



## Pupil premium strategy statement

This statement details our school's use of pupil 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.

The plan is a 3 year plan reviewed each year. Changes made each year can be seen in *italics*.

### School overview

Detail	Data
School name	Fallings Park Primary School
Number of pupils in school	628 (excluding Nursery and Terrific for Twos)
Proportion (%) of pupil premium eligible pupils	58%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2024-25</b> 2025-26 2026-27
Date this statement was published	31 December 2024
Date on which it will be reviewed	01 December 2025
Statement authorised by	Sarah Pedley (Head Teacher)
Pupil premium lead	Jennifer Ebblewhite
Governor lead	Chris Burden and Manjeet Kaur

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£535,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£535,760</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Our aim at Fallings Park Primary School is that all pupils, regardless of social demographics, background or family challenges, receive the same opportunities and experiences to raise attainment across all subjects. We use Pupil Premium funding to narrow the progress gap between disadvantaged pupils and non-disadvantaged, including those who are rapid graspers (high attainers). We understand the challenges that some of our children deal with and have planned activities, outlined in this strategy, to support their needs irrespective of whether they are disadvantaged.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils, where identified in certain cohorts.
- All disadvantaged and vulnerable pupils to make at least nationally expected progress
- To support and nurture our pupil's health, mental-health and wellbeing in order for them to access all aspects of learning.

We aim to achieve these objectives with an emphasis on high-quality teaching ensuring the needs of all pupils are met. This is proven to have the greatest impact in narrowing the disadvantaged attainment gap, whilst still benefitting the non-disadvantaged pupils at Fallings Park Primary School. Early identification of pupils needs will ensure that intervention can be timely.

As a school we recognise that not all pupils who are disadvantaged or vulnerable are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to all pupils, or groups of pupils, the school has legitimately identified as being socially disadvantaged. Funding will be allocated to support those who, as a school, we feel would most benefit from the intervention. Additional funding from the school budget is also used to ensure high quality activity to support wider needs and more pupils.

The Senior Leaders and Governors work together to measure the success of objectives for disadvantaged pupils. Termly provision maps are created by staff and the Leadership Team to identify groups and individuals for interventions. Progress and provision maps are reviewed at termly pupil progress meetings and shared with the Governing Body.

At Fallings Park Primary we use a research and evidence-based approach (Education Endowment Foundation), along with professional judgements of common challenges



and individual needs, to ensure teachers and leaders make decisions about provision and practice that will benefit disadvantaged and non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	The school SEND tracker shows that a higher number of pupils are either entering Fallings Park Primary with additional needs, especially complex needs, or are being referred to external services for SEND support. 91% (2024-25), of children receiving support for SEND are entitled to Pupil Premium funding.
2	Observations and discussions with pupils and parents demonstrate that pupils have limited experiences, beyond the school environment, to develop cultural capital.
3	The Covid pandemic impacted greatly on pupils SEMH- we are still seeing the effects of this. Our observations and discussions show that pupils need more support to manage and regulate emotions and behaviours. 96% of the children referred for internal, additional emotional/behavioural support are eligible for Pupil Premium funding.
4	Data over the last 3 years show that attendance of disadvantaged pupils is below the national average. Our observations show that attendance issues impact negatively upon learning and progress of disadvantaged pupils. Pupils with poor attendance need additional support to retain knowledge and make connections between learning.
5	Pupils experience chaotic family lives and Social Service/EH involvement. 94% of pupils on the school social care tracker (open on a plan) are eligible for Pupil Premium funding.
6	Our observations, assessments and discussions demonstrate that poor language, vocabulary and communication skills are evident across school from Terrific for Twos until Year 6. This can impact negatively on pupils reading and writing development.
7	Pupils have limited access to high quality reading materials outside of school for reading for pleasure. Some pupils are not practising phonics/reading beyond their classroom.
8	Pupils need support to access and maintain healthy lifestyles and habits, this needs to include mental health/wellbeing and when online. This includes attitude to genders - male to female, and visa versa, views, opinions and attitude towards the opposite sex. To include attitudes to other races and own self identity.



