies at Falcon that maximise this impact;</p>	
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	<ul style="list-style-type: none"> ● Early Intervention & Targeted Support: Catch-up interventions, tutoring, and diagnostic assessments help pupil premium students' close gaps before they become entrenched. ● Practical, Contextual Learning: Real-world maths problems (e.g., budgeting for a meal, planning a trip, Great Yarmouth Race Course trip) make learning meaningful and directly relevant to life. ● Consistent, High-Quality Teaching: Trained teachers using structured approaches like Maths Mastery ensure all students, regardless of background, build deep understanding. ● Subscriptions to additional online teaching and learning tools: TTRS and Numbersense programmes to enable pupils to rehearse their skills in and out of school and support for teaching of times tables. 	
<p>4) <u>Trips and educational visits/visitors</u></p> <p><i>£1000.00 per year grp = £4,000.00</i></p> <p><i>Music/Arts/foundation subject linked trips/visitors/experiences/after school clubs and Transport=£15,000.00</i></p>	<p>Pupil Premium children often enter school with fewer opportunities to access the broad experiences that enrich learning — such as museum visits, books at home, or travel. A relevant curriculum can intentionally build cultural capital by integrating enriching experiences into school life. This could include trips, arts activities, guest speakers, or exposure to high-quality literature. Building cultural capital empowers disadvantaged children to navigate the world more confidently and participate fully in academic and social life.</p> <p>School trips—whether cultural, educational, or recreational—are valuable enrichment experiences that:</p> <ul style="list-style-type: none"> ● Broaden horizons and expose children to new environments, ● Support learning outside the classroom, ● Build confidence, social skills, and a sense of belonging, ● Improve engagement and motivation, especially for students who may struggle in traditional settings. <p>For Pupil Premium children, access to these opportunities can be limited by financial constraints. Despite the recognized benefits, disadvantaged pupils are statistically:</p> <ul style="list-style-type: none"> ● Less likely to participate in trips that incur extra costs, 	2, 3, 5.

	<ul style="list-style-type: none"> • More likely to experience exclusion from enrichment opportunities, • Less likely to have families that can subsidize trips or provide comparable out-of-school experiences. <p>When Pupil Premium children are supported to take part in school trips, the benefits include:</p> <ul style="list-style-type: none"> • Improved attendance and engagement, • Stronger peer relationships and social integration • Increased self-esteem and aspiration, • Enriched learning and cultural capital. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>5) <u>Parent Support</u></p> <p><i>Benjamin Foundation = £7,500.00</i></p> <p><i>Resources for PSA work and family support= £500.00</i></p>	<p>PSAs (Parent Support Advisors) in primary schools offer a range of support to students, parents, and the school community. They bridge the gap between home and school, addressing barriers to learning and participation, and promoting positive relationships and well-being. PSAs support primary schools in many ways including:</p> <p>For Students:</p> <p>Personal Development: They can help build confidence, encourage positive behaviour, and foster social skills, including supporting friendships and communication.</p> <p>Promoting Inclusion: They can support vulnerable pupils, ensuring they feel included and can access educational opportunities.</p> <p>For Parents/Carers:</p>	3, 5.

	<p>Building Relationships: PSAs foster communication and strong relationships between parents, teachers, and the school.</p> <p>Parental Support: They offer advice, guidance, and support to parents/carers on a range of issues, including those related to their child's behaviour, school transitions, or other challenges.</p> <p>Signposting to Services: PSAs can connect parents with relevant local agencies and support services.</p> <p>Impartial Link: They act as a neutral point of contact, providing a link between home and school and helping to resolve issues.</p>	
<p>Attendance monitoring, reporting, training = £1000.00</p>	<p>Training / time and cover required for new Attendance lead to become proficient in monitoring and delivering support to pupils and families for improvement of attendance.</p>	<p>1,2,3,4.</p>
<p>Contingency fund for acute issues = £2730.00</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 142,950.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Impact	Continue?
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations show progress both verbally and in the written form. Work in children's books illustrates increasing vocabulary complexity. Pupil Book Study (Alex Bedford) evidences increasing vocabulary and retention across the curriculum and progressively across the school.	Impact still being monitored. Subjects reviewed – Geography so far with good outcomes in terms of retention of the learning.	Yes - included in 2025/2026 targeted support activities 1 & 2 .
Improved attainment and accelerated progress in writing (in English and across the curriculum).	Children are fully engaged in English lessons and with the Talk 4 Writing process and lessons. Consistent delivery of Talk 4 Writing across the school. Children independently use progressive toolkits across the school.	Monitoring and observations show improved teaching and a more consistent delivery of T4W. Teacher assessment of end of KS2 writing is still below National and Local however, an increased focus on reading will support pupils with language acquisition and understanding of grammar/punctuation.	Maintain the sentence starters for daily writing. This is embedded now into every day writing lessons.
Pupil Premium children make accelerated progress in reading.	Guided reading fully established across the school in Years 3 to 6. Internal data illustrates that gaps are narrowing (Star reader) Children achieve the expected standard or better by the end of KS2. Talk 4 Reading has high impact with children	By the end of KS2, 22 pupil premium pupils in year 6 were assessed in writing. There was an improvement from end of year 5 where 27.27% made the expected level of attainment to 36.36% in Year 6. For non-pupil premium pupils, the same end of year 5 result was 48.65%	Ongoing and included in targeted support activity 2 2025/2026.

