# FALLA APRK COMMUNITY PRIMARY SCHOOL

## 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 outcomes for disadvantaged pupils last academic year.

School Overview

| Detail | Data |
|---|---|
| Number of pupils in school | 179 |
| Proportion (%) of pupil premium eligible pupils | 57% |
| Academic years that our current pupil premium strategy plan covers | 2024-2025<br>2025-2026<br>2026-2027 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Vanessa Carr |
| Pupil premium lead | Jacqueline Crozier |
| Governor | Victoria Beattie |

Funding Overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £170,345 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year** | £170,345 |

Part A – Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is

also intended to support their needs, regardless of whether they are disadvantaged or not.

First quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Common barriers to learning for our disadvantaged children include: less support at home, underdeveloped speech, language and communication skills, lack of confidence, difficulties with emotional well-being, lack of resilience, attendance and punctuality issues, working memory and retention of learning. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

For all of our children (disadvantaged or not) we aim to enhance oral language skills, address SEMH concerns, improve basic numeracy skills, offer increased reading opportunities, have access to high quality adult support through quality first teaching and targeted intervention and opportunities to engage in a wealth of experiences through provision of visits, visitors and clubs. We expect all pupils (disadvantaged or not) to engage in all aspects of school life and enjoy coming to school.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged we also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Challenges

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

| Challenge Number | Detail of Challenge |
|---|---|
| 1 | Attendance of disadvantaged pupils over the last 2 years indicates that attendance percentage for disadvantaged pupil is slightly lower than non-disadvantaged pupils. A larger proportion of disadvantaged pupils are classed as persistent absentees compared to non-disadvantaged pupils. |
| 2 | Through discussions and working with pupils and parents/carers we have identified an increasing number of families with members who have social/emotional or mental health difficulties. This can be both children and adults. This can have an impact on the children's ability to access learning in school. There are increasing numbers of children on lengthy waiting lists for support from outside agencies. |
| 3 | Disadvantaged children enter school with a low level of speech, language and communication and there is a pattern of non-attendance to outside therapy. |
| 4 | Outcomes and progress for disadvantaged children is generally lower than the national average. |
| 5 | Observations and discussions indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident throughout school from Nursery to Key Stage 2. We also have a growing number of EAL children who need support to learn English. |
| 6 | Observations and discussions with disadvantaged pupils and families shows that they have limited life experiences and opportunities outside of school due to the level of social deprivation in the area. This in turn effects their knowledge of the world and experiences to bring to their learning. |
| 7 | Internal assessments and data show that disadvantaged children have poor working memory and struggle to retain information and knowledge. |
| 8 | Parents/Carers' regularly share with us how they struggle financially and with increased numbers of families seeking support from school. |

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 and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils | • The attendance of disadvantaged children has increased compared to the previous year<br>• The percentage of all pupils who are persistently absent has decreased since the previous year |
| Disadvantaged pupils make at least expected progress in reading, writing, phonics and maths | • Attainment gap between disadvantaged and non-disadvantaged pupils is reduced<br>• Key Stage 2 outcomes show that a greater number of disadvantaged children reach national averages in reading, phonics, writing and maths |
| To improve speech, language and communication skills and vocabulary development of all children, particularly those who are disadvantaged | • Speech and communication skills will be improved and children in Early Years and Key Stage 1 will be able to communicate effectively<br>• End of Key Stage outcomes show that attainment of disadvantaged children in reading, phonics and writing reach national averages<br>• Children with English as an additional language can communicate effectively with others |
| To achieve and sustain improved emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils | Sustained high levels of emotional wellbeing demonstrated by:<br>• Data from children and parent surveys and teacher observations<br>• A significant reduction in the numbers of pupils requiring support from outside agencies<br>• An increase in the numbers of children participating in enrichment activities, particularly outside of school<br>• Pupil behaviour and engagement in school continues to be excellent |
| To provide a wealth of visits and visitors to increase children's | • Children have experienced a range of opportunities both inside and outside of |

| | |
|---|---|
| first-hand experiences and knowledge of the world | school including after school clubs, sporting events and educational visits<br>• Children have a greater wealth of experience and knowledge to draw on to support their learning |

Activity in this Academic Year

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

Teaching (for example – CPD, recruitment, retention)