9	Observations and assessment data demonstrate that disadvantaged pupils are still experiencing the effects of Covid school closures, particularly girls in Maths – in current Year 5 and 6.
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## 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
An improvement in the attendance of Pupil Premium children. Parents are aware of the importance of attendance and the impact on learning.	Pupils attendance does not negatively affect learning and progress. The attendance of Pupil Premium children is at least in line with their peers and the gap between the national average is narrowed.
The percentage of Pupil Premium children attending Breakfast Club and Out Of Hours Activities to enrich the curriculum and support their health and lifestyles is increased.	Registers for all out of hours activities show regular attendance of children eligible for Pupil premium, Children have the opportunity to develop aspiration and demonstrate talents outside of the school curriculum.
All children will have opportunities to develop their cultural capital. Through planned activities in an out of school pupils will be able to gain skills, knowledge and aspirations of the wider world.	This will include visits such as, art galleries, theatre and museums. It will also include raising money for the community and wider charities. Most children will take part in at least 1 residential offered in Years 2 and 6. More Pupil Premium children have accessed Musical instruments and now play an instrument.
Social, Emotional and Mental Health needs are addressed through the WELL passport, interventions/therapies and Nurture groups. Children entitled to Pupil Premium funding are better equipped to deal with challenges they may face. They have developed strategies to self-regulate and become more resilient. All staff are aware of the restorative behaviour approach and are consistent in their approach but recognise and address individual needs.	Fewer behaviour and Well-Being incidents are recorded on CPOMS. The number of Pupil Premium children referred to the Learning Mentor and Educational Psychologist is reduced. Sustained high levels of well-being are demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. Observations and intervention evaluations demonstrate that Pupil Premium children: <ul style="list-style-type: none"> <li>- Are more positively engaged in their learning.</li> <li>- Are more aware of their own mental health needs and can discuss the strategies that they use to cope.</li> <li>- Can demonstrate perseverance when work is challenging to them.</li> </ul>



	<ul style="list-style-type: none"> <li>- Can discuss their emotions and listen to and recognise how others are feeling.</li> <li>- Demonstrate strategies when faced with challenges on the playground.</li> <li>- Recognise the dangers of online activity and how to stay safe.</li> <li>- Develop strategies when faced with problematic sexualised behaviour to keep themselves safe and be strong to report incidents they are concerned about. Pupils recognise what is normal in relationships and what should not be accepted.</li> <li>- Recognise appropriate sexualised behaviours and be respectful to all peers.</li> <li>- Pupils to have raised self esteem/confidence. Recognise and have awareness of their own identity.</li> <li>- Pupils to recognise and respect the opposite sex and have positive attitudes towards each other.</li> </ul>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and discussions with pupils will indicate significantly improved language, vocabulary and communication skills by disadvantaged pupils.</p> <p>By the end of Early Years less pupils will need WELLCOMM interventions or will be receiving support from specialist services for language and communication needs.</p> <p>Pupils will be able to use vocabulary to express ideas, thoughts and beliefs through conversation with peers and adults.</p> <p>By the end of Key Stage 2 Reading and Writing outcomes will show that the percentage of Pupil Premium children achieving ARE has increased and the internal gap between disadvantaged and non-disadvantaged has narrowed.</p>
<p>Observations of Pupil Premium children with SEND needs are accurate and diagnosis prompt. School staff will then plan and deliver bespoke learning programmes to address individual needs. Outside agencies will be accessed swiftly to further support complex needs. Pupil Premium children with SEND can efficiently and appropriately work though their individual targets.</p>	<p>Attainment and progress of Pupil Premium SEND children will be monitored through individual IEP's and EHCP's where appropriate. Most pupils, will achieve termly targets and make progress to close the gaps in their learning.</p> <p>Provision maps accurately identify additional support that is timely and appropriate.</p>
<p>Quality first teaching and timely interventions will narrow the gap between disadvantaged and non-disadvantaged pupils narrow across EY to KS2. Pupils who have the potential for</p>	<p>The percentage of Pupil Premium children achieving ARE in each year group in Reading, Writing and Maths has increased to close the internal disadvantaged gap: this is</p>



<p>higher attainment are identified and challenged appropriately.</p>	<p>an improving trend when comparing to previous years.</p>
<p>When pupils leave Year 6 the disadvantage gap has been narrowed and Pupil Premium children are in line with their peers.</p>	<p>KS2 outcomes will show that Pupil Premium children achieve in line with their peers in Reading, Writing and Maths.</p>
<p>The needs of Pupil Premium children who face additional challenges at home are promptly identified and swiftly supported internally by outside agencies where necessary. Families are supported to ensure that the importance of attendance and education are clear.</p>	<p>Attendance for Pupil Premium children with social care support is in line with non-disadvantaged children. Increased numbers of adults at parent engagement sessions. Pupil voice demonstrates that children know where to access support and time to talk and reflect, this is recognised and outside agencies promptly employed to support individual needs.</p>
<p>Families and pupils, particularly those who are disadvantaged, understand the process of learning to read and recognise the importance of reading as a life skill. More children are accessing reading materials and have access to a wider range of high quality reading materials, both in and out of school. Children entitled to Pupil Premium funding have secure phonic knowledge and use decoding and blending as part of the reading process.</p>	<p>The number of Learning with Parents entries for Pupil Premium children significantly increases. Increased number of adults at Parent Workshops.  The percentage of Pupil Premium children passing the Phonics check is at least in line with non- disadvantaged pupils.</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: £325,123

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Leaders / additional teachers available during Core subjects to support across year groups. (Percentage of YL)	<p>EEF +2 - Reducing class size. Quality First Teaching Wave 1: Waves of Intervention</p> <p>Additional adults within the class to teach alongside the class teacher improves the quality of teaching and improves adult to pupil ratio.</p> <p>Able to offer in the moment intervention – enabling ‘keep up not catch up’</p>	1, 3, 6, 9
Support in every class	<p>EEF +4</p> <p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>Teaching assistants at Fallings Park work with small groups and 1:1 within the classroom and also work alongside teachers to deliver out of class interventions.</p>	1, 3, 6, 9
Year 6 to be taught in 4 classes.	<p>EEF +4 – small group</p> <p>Year 6 are taught in 4 classes this reduces the number of children in each room, enabling more adult – pupil interactions. Year 6 were identified as there is less time for Covid recovery before the pupils leave the school.</p>	1, 3, 6, 9
TA support for complex SEND (DB/NPB/KC/SBoI)	<p>EEF +4</p> <p>TA's working with pupils with EHCPs and IEPs support individual needs and progress of targets.</p>	1



<p>Targeted in house and external professional development for ECTs.</p>	<p>Education Policy Institute 2018 – Key Drivers of the Disadvantage Gap. Evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a years learning for disadvantaged pupils.</p>	<p>1,3,5,6,7</p>
<p>Staff CPD</p>	<p>Effective Professional Development - EEF recommendations: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom</p>	<p>1,3,5,6,7, 9</p>
<p>Essential Letters and Sounds: Annual subscription of DfE Systematic Synthetic Phonics Programme to secure phonics teaching for all pupils. Additional reading books purchased to ensure a range and breadth of books for all levels and all children. Additional books purchased to support phonics into LKS2. Introduction of school library. High quality, whole class booksets – linked to Learn Together themes. Development of Mastery Reader</p>	<p>EEF +5 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.</p>	<p>6, 7</p>
<p>Specialised CPD – Attachment and Trauma – delivered by Outreach. ACES Additional SEND training for specific SEND needs, including PDA and ADHD.</p>	<p>Effective Professional Development - EEF recommendations: High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom</p>	<p>1</p>
<p>Specialised CPD – Recognising and reporting Problematic Sexual Behaviour. Understanding what is</p>	<p>Ofsted Report 2021 recognised that sexualised behaviour was being normalised. It indicated that school staff needed to be more aware of what was age appropriate and acceptable.</p>	<p>3, 8</p>





age appropriate sexualised behaviour. Brook Tool Training		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £104,510

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 <sup>rd</sup> Space Learning 1:1 Maths intervention – Identified Year 5 and 6 pupils	EEF +5 On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas	9
1:1 Speech and language intervention CW – targeting those children who need support with speech and language with no SALT referral.	EEF +6 Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills.	1, 6
WELLCOMM	EEF +6 Oral Language Interventions Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.	6
Subscriptions to online app and websites: TT Rockstars, Spelling Shed, Learning with Parents	EEF Using Digital Technology to Improve Learning recommends: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	7, 9
Century Learning Bespoke online programmes of study – Year 5 and 6	EEF Using Digital Technology to Improve Learning recommends: Technology has the potential to increase the quality and quantity of	7, 9



	practice that pupils undertake, both inside and outside of the classroom.	
Oxford Owl e-library	EEF Using Digital Technology to Improve Learning recommends: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	7
Specialist SEND teacher (WM) 1:1 intervention to target specific needs as identified by school and IEPs/EHCPs. Occupational Therapy (RR) – fortnightly intervention	EEF +5 – One to One tuition On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1, 6
Learning Mentor/Inclusion Team. Small group/1:1 therapy and interventions.	EEF +4 Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. At Fallings Park we identify individual needs other than academic, this enables pupils to be ready to learn and develop strategies to cope with challenge.	1,3,5
1:1/small group Maths/Reading/Writing Intervention additional to core time delivered by Year Leaders/L3 TA's	EEF +5 One to One Tuition/Small Group Tuition Evidence indicates that one to one/small group teaching can be effective. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils and those falling behind.	1, 3, 6,9
Year 5 and Year 6 Pupil Problematic Sexual Behaviour Survey. Focus groups led by Mark Lloyd Analysis to inform targeted work and changes to RSHEe curriculum.	Ofsted report in 2021 discussed how Harmful Sexual behaviour was being normalised. Simon Hackett's research indicates that children from disadvantaged backgrounds are more at risk of being involved in Problematic Sexualised Behaviours, either as the perpetrator or the victim.	3, 8



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

Budgeted cost: £106,127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Visits/visitor subsidy	EEF: A range of evidence including supporting Arts/Outdoor learning/enrichment of the curriculum suggest that this can benefit the education of pupils. At Fallings Park Primary we believe that all children, including disadvantaged deserve a well-rounded, culturally rich curriculum	2, 5, 6,
Year 2 and Year 6 Residential	EEF – Outdoor Adventure Learning Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	2, 3, 5, 8
Music Services Ukulele/Guitar/Recorder/African Drumming	EEF +3 Arts Participation Improved outcomes have been identified in English, Mathematics and Science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Fallings Park Primary believe that playing an instrument is an opportunity that now all disadvantaged children will be exposed to.	2, 5, 8
Steve Baker:	EEF +4 Behaviour Interventions	1, 3, 5



<p>Audit/Learning Walk.</p> <p>Whole staff training on behaviour management with the aim of developing our school values and improving behaviour/well-being across school.</p> <p>Support/feedback session for SLT</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Both targeted interventions and universal approaches have positive overall effects</p>	
<p>Attendance Officer and collaborative work with Education Welfare Officer</p>	<p>Social Mobility Commission.</p> <p>A range of evidence and in school data demonstrates that pupils need to be in school in order to make progress and raise attainment.</p>	<p>4, 5</p>
<p>Additional Breakfast Club staff to enable more pupils to attend.</p>	<p>National School Breakfast: there is a direct link between breakfast habits of children and their educational attainment.</p>	<p>4, 8</p>
<p>Now Press Play:</p>	<p>Enriching the curriculum offered to pupils through experience to enable them to make connections with learning and retain knowledge and skills.</p>	<p>2</p>
<p>Stormbreaker</p>	<p>EEF +4 Social and Emotional Learning</p> <p>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>3, 5</p>
<p>Educational Psychologist (LD)</p>	<p>EEF +4</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>At Fallings Park we identify individual needs other than academic, this enables pupils to be ready to learn and develop strategies to cope with challenge. Support of a weekly Educational Psychologist enables prompt and timely diagnosis and strategies of needs.</p>	<p>1, 3, 5</p>



Living Streets – WOW Walk to School	EEF +1 Physical Activity Physical activity has important benefits in terms of health, wellbeing and physical development.	8
Tagtiv8 – Physically Active Learning	EEF +1 Physical Activity Physical activity has important benefits in terms of health, wellbeing and physical development.	8

**Total budgeted cost: £ 535,760**



## 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 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Disruption to education and the home lives of our pupils was still observed to be having an impact on the education system and the disruption this caused continued to impact on the SEMH of our pupils, therefore impacting academic attainment and attitude towards education.

Data from tests and assessments at the end of Key Stage 2 suggest that there is still a gap between the attainment of the disadvantaged and non-disadvantaged at Fallings Park Primary School. However progress across the journey of pupils who start at the school in Early Years through to Year 6 is clear and evident.

Targeted intervention and deployment of Year Leaders, Teaching Assistants and additional adults has continued to be significant for disadvantaged learners to make progress. The use of additional Teaching Assistants has enabled disadvantaged learners within the classroom benefit from high quality personalised 1:1/small group interventions within a lesson.

The high quality curriculum and provision in the EYFS, alongside language intervention, the rigor of the Phonics programme and interventions was very successful in supporting our youngest children to close the vocabulary gap and impact on their speech and language. Although GLD was below National and Local average, data demonstrated that the percentage of disadvantaged pupils at Fallings Park Primary that achieved GLD was higher than that of non-disadvantaged.

We recognise that as the children go through school, there is still a gap between the disadvantaged and non-disadvantaged pupils attending Fallings Park Primary School however strategies that are in place are continuing to narrow the gap. Impact of the attendance officer/mentor has enabled relationships with disadvantaged families to be built. This is beginning to impact on the attendance of all learners, but specifically, persistent absenteeism of disadvantaged pupils. This member of staff has continued to form positive relationships with disadvantaged pupils again raising attendance and also supporting with SEMH needs and gaps in learning. Raising the attendance of our



disadvantaged pupils continues to be a focus for Fallings Park and this is why it remains an intrinsic part of our current plan.

PPG funding has guaranteed that no disadvantaged learner has missed out on educational visits and experiences which help develop their cultural capital, providing them with first-hand memorable learning experiences.

## 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
Century Learning	Century Learning
X Table Rockstars	TT Rockstars
Charanga	Charanga
Now Press Play	Now Press Play
Tagtiv8	Tagtiv8

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/a



## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Nurture provision adapted to support needs and developmental stages rather than age/year groups

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We used evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with the Local Authority, parents, pupil voice and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We are part of the Local Authority PPG Network group, offering advice, support and sharing good practice, this supports all aspects of writing, delivering and evaluating the PPG and strategy.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.