



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	Falconers Hill Infants School
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	31% = 56 children
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rachel Edkins
Pupil premium lead	Sara Dwyer
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	£0
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	£61,835



Part A: Pupil premium strategy plan

Statement of intent

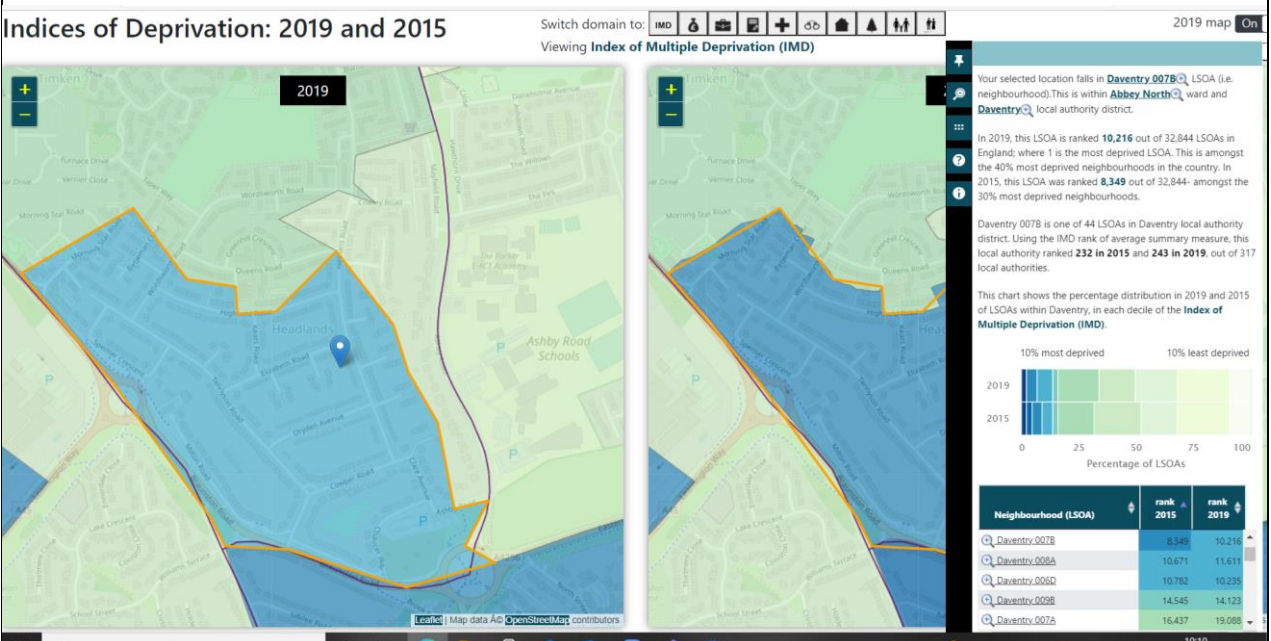
It is our aim for all disadvantaged students at FHIS to make progress across all subjects in line with their peers both at FHIS and nationally. Our Pupil Premium strategy focuses on these main areas:

- 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 a high-quality PSHE Curriculum 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 to feel happy, safe and loved through the use of regular coffee mornings and check ins from our Parent Link Worker.
- 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 by accessing learning videos produced by staff for phonics and maths.
- We ensure that teaching and learning opportunities meet the needs of all the pupils through first quality teaching.
- 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.
- We ensure continuous monitoring of interventions, producing impact reports to ensure these interventions are effective and are providing progression for our learners.
- Attendance is reviewed on a weekly basis, families to be supported and challenged over their attendance and strict attendance procedures in place. This is to ensure our learners are in school and are accessing their education at all times.



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 data 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 continue to employ an Intervention Teacher- providing small group work with a focus on overcoming gaps in learning
- 1-1 support (Fast Track Tutoring for RWI Phonics/fluency in reading)
- 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 such as 'Flipped Learning' approach
- Subsidise activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- To develop self-image and to instil high aspirations through a well taught PSHE curriculum. Providing families with a yearly £30 uniform voucher to Tailormade
- 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 and numerous lateness 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 how to support with home learning from PP families
5	Persistent absences having an impact on the "whole child" both academically socially and emotionally.

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 achieve the target of 60% of PP pupils achieving ARE or above in Reading.	PP – Additional weekly 1:1 reads and story book sharing with reading volunteers. FastTrack tutoring intervention for RWI phonics. Fluency PIXL interventions. QFT through VIPERS-learning walks and working closely with English Lead.
To achieve the target of 30/50 (60%) of PP pupils achieving ARE or above in Maths. To improve Maths outcomes for PP children across the school using Power Maths, which will impact upon more PP pupils achieving ARE in Maths at the end of the year.	Rapid progress in Maths for PP pupils across the school, evidence in book looks, termly data and learning walks. Teachers providing verbal feedback for PP as a priority. Use of PIXL therapies to bridge gaps. Afternoon arithmetic



	<p>sessions for intervention groups Working closely with Maths lead.</p> <p>30/50 PP pupils meeting ARE or above in Maths for July 2024.</p>
<p>To achieve the target of 27/50 (55%) of PP pupils achieving ARE or above in Writing.</p>	<p>Rapid progress in Writing for PP pupils across the school, evident in book looks, half termly data and learning walks. Teachers providing verbal feedback for PP as a priority. Regular kinetic letters sessions to improve handwriting. Working closely with English lead.</p>
<p>PP governor to continue to work cohesively alongside the PP Champion to support with monitoring of PP standards across the school.</p>	<p>PP Governor to regularly support PP Champion with whole school moderation and monitoring of PP standards. This to feed into Governor meetings and reporting back to full LAC. PP champion to provide impact reports for Governors meetings</p>
<p>Increased attendance rates and reduce lateness for pupils eligible for PP.</p> <p>Attendance profile in school to be raised through celebrations, procedures and attitudes.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 9% or below. Overall PP attendance improves from 95% to 97%.</p> <p>Pupil voice</p> <p>Parents sent reminders regarding attendance expectations Autumn term.</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: £ 25,498

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to receive Academy Year group specific 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>New staff to be trained in RWI to ensure consistency throughout the school and to ensure beneficial FTT available to pupils.</p> <p>School to liaise and work with the academy to support the teaching and</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>learning of phonics across the school.</p> <p>£9,000</p> <p><i>(RWI costs covered by the Trust for this year only)</i></p>	<p>RWI used consistently 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>Raising profile of language and vocabulary through dual coding.</p> <p>Consistency in the use of Widgit throughout the school to provide dual coding opportunities for our children.</p> <p>CPD for teachers in areas of pedagogy to support them with providing a language rich environment.</p> <p>Widgit subscript??</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>	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 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 discussion of thinking and emotion may also be involved.</p>	1,2



<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>	<p>1. 2.</p>
<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. 2022 data showed that 51% of PP pupils achieved the combined standard that year, compared to 59% of all pupils nationally in 2022.</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>	<p>1. 2.</p>
<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>	<p>1, 2</p>
<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 phonics boosters to reinforce and support gaps in phonics for disadvantaged groups, weekly (EEF Toolkit +5)</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>The EEF toolkit suggests that "Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds." By providing this to our children we are ensuring we help</p>	<p>1, 2</p>



	to narrow the gap and reinforce learning they have had previously.	
<p>Going the use of Seesaw as a Home Learning App across the school to support and encourage the uptake in homework across the school.</p> <p><i>£9,533 costs for Seesaw App subscription</i></p>	<p>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.</p> <p>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.</p>	1. 2. 4.
<p>Small group writing interventions with class teacher for PP children who are B1.</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

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

Budgeted cost: £12,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	2
<p>Yoga sessions for PP children to support their self-esteem and wellbeing.</p> <p>Yoga clubs after school for PP children.</p> <p>Team Building games provided through PE timetable</p>	<p>The EEF toolkit states that physical activity can widely benefits areas such as physical development, health and wellbeing. In addition to this it suggests that “potential benefits have been reported such as attendance.”</p>	1, 2, 3
<p>All staff understand and use TAMHS building blocks to support children’s PSE wellbeing.</p>	<p>The EEF toolkit states that Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.”</p>	1,2,3



<p>Behaviour Support Worker will work with vulnerable pupils to ensure they can access learning using her knowledge of TAMHS to help acknowledge and control their feelings and barriers to learning. Whole class TAMHS work and groups TAMHS work.</p>	<p>Whilst the evidence is low for this, we want our children to feel happy, safe and loved in school and this is a way that we can do that.</p>	
<p>Care and nurture groups to support well-being of PP children (along with others).</p> <p><i>Behaviour Support Worker (£14,277)</i></p>	<p>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 and emotional self-regulation, both of which may subsequently increase academic attainment.”</p>	<p>1,2,3</p>
<p>HT and Attendance lead to monitor attendance across the school for all pupils. PP Champion to monitor attendance for PP children Meetings to be held by pastoral team for persistent attendance issues with use of parenting contracts if necessary.</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>	<p>3, 5</p>
<p>Magic Breakfast (£1200) provides a free breakfast for all children to start their day</p>	<p>Food deprivation is high at FHIS. Having food donated from Waitrose, Tesco and other agencies, is helping families in need of food parcels.</p> <p>Research shows hungry children do not perform as well.</p>	<p>1,2,3</p>
<p>PP Champion to provide/send out resources to support parents with home learning engagement at home through working with other staff members to provide workshops to build confidence of</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>	<p>4.</p>



<p>supporting phonics/maths in the home. <i>TLR 2 £2,924</i></p>		
<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>	<p>4.</p>
<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>	<p>3</p>

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.

Reading is an area of our curriculum that we have been developing using VIPERS. Alongside VIPERS to support our readers we are also providing Fast Track Tutoring from RWI for children under achieving in phonics. We found that a gap in our readers' ability to progress through their phonics groups was their fluency and speed measured through words per minute. We put in place Reading Fluency intervention with our intervention teacher using Pixl. Reading for PP children improved from 33% ARE in Autumn to 62% ARE in Summer Term.

For Mathematics we saw a benefit in setting our children for part of the year due to the large disparity in their abilities. This allowed us to assign more adult support where necessary and provide the use of PIXL based interventions where the need was greatest. Through this and the rigorous use of QLA documents to assess learning gaps, we then designed Mathematics booster sessions and lesson power ups based on the children's specific areas of need. Doing this throughout the year allowed us to bring our ARE data from 33% to 62% for PP children. We were also able to gain 6% GDS.

Writing saw our data progress from 33% ARE to 62% ARE across the academic year. Pixl therapies were used in writing to support children with specific areas that were holding them back. Writing remains a focus for us, with both attainment and presentation of writing is a key focus moving in to the next academic year.

2022/2023 End of Key Stage 1 Data

- Reading- 62% of PP Pupils achieved ARE
- Writing- 62% of PP Pupils achieved ARE
- Maths- 62% of PP Pupils achieved ARE or higher
(Please see separate PP Data Impact Report)

2022/2023- Number of PP children in school this academic year totals 50 out of 172 pupils (29%)

2023/2024 Number of PP children in school this academic year totals 32 out of 171 (22%)



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, Nicola Andrews- Yoga specialist