



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	Falconer's Hill Infants School
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	18% = 30 children
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	September 2026
Date on which it will be reviewed	September 2025
Statement authorised by	Rachel Edkins
Pupil premium lead	Abby Clark
Governor / Trustee lead	Caroline Campbell

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



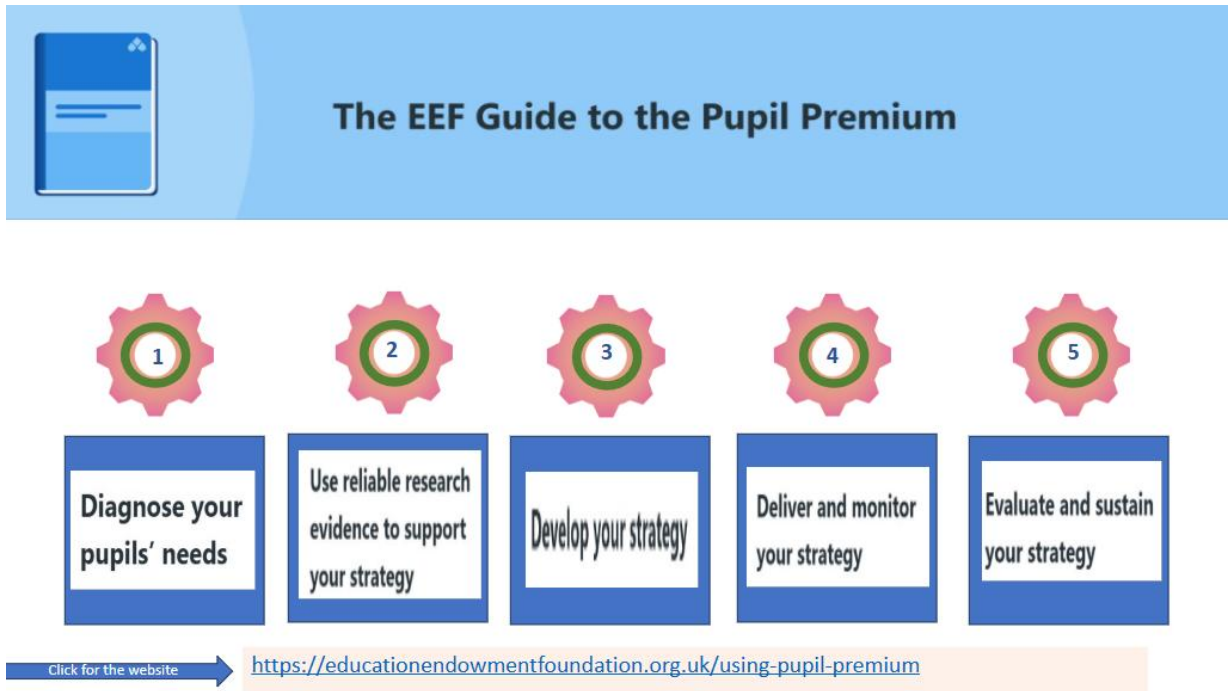
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67,835
---	---------

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.

Guidance from the EEF Toolkit:



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.



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 instill high aspirations through a well taught PSHE curriculum.
- 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	Assessment data and observational evidence indicate that disadvantaged pupils enter school significantly behind their peers, particularly in relation to language and communication development. Entry assessments show that only 25% of pupils eligible for pupil premium began school with age-appropriate skills, meaning that 75% were not yet working at expected levels. This gap is often linked to limited early language experiences, reduced access to high-quality early learning opportunities, and varying levels of support within the home environment. In addition, many pupil premium children attended nursery on a part-time basis this year, which further contributed to reduced exposure to structured early learning and the development of school-readiness skills.
2	Assessment on entry to the Early Years Foundation Stage indicates that many pupils eligible for pupil premium begin school with significantly lower attainment across all curriculum areas. These children often demonstrate delays in key developmental domains, including communication and language, personal, social and emotional development, and early literacy and numeracy skills. Low starting points present a considerable barrier to future progress, as pupils require substantial support to develop the foundational knowledge, skills, and understanding necessary for successful learning as they move through the school.
3	Attendance data from the past two years shows that 23% of pupils eligible for pupil premium are on the school's attendance monitoring list, and this figure has remained consistent over time. Persistent absence and frequent lateness among pupil premium pupils significantly impact their learning, as reduced time in school results in substantial amounts of teaching being missed. This is particularly concerning in Key Stage 1, where foundational skills essential for future learning are established. Reasons for these absences commonly include illness, challenges with arriving at school on time, and holidays taken during term time, all of which contribute to disrupted learning and widened attainment gaps.