	knowing more and remembering more.	to 63.51% by end of year 6. PP = a 9.09% improvement. Non-PP = a 14.86% improvement. No improvement in GD.																			
Develop a love of reading.	New school library developed and invested in with appropriate Accelerated Reader books. Pupil surveys highlight reading enjoyment of Pupil Premium children. High level reading texts accessed through Talk 4 Reading (books that children would not normally read). Texts matched to Falcon Reading Spine.	Ongoing- Investment in new library books last year and in-school reading challenges have helped to develop a love of reading. End of 2025 Reading: PP: <table><tr><td></td><td>End Y5</td><td>End Y6</td></tr><tr><td>EXS</td><td>54.55%</td><td>40.91%</td></tr><tr><td>GDS</td><td>0.00%</td><td>9.09%</td></tr></table> Non-PP: <table><tr><td></td><td>End Y5</td><td>End Y6</td></tr><tr><td>EXS</td><td>46.67%</td><td>46.67%</td></tr><tr><td>GDS</td><td>25.33%</td><td>28.00%</td></tr></table>		End Y5	End Y6	EXS	54.55%	40.91%	GDS	0.00%	9.09%		End Y5	End Y6	EXS	46.67%	46.67%	GDS	25.33%	28.00%	Ongoing and included in targeted support activity 2 2025/2026. A curriculum reading spine will be adopted and teachers will read to pupils' daily sessions of 20 mins.
	End Y5	End Y6																			
EXS	54.55%	40.91%																			
GDS	0.00%	9.09%																			
	End Y5	End Y6																			
EXS	46.67%	46.67%																			
GDS	25.33%	28.00%																			
Children "know more and remember more" across the curriculum.	Curriculum development – curriculum is challenging, relevant and based on prior learning. The content is reduced but the knowledge is deeper. Teaching sequences developed to enable "levelling up" of key information and vocabulary and for knowledge to "stick". Pupil Book Study evidences improving knowledge, vocabulary	Ongoing	Ongoing																		

	and understanding. Subject leaders developing high interest and knowledge bases progressive curriculum		
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. Uptake in these extra-curricular clubs increases. Lending library in place for musical instruments	<p>63 PP pupil families out of 94 took up the bursary offer with 25 using the whole £100.</p> <p>The music library did not run this year but has been prepped for next year.</p> <p>Across the school, year groups were allocated funding to pay for free-to - family educational visitors and trips which has all been used and given PP pupils opportunities such as year 3 visiting the locality – rivers – for wildlife learning as well as paying for coaches to transport them to this year's Norfolk Show. Year 4 paid for a Roman day in school to link with history. A planetarium in school was funded by year 5 to support the Space science topic. Year 6 used their funding to pay for an art trip to the Sainsbury Centre. All trips curriculum linked and enhancing the learning experience for those PP pupils.</p>	<p>Ongoing.</p> <p>Funding has been allocated again for trips/ visitors.</p> <p>Funding has been allocated and will be offered to PP that apply for financial support for a wider range of activities.</p>
Children are supported emotionally, socially and academically.	Teaching Assistants are employed and deployed on the basis of need. Teaching Assistants meet the need of the children within the class. Children are supported socially and emotionally by class	<p>The success of our nurture offer will be further extended and funded through our SEN allocation of funds.</p> <p>Trained staff have successfully supported</p>	Completed

	<p>teach and teaching assistants. Teaching Assistants supporting children at start of the day, working with anxious children, wishes and feelings etc.</p>	<p>pupils with becoming more settled in school.</p> <p>Attendance of PP pupils last year was at 91.14% compared to non- PP pupils which was at 95.82%.</p>	
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.