Budgeted Cost: £6,000

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|---|
| • Improve the quality of social and emotional learning by providing appropriate CPD and training for all staff.<br>• To introduce the use of Thrive Online across school.<br>• To introduce ELSA interventions across school. | Evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>Improving Social and Emotional Learning in Primary Schools \| EEF | 1, 2, 4 |
| • Embedding vocabulary development and a focus on oral language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.<br>• Purchase of new resources and fund ongoing training and release time for staff. | There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.<br>Oral language interventions \| Teaching and Learning Toolkit \| EEF | 3, 4, 5 |
| • Targeted phonics CPD for new staff and update training for existing staff to ensure high quality and consistent delivery of phonics across the school.<br>• Continue to subscribe to the Little Wandle phonics scheme. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.<br>Phonics \| EEF | 4, 5, 7 |

| | | |
|---|---|---|
| | Validation of systematic synthetic phonics programmes: supporting documentation - GOV.UK | |
| • To provide CPD and training to develop staff knowledge and strategies to be used around the provision in school for children with more complex SEND. | Some children, now attending mainstream education, present with more complex needs which cannot be met through quality first teaching alone. They require more specialist knowledge and intervention.<br>Special Educational Needs in Mainstream Schools \| EEF | 2, 4, 5, 7 |

Targeted Academic Support (for example – tutoring, one to one support, structured interventions)

Budgeted Cost: £102,977

| **Activity** | **Evidence that supports this approach** | **Challenge number addressed** |
|---|---|---|
| • Small group and 1:1 tuition for pupils in need of additional academic support, delivered in addition to, and linked with, normal lesson.<br>• Ongoing CPD and training for staff to ensure effective delivery of interventions. | Children benefit from teaching in smaller groups so immediate feedback can be given.<br>Teaching Assistant Interventions \| EEF<br>Small group tuition \| EEF | 3, 4, 5, 7 |
| • Additional phonics sessions targeted at disadvantaged pupils who require further phonic support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly those who are disadvantaged. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.<br>Phonics \| EEF | 3, 4, 5, 7 |
| • Speech and Language Therapist employed in school to work in school one day per week. | There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading. | 3, 4, 5 |

| | | |
|---|---|---|
| • Strategy and advice sessions provided for staff by therapist. | Speech and language is one of the main barriers to pupils progressing in reading, writing, maths and the wider curriculum.<br>Access to external support is limited, with long waiting lists.<br>One to one tuition \| EEF<br>Oral language interventions \| EEF | |
| • Family Support Worker and teaching assistants to provide small group and individual social and emotional well-being support to targeted children.<br>• To provide CPD and targeted training for staff in school.<br>• Purchase social and emotional well-being intervention packages which can be delivered in school (Theraplay, Zippy's Friends Programme, Lego Therapy, Drawing and Talking Therapy etc). | Evidence associating childhood social and emotional skills with improved outcomes at school and in later life.<br>Improving Social and Emotional Learning in Primary Schools \| EEF<br>Small group tuition \| EEF | 1, 2, 4 |

Wider Strategies (for example – related to attendance, behaviour, well-being)

Budgeted Cost: £64,218

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|---|
| • To provide a variety of visits and visitors to enhance the curriculum and increase children's knowledge of the world.<br>• The cost of class visits to be free or heavily subsidised for all children in school.<br>• A variety of after school clubs provided to widen children's experiences | Evidence emphasises the importance of improving cultural capital, particularly for disadvantaged pupils.<br>Enrichment activities are well attended in school.<br>Outdoor adventure learning \| EEF<br>Learning styles \| EEF<br>Extending school time \| EEF | 3, 5, 6, 8 |