4	Feedback from parents, alongside collaborative work with the school's Parent Link Worker, highlights that some pupil premium families face challenges in supporting home learning. These challenges include limited access to digital devices or the internet, children refusing tasks or lacking motivation, and inconsistent routines. Home learning can also lead to frustration, negative behaviour, or conflict. Additionally, parents report having limited time, confidence, or understanding to effectively support their child's learning at home.
5	Persistent absences are impacting the "whole child," affecting academic progress as well as social and emotional development. Attendance data over the past two years shows that 30% of pupil premium children are persistently absent. Close monitoring highlights patterns, including higher absence rates on particular days of the week and during specific term-time periods. Contributing factors include parental mental health and wellbeing, which can affect the capacity to support consistent school attendance.

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 76% 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. Storytime language intervention for Year 1 PP children, linked to VIPERS class-based work. Further embedment of RWI videos to be sent home.

<p>To achieve the target of (69%) of PP pupils achieving ARE or above in Maths.</p> <p>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.</p> <p>GDS target- 15% to 20%</p>	<p>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 in response to ALP. Afternoon arithmetic sessions daily. Num Bots whole school leaderboard. Re-launch of Num Bots in September 2025.</p>
---	--

	<p>sessions for intervention groups Working closely with Maths lead.</p> <p>69% PP pupils meeting ARE or above in Maths for July 2026.</p>
<p>To achieve the target of (67%) of PP pupils achieving ARE or above in Writing.</p> <p>GDS target- 15% - 20%.</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. Fine motor interventions. Vocabulary spines to be developed, Pixl interventions on language acquisition.</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>PP term time holidays to be monitored.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP to 9% or below. Overall PP attendance improves from 93% to 97%.</p> <p>Pupil voice</p> <p>Parents sent reminders regarding attendance expectations Autumn term. PP Champion working with the Attendance Team.</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.

High Quality 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 Oracy CPD in the Autumn term to further increase Oracy in PP children</p> <p><i>Staff CPD (£8000)</i></p>	<p>The EEF Toolkit suggests that <i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</i></p> <p><i>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'</i></p>	1, 2
<p>Close liaison with the writing and phonics subject tri-ads in monitoring of writing across the school with a focus on spelling.</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 liasing on the teaching and learning of Maths across the school and monitoring the new implementation of Power Maths.</p>	1, 2



<p>New staff to be trained in RWI to ensure consistency throughout the school and to ensure beneficial FTT available to pupils.</p>	<p>Extensive research explains that Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 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>RWI used consistently across the school to support accelerated progress for Pupil Premium pupils in Phonics and Reading.</p>	
<p>Raising profile of language and vocabulary through dual coding.</p> <p>Consistency in the use of Widgeit throughout the school to provide dual coding opportunities for our children .Vocabulary spines for each subject to be created and embedded to develop tiered vocabulary.</p> <p>CPD for teachers in areas of pedagogy to support them with providing a language rich environment.</p> <p>Widgeit subscription</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.</p> <p>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>1, 2</p>

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

Budgeted cost: £ 30,205

<p>Intervention to target PP children in developing stronger mathematical foundations and oracy.</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 and Oracy.</p> <p><i>'The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'</i></p>	<p>1. 2.</p>
--	---	--------------

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our Curriculum will embed outdoor opportunities for all areas of learning.</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>	<p>1,2</p>



<p>Nurture based interventions CPD for LSAS to carry out SEMH interventions such as Talking Ginger, Lego therapy, Bucket therapy.</p>	<p>Research by the EEF ('Making the best use of Teaching Assistants' 2015) states that when teaching assistants deliver structured interventions of this nature as a one-to-one intervention or in a small group setting- it has consistent impact on attainment of approximately three to four additional months progress.</p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months progress over the course of a year.</i></p> <p><i>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</i></p>	<p>1. 2.</p>
<p>Additional Performing arts (Drama/Dance/Yoga) for PP children to support language skills and well-being/SEMH. H</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>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>£9,533 costs for Seesaw App subscription</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>	<p>1. 2. 4.</p>
<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>	<p>1</p>

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

Budgeted cost: £12,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Yoga sessions for PP children to support their self-esteem and wellbeing.</p> <p>Yoga/Sports/Mindfulness 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>	<p>1, 2, 3</p>
<p>All staff understand and use TAMHS/No Outsiders 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>	<p>1,2,3</p>
<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.</p> <p>Whole class TAMHS work and groups TAMHS work.</p> <p>Costing for resources.</p> <p>Staff CPD whole-school. (£6,000)</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>Introducing Zones of regulation across the school lead by SENCO and Behaviour support worker. CPD for all staff.</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>PP Champion and Attendance lead to monitor attendance across the school for all pupils.</p> <p>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.</p> <p>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>Brainy 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>Positive relationships being built with families. Pupil premium families engaging in home learning and workshops.</p>	<p>4.</p>
--	--	-----------



<p>supporting phonics/math in the home. (EYFS packs sent home on starting school, Core workshops for parents.) <i>TLR 2 £2,924</i></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>HAF scheme to provide PP pupils with a safe and positive club to attend over the school holidays.</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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using EYFS and KS1 performance data and phonics checks.

