

Pupil premium strategy statement – Falcon Junior School 2026/2027

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	393
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers	2026/2027
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Sharon Hunter
Pupil premium lead	Sharon Hunter
Governor / Trustee lead	Alex McNulty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£147,090

Part A: Pupil premium strategy plan

Statement of intent

The pupil premium funding is given to schools to support eligible groups of children. Falcon Junior School receives a Pupil Premium allocation of funding for each child who is entitled to receive Free School Meals or who has been entitled to receive them over the last six years as well as for any Looked After Children. The philosophy behind our strategy is that we recognise that some designated pupil premium children may have differences in their experiences and levels of support and therefore we aim to support children whatever their barriers may be; environmental, social, economic or learning. 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 enjoy and achieve at school, having access to the best curriculum and the best teachers possible.

We recognise that excellent teaching is an important lever schools have to improve outcomes for disadvantaged students and therefore, we aim to offer a curriculum which is challenging, enjoyable and knowledge rich. We are using the Pupil Premium Grant to invest in the development of teaching and learning at Falcon through staff training and curriculum planning time, not only in reading, writing and maths but all foundation subjects, to ensure that every child receives a broad and balanced curriculum offer. Progress and attainment are constantly being reviewed and impact will continue to be assessed in order to ascertain the effectiveness of teaching and learning at Falcon.

We want every child leaving Falcon Junior to have developed a love of reading and with the aim of being KS3 ready. Reading ability is linked to better life chances and we want all pupils to have the best opportunities possible to aid them in their adult lives. Therefore, we want to focus on reading, elevating its profile to re-engage children and expose them to a more diverse, appealing and challenging range of texts. Investment in a curriculum linked reading spine alongside access to quality reading materials and learning opportunities for disadvantaged pupils is a priority.

Our strategy also aims to widen the experience, self-esteem and cultural capital of all pupils through additional school trips and visits and to provide extra-curricular experiences for disadvantaged pupils through music, the arts and sport. Opportunities such as this will enhance the education of disadvantaged pupils from low-socio economic backgrounds who may be limited in their experience of the wider world.

We also want to help our disadvantaged pupils to access the best possible support at home as well as at school, which is why we want to invest in a parent support advisor who can maximise the help available to families and to also offer a range of educational workshops for parents to access within our school.

Challenges

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

Challenge number	Detail of challenge
1	Below average reading fluency and comprehension skills leads to slower rates of progress and widening gaps. Assessments and data show that disadvantaged pupils are making progress although still behind the non-disadvantaged pupils. This results in a lower percentage of pupils making the expected progress. KS2 results are also below local and national averages and disadvantaged pupils perform less well than their peers. In England, disadvantaged children reach, on average, a lower level of attainment than their peers in English- and maths-related subjects. The Power of Core Subjects on Life Chances Reading and Writing • The Gateway to Curriculum: Literacy mastery directly unlocks achievement in all other foundation subjects. • The Matthew Effect: Early reading gaps widen rapidly, severely limiting secondary school success. • Social Mobility: Strong communication skills enable pupils to escape generational poverty cycles. • Research Evidence: The Education Endowment Foundation (EEF) confirms that high-quality literacy interventions provide an average of +5 months' additional progress. Furthermore, National Literacy Trust data proves that strong reading skills correlate directly with higher lifetime earning potential and better health outcomes in adulthood. Below average maths skills leading to slower rates of progress and widening gaps are a challenge. MTC results have improved and we are now in line with national and above local expectations having invested Pupil Premium funding last year to narrow this gap. At the end of 2026, disadvantaged pupils in Year 4 averaged a score of 16.9 which includes 2 pupils that did not sit the test.

	Taking them out of the equation, the average score was 18.5. Non-disadvantaged pupils in comparison scored an average of 22.6. The results for maths end of KS2 also show a trend for PP children achieving less well than their peers. Mathematics • Functional Fluency: Mathematical competence is essential for everyday financial literacy and analytical thinking. • Career Gatekeeping: Fluency in maths is a strict prerequisite for high-growth, higher-wage employment. • Life Outcomes: Poor numeracy acts as a heavier economic penalty in adult life than poor literacy. Research Evidence: The EEF Key Stage 2 Maths Guidance demonstrates that structured interventions targeting mathematical misconceptions yield an average of +5 months' progress. Longitudinal studies by the Centre for Longitudinal Studies (CLS) confirm that children with robust early maths skills command a distinct wage premium in adulthood.
2	Focus on inclusion means giving teachers the skills and opportunities to develop themselves as outstanding practitioners who are adept at adapting in the moment and planning ahead to ensure all pupils are making good progress and accessing the correct level of challenge in their learning. We want all pupils to receive high-quality teaching at all times which is why we use Pupil Premium funding to pay for Higher Level teaching Assistants. HLTAs know our curriculum and our pupils well and can deliver the quality of teaching required when subject leads are improving their skills and knowledge to produce better outcomes for all. Quality First Teaching • The Greatest Lever: Excellent teaching is the most effective tool to close the attainment gap. • Staff Investment: Funding directly supports staff training and curriculum planning time. • Rigorous Review: Subject design is constantly reviewed to ensure a challenging, enjoyable curriculum.
3	Our disadvantaged pupils are less likely than non-disadvantaged pupils to have access to experiences that come with financial costs but that can increase social confidence required for future success. Part of the school's catchment area includes Heartsease which is recorded as the lowest proportion of economically active residents aged 16-64 at 43.9%, indicating high levels of economic inactivity among the working-age population.

	(https://www.norfolksight.org.uk/wp-content/uploads/2026/03/Norwich-East.html) We will use the Pupil Premium to build cultural capital by funding immersive experiences, specialised tuition, and enrichment activities that disadvantaged pupils might not access otherwise. These strategies focus on broadening horizons, increasing social confidence, and providing the "social currency" needed for future success • Cultural Capital: Enhancing the education of pupils limited in their experience of the wider world. • Enrichment: Funding school trips, visits, and extra-curricular opportunities in music, arts, and sport. • Self-Esteem: Using experiential learning to build confidence and engagement back in the classroom. Pupils at Falcon Junior School experience a wide range of curriculum linked activities and funding is allocated to dis-advantaged pupils to make it possible for them to attend residential, after-school activities and a wide range of visitors and trips that enriches the experience for all through education outside of the classroom.
4	Attendance of disadvantaged pupil groups is lower than non-disadvantaged pupils. Access to medical, social, mental health and financial help can also be a barrier to attendance for our pupils. Holistic Family Support • Home-School Link: Investing in a Parent Support Advisor to maximise help available to families. • Educational Workshops: Offering parent-facing workshops to help families support learning at home.

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
Improved oral language skills and vocabulary for disadvantaged pupils. Improve ability of PP pupils to retain knowledge, key concepts and vocabulary in foundation subjects leading to higher attainment. Improved oral language skills and Tier 2/3 vocabulary acquisition for	PiXL Question Level Analysis (QLA) from reading assessments shows the vocabulary gap narrowing between PP and non-PP cohorts. By End of Strategy: Learning walks and book looks reveal PP pupils across KS2 independently applying subject-specific vocabulary in cross-curricular writing.

disadvantaged pupils in foundation subjects across Years 3 to 6.	EEF Evidence Base: Oral Language Interventions (+5 months progress).
Improved reading fluency and comprehension skills. Accelerated reading progress and heightened book engagement across KS2, leveraging Accelerated Reader (AR) and PiXL Diagnostics. Pupils enjoy reading and make better progress in reading.	All staff: retrain for phonics interventions Timetable reading fluency interventions twice weekly for those not achieving expected age-related outcomes across the school. Year 3: Transition reading profiles from infant feeders. Run Star Reader diagnostics. Establish exact Zone of Proximal Development (ZPD) metrics for all Year 3 PP pupils. Baseline with a phonics screening assessment and identify gaps to be filled in phonic knowledge Years 4 & 5 & 6: AR Fidelity Check: Ensure a ring-fenced, reading intervention slot for disadvantaged. Monitor AR comