



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	Falconers Hill Infants School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	31% - 56 children
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rachel Edkins/ Phoebe Giles
Pupil premium lead	Phoebe Giles
Governor / Trustee lead	Rachel Nafzgar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,835
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years	£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	£68,215



Part A: Pupil premium strategy plan

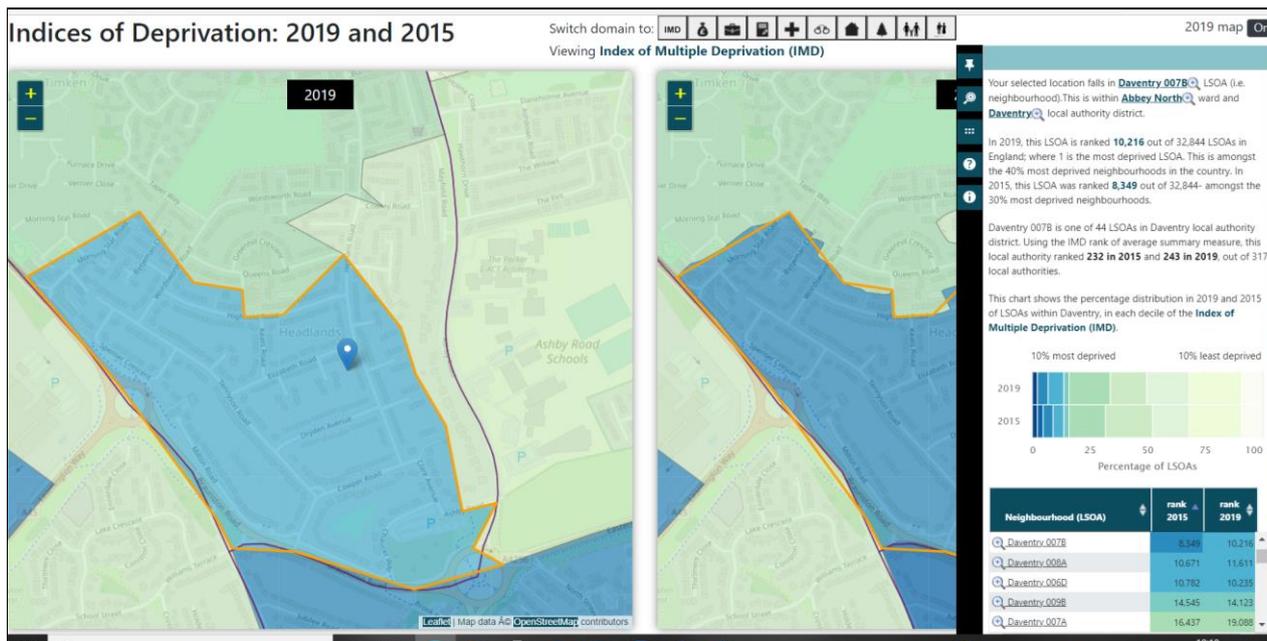
Statement of intent

It is our aim for all disadvantaged students at FHIS to make progress across all subjects in line with their peers both at FHIS and nationally. Our Pupil Premium strategy focuses on these main areas:

- Enhancing progress with particular focus on early reading, phonics and early maths through quality first teaching and learning and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Continue to provide high-quality pastoral support so that pupils know how to eat healthily, maintain an active lifestyle and are mentally healthy. We aim for all of our children and families to feel happy, safe and loved.
- Supporting children and families with accessing and engaging in all learning, including that at home via Seesaw, to ensure that disadvantaged children are enabled to progress and consolidate learning at home regularly.
- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Demography and School Context

Falconer's Hill Infant school is a community school located in Daventry, in Northamptonshire. We have three of the year groups; Early Years, Y1 and Y2. The map below displays the "Indices of Deprivation Index" which surround the school. In 2019 LSOA is ranked 10,216 out of 32,844 LSOA in England. This is amongst the 40% more deprived neighbourhoods in the country.



Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2.

Achieving these Objectives

The range of provision the school consider making for this group include and would not be limited to:

- To allocate a 'Catch Up' Teacher to each Year Group - providing small group work with an experienced teacher/HLTA focussed on overcoming gaps in learning
- 1-1 support
- Use of the National Tutoring Programme
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Pay for all activities, educational visits and residentials. Ensuring children have first-hand experiences to use in



their learning in the classroom.

- To develop self-image and to instil high aspirations.
- To improve attendance for PP pupils.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills
2	Low attainment on entry to the Early Years Foundation Stage in all areas
3	Poor attendance of PP children. Less time in school is resulting in more learning missed. KS1 learning is the foundations for children's future education.
4	Limited engagement in home learning from PP families.
5	Chaotic family lives and Social Service involvement

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
To improve Maths across the school using Power Maths, which will impact upon more PP pupils achieving ARE in Maths at the end of the year. To achieve the target of 61% of PP pupils achieving ARE or above in Maths.	Rapid progress in Maths for PP pupils across the school, evident in book looks, termly data and learning walks. 61% of PP pupils meeting ARE or above in Maths for July 2022.
To improve Reading and Writing across the school which will impact upon more PP pupils achieving ARE in Reading and Writing at the end of the year. To achieve the target of 61% of PP pupils achieving ARE or above in Reading. To achieve the target of 56% of PP pupils achieving ARE or above in Writing.	Rapid progress in Writing for PP pupils across the school, evident in book looks, half termly data and learning walks. 61% of PP pupils meeting ARE or above in Reading for July 2021. 56% of PP pupils meeting ARE or above in Writing for July 2022.
PP governor to continue to work cohesively alongside the PP Champion to support with monitoring of PP standards across the school. To	PP Governor to regularly support PP Champion with whole school moderation and monitoring of



develop a new relationship with new PP governor and new PP Champion.	PP standards. This to feed into Governor meetings and reporting back to full LAC.
Increased attendance rates for pupils eligible for PP. In Autumn Term, children need to be reintroduced to school and conforming to our Wellbeing and Values policy (behaviour policy).	Reduce the number of persistent absentees among pupils eligible for PP to 9% or below. Overall PP attendance improves from 95% to 97% .



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: £ 25,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to receive Power Maths training to support the teaching of Power maths across the school.</p> <p><i>Staff CPD (£8000)</i></p>	<p>Pearson states that Power Maths is a maths mastery programme that is “built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts.”</p> <p>The EEF Toolkit suggests that “Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).”</p>	<p>1, 2</p>
<p>Close liaison with the Maths subject tri-ads in monitoring of Maths across the school</p>	<p>Government guidance (Supporting the attainment of disadvantaged pupils) explains that “Leaders of more successful schools emphasise the importance of ‘quality teaching first’. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds”.</p> <p>With this in mind, our middle and senior leaders having been liaising on the teaching and learning of Maths across the school and monitoring the new implementation of Power Maths.</p>	<p>1, 2</p>
<p>Staff to look at the impact of the current phonics scheme across the school. School to liaise and work with the academy to support the teaching and learning of phonics across the school.</p>	<p>Extensive research explains that Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The EEF Toolkit states that the effective use of high quality teaching of Phonics has a high impact for very low cost.</p>	<p>1, 2</p>



<p>£9,000</p> <p><i>(RWI costs covered by the Trust for this year only)</i></p>	<p>Introduction of R,W, I across the school to support accelerated progress for Pupil Premium pupils in Phonics and Reading.</p>	
<p>PP Governor and PP Champion to attend termly Network Meetings and PP Champion to receive mentoring from previous PP Champion and HT.</p> <p>£8,498</p>	<p>PP Governors who have been provided with training in their role, will be better informed and therefore more effective in the monitoring of PP across the school and holding the PP Champion to account.</p>	3
<p>Introduction of Nuffield Early Language intervention for EYFS.</p> <p>(DFE Funding)</p>	<p>On entry to Reception, most children have low Language and Communication skills – 90% of disadvantaged children are working in the low 30-50/ 22-36 month age band, with 43% of disadvantaged children working significantly below in 16-26/ 22-36 month age band. Due to poor socio-economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1, children are unlikely to use talk to connect ideas and explain what is happening coherently.</p> <p>NELI is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills. (The EEF are presently undertaking a full review of the impact of the NELI intervention and findings will be available from Spring 2022.)</p>	1, 2

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

Budgeted cost: £ 30,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Eco Curriculum will embed outdoor opportunities for Outdoor Maths, Phonics and Writing.</p>	<p>The EEF toolkit evidence for outdoor adventure learning states that it has moderate impact for moderate cost. Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and</p>	1. 2.



	discussion of thinking and emotion may also be involved.	
<p>National Tutoring Programme -Intervention to target PP children in developing stronger mathematical foundations.</p> <p><i>National Tutoring Programme (£1,500) to Catch up on missed learning 3 per week</i></p>	<p>We want to invest in some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest small group teaching is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The EEF toolkit evidence for within group setting states that it has moderate impact for low cost, with extensive evidence to support its development in Maths.</p>	1. 2.
<p>Targeted teaching intervention groups by a qualified teacher with a focus on sentence construction and mathematical misconceptions.</p> <p><i>Intervention Teacher £9198</i></p>	<p>The 'headline' attainment measure at KS1 (percentage of children achieving at least the expected standard in Reading, Writing & Maths) could indicate that COVID-related disruption has had a considerable impact on outcomes, especially in 2021. Only 56% of pupils achieved the combined standard this year, compared to 65% of pupils nationally in 2019.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and The EEF Toolkit.</p>	1. 2.
<p>Additional Performing arts (Drama/Dance) for PP children to support language skills and well-being.</p>	<p>The EEF Toolkit states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum for all children including those eligible for the pupil premium.</p> <p>In addition to this, it also highlights "wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported".</p>	1, 2
<p>Use of Intervention teacher to work with more PP pupils who are identified from baseline in September as not at ARE.</p> <p><i>Intervention Teacher Salary FTE £37,974</i></p> <p>Additional reading conferences to be conducted with</p>	<p>The EEF Toolkit suggests that "we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts."</p> <p>It continues to explain that "reading comprehension approaches need to be tailored to pupils' current reading capabilities, so it is important that teachers</p>	1, 2



disadvantaged groups, weekly (EEF Toolkit +5)	receive professional development in effective diagnosis as well as training in the use of particular techniques and materials".	
Introduction and use of Seesaw as a Home Learning App across the school to support and encourage the uptake in homework across the school. <i>£9,533 costs for Seesaw App subscription</i>	Based on research gathered from the remote learning that took place during the pandemic, the uptake of home learning remotely was much better with the use of the electronic app and preferred by parents for ease of access. According to the EEF Toolkit, Homework has been extensively researched. There is a relatively consistent picture that pupils in schools which give more homework, perform better.	1. 2. 4.
Small group writing interventions with class teacher for PP children who are B1.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and The EEF Toolkit.	1

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

Budgeted cost: £12,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Performing arts (Drama/Dance) for PP children to support language skills and well-being.	The EEF Toolkit states that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum for all children including those eligible for the pupil premium. In addition to this, it also highlights "wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported".	2
Care and nurture groups to support well being of PP children (along with others). <i>Behaviour Support Worker (£14,277) will work with vulnerable pupils to ensure they can access learning</i>	The EEF Toolkit explains that "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment." It continues to stress that evidence shows that "SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers	1,2,3



	and emotional self-regulation, both of which may subsequently increase academic attainment.”	
<p>HT and Attendance lead to monitor attendance across the school. Meetings to be held by SLT with persistently poor attendance families.</p> <p><i>Attendance Analysis (£2800)</i></p>	<p>Attendance and Punctuality issues. Attendance figures are currently good for Pupil Premium pupils and we would like to maintain this. A higher percentage of PP pupils are late to school than non-Pupil Premium pupils. NfER briefing for school leaders identifies addressing attendance as a key step.</p>	3
<p>Magic Breakfast (£1200) provides a free breakfast for all children to start their day</p>	<p>Food deprivation is high at FHIS. Having over food donated through lockdown from Waitrose and other agencies, kept spirits high on the estate as nobody went hungry.</p> <p>Research shows hungry children do not perform as well.</p>	1,2,3
<p>PP Champion to provide/ send out resources to support parents with home learning engagement at home (e.g: leaflets to support parents in knowing how to help at home).</p> <p><i>TLR 2 £2,924</i></p>	<p>The EEF Toolkit states that “parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.”</p>	4.
<p>Use of Seesaw as a home learning platform for use at home.</p>	<p>The EEF Toolkit explains that it is important to “tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.” In response to this, SLT and class teachers implemented the use of Seesaw as a home learning platform to support all learners with engagement in home learning across the school.</p> <p>This ensures activities which are linked to the weekly learning taking place in school and encompasses a range of activities including Phonics videos taught by teachers.</p>	4.
<p>Sporty Club over the summer holidays. PP children were provided with a summer space at sporty club, where they received activities taught by our sports coach in a safe environment and a school lunch.</p>	<p>The EEF Toolkit explains that summer schools is an effective strategy for supporting disadvantaged children that has a moderate impact for moderate cost.</p>	3



Total budgeted cost: £68,215



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.

Last year, using Pupil Premium funding, FHIS provided disadvantaged children with small group high-quality tutoring by the National Tutoring Programme. Research supports tutoring as an effective way to help children improve academically. Children who receive high-quality tutoring may make more progress in their learning than children who do not receive this; this could be as much as 4-5 months' extra progress over the course of a year. In school monitoring showed that 38% of targeted disadvantaged children made progress in either Reading, Writing or maths. It also enabled 25% of targeted disadvantaged children to make progress in all 3 areas.

Close monitoring showed that 16% of disadvantaged children across the school engaged in remote learning during the pandemic. With this information, we targeted these children explicitly on return to school through small group work with a teacher, additional reads, brainy bunch 1:1 tutoring and well-being interventions. In response, FHIS created some parent support leaflets to support parents with early phonics, maths and writing at home.

Writing is a whole school area of improvement and the approach to the teaching and learning of this being developed. Writing boosters across KS1 during Friday writing task and daily writing practice during our morning tasks have provided more opportunities to practice writing. Brainy Bunch and additional reading support has supported improvement in Year 1 reading (5% better), (3% better writing), (13% better in maths).

(Please see separate PP Data Impact Report)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Teaching Personnel
Seesaw Platform	Seesaw



Speech and Language Therapists	SALT
Multiskills and Sports Coaching	Pro Sports