Summary data return		School Name: Falconers Hill Infant school				Term: 1		Date: 30/6/2025				July 2025																	
Last year's attendance:	92.8%	Cohort changes	R leavers:	2	R joiners:	2	KS 1 leavers:	6	KS 1 joiners:	8	KS 2 leavers:	-	KS 2 joiners:	-															
National PP – 24.6%			PP			24%			N – 17.3%		SEN 27%		EAL 24%		National – 37.4%														
Current attendance:		94.7%		Children at secure/expected All children						Children at greater depth						National (2023)													
Current national attendance:		94.5%		Read			Writing			Maths			Read			Writing			Maths			R		W		M			
Current issues				A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	A	Sp	Su	Ex	G	Ex	G	Ex	G		
R	92%	Small cohort 43 children		R	46%	76%	81%	41%	54%	70%	54%	80%	81%	2%	2%	N/A	2%	2%	N/A	2%	2%	N/A							
1	94.2%			1	40%	75%	77%	36%	42%	68%	45%	79%	81%	2%			0%			4%									
2	93.9%			2	39%	61%	88%	24%	41%	70%	46%	64%	85%	3%	15%	20%	0%	0%	5%	3%	8%	10%	68	19	60	8	70	16	
PUPIL PREMIUM												PUPIL PREMIUM																	
R	88.2%	PP (25%) of cohort		R	45%	58%	62%	36%	33%	46%	36%	58%	62%	0%	0%	0%	0%	0%	0%	0%	0%	0%							
1	92.4%	PP (24%) of cohort		1	15%	51%	73%	15%	35%	73%	23%	50%	73%	2%			0%			2%									
2	89.4%	PP (26%) of cohort Highest		2	31%	45%	79%	15%	28%	80%	39%	50%	92%	0%	7%	14%	0%	0%	0%	0%	0%	14%	54		44		56		

Disadvantaged pupils at Falconer's Hill Infants currently attain well below national averages in Reading, Writing, and Maths at the expected standard, with the widest gaps in Writing and Maths. No disadvantaged pupils are currently achieving greater depth. Pupil Premium attendance remains below both school and national averages, presenting a significant barrier to learning.

For the academic year 2024–2025, the school will prioritise:

- Raising attainment in core subjects** so that the proportion of disadvantaged pupils achieving the expected standard in Reading, Writing, and Maths increases and begins to close the gap with national averages (currently 20–30 percentage points behind).

2. **Improving Writing outcomes** through targeted interventions, high-quality feedback, and vocabulary enrichment, aiming to reduce the attainment gap by at least 10 percentage points by July 2025.
3. **Improving attendance for disadvantaged pupils** so that it is at least in line with national averages (94.5%), recognising the direct link between attendance and progress.
4. **Increasing the proportion of disadvantaged pupils working at greater depth**, particularly in Reading and Maths, through challenge-focused teaching and enrichment opportunities.
5. **Monitoring progress regularly**, using half-termly assessments to identify pupils at risk of underachievement and providing timely interventions.

Challenges in relation to external factors such as housing, finances and food, parental engagement, wellbeing and mental health remain significantly high.

Success Criteria:

- PP attendance improves to **94%+**.
- At least a **10% increase** in PP pupils achieving the expected standard in each of Reading, Writing, and Maths.
- At least **5% of PP pupils** achieve greater depth in at least one core subject.
- The attainment gap with non-PP pupils and with national averages is narrowed.

Leaders recognise that disadvantaged pupils at Falconer's Hill Infants are currently attaining well below the national average in Reading, Writing, and Maths. The widest gaps are evident in Writing and Maths, where disadvantaged pupils are 20–30 percentage points behind national outcomes, and very few pupils are working at greater depth. Attendance for disadvantaged pupils remains below that of other pupils in school and nationally, limiting progress and widening the gap over time.

The school's priority for 2024–2025 is to raise attainment for disadvantaged pupils, particularly in Writing and Maths, so that outcomes move closer to national averages. Leaders are committed to improving the proportion of disadvantaged pupils achieving the expected standard by at least 10 percentage points in all core subjects and to increasing the proportion achieving greater depth. Attendance will remain a key focus, with the aim of improving disadvantaged pupils' attendance to at least 94% in order to secure better learning outcomes. Rigorous half-termly monitoring of progress and timely interventions will ensure disadvantaged pupils are given the support and challenge they need to achieve well.

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
Pixl Therapies	Pixl