| | | |
|---|---|---|
| • Homework and revision sessions to be provided for Year 6 to support with the transition to secondary school.<br>• Online learning subscription to support Year 6 children in Maths and Grammar. | | |
| • Employ a family support worker to offer non-academic support to children and families.<br>• To provide financial support to families as and when needed and school are able.<br>• To provide a free breakfast club for all children in school. | Current school attendance data and follow up shows some families require high levels of support with school attendance. Some parents and families are hard to engage.<br>There are high levels of social care involvement in school.<br>Working together to improve school attendance - GOV.UK<br>Parental engagement \| EEF | 1, 2, 6, 8 |
| • Continue to embed the principles of good practice set out in the DfE's guidance.<br>• Support provided for families by the Family Support Worker and other staff to ensure good attendance. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.<br>School attendance data continues to show the need to support children and families with regular school attendance.<br>Working together to improve school attendance - GOV.UK. | 1, 2, 4 |
| • Employ a counsellor to work in school 2 days per week.<br>• Family Support Worker to provide other therapeutic interventions to support social and emotional well-being.<br>• Provide CPD and training for staff in school. | Staff knowledge of children and relationships with them enables them to identify changes in behaviour and presentation.<br>Access to external support is limited, with long waiting lists.<br>Social and emotional learning \| EEF | 1, 2, |

**Total Budgeted Cost: £173,195**

Part B – Review of the Previous Academic Year 2024-2025

Outcomes for Disadvantaged Pupils

Whole school attendance for 2024-2025 was 94.7%. This is an increase from the previous year. The percentage of persistent absentees has also decreased significantly compared to the previous year. Attendance figures do not include nursery.

| | 2023-2024 | 2024-2025 |
|---|---|---|
| **Whole School** | 93.3% | 94.7% |
| **Pupil Premium** | 92.2% | 93.5% |
| **Non-Pupil Premium** | 92.9% | 95.4% |
| **Persistent Absentees** | 19.1% | 10.3% |

Attendance procedures continued to be regularly reviewed to ensure the system remains robust. The Family Support Worker works closely with the Head Teacher to monitor attendance. As a result, attendance has improved compared to the previous year and persistent absentee figures are beginning to decrease.

Children continue to access Speech and Language therapy which takes place in school, much more quickly and avoid long waiting lists. A therapist based in school one day a week means staff can liaise directly with them to seek support and advice. Strategies can then be implemented straight away. The therapist also liaises with parents and completed external referrals as and when needed.

The Little Wandle Phonics Programme is now in Year 3 of its delivery. Phonics data in 2025 showed that 84% of Year 1 children passed the phonics screening check. 80% of pupil premium children passed the phonics screening check. High priority continues to be placed on keep up and catch-up interventions, delivered by trained staff.

Accelerated Reader, Timetables Rock Stars, Numbots and Reading Plus all continue to be used across the school and are having an impact on attainment.

| | Pupil Premium | Non-Pupil Premium |
|---|---|---|
| **Maths – Year 6** | 78.6% | 76% |
| **Reading – Year 6** | 85.7% | 84% |
| **Times Table Check – Year 4 (22+ marks)** | 85% | 70% |

Alongside quality first teaching, targeted CPD and training for staff, work with the Great North Maths Hub and a range of interventions, pupil premium children make good progress.

Counselling sessions for our most vulnerable children have continued which has a positive effect on their mental health and confidence, which in turn improves their academic achievement and readiness to learn. Staff can talk directly with counsellors during the school day about children meaning advice can be acted upon immediately and children receive timely support. Counselling and interventions are also provided to children who are on lengthy waiting list for external services.

The Family Support Worker has continued to support parents and carers in a range of ways. This can include referring to the food banks and food hampers, seeking benefits and grants for uniform and household items, ensuring children attend school every day and on time, access to fuel poverty support, making appropriate referrals for support and general well-being and emotional support. The Family Support Worker has attended training for therapeutic interventions, and these are now regularly delivered in school.

All children have accessed a range of visits and sporting events and festivals, and these have been provided either at no cost or a significantly reduced cost to parents. All children have accessed out of school experiences.

Externally Provided Programmes

Please include the names of any non-DfE funded programmes that you used your pupil premium to fund in the last academic year.

| **Programme** | **Provider** |
|---|---|
| Little Wandle Phonics Programme | Wandle and Sutton (Collins Big Cat books) |
| Spelling Shed | EdShed |
| Reading Plus | Reading Solutions |
| Accelerated Reader | Renaissance |
| TTRS and Numbots | Maths Circle |
| Dyslexia Gold | Engaging Eyes |
| Maths.co.uk & Spag.co.uk | Maths.co.uk & Spag.com |
| Number Stacks | Numberstacks.co.uk |
| Zippy's Friends Programme | Partnership for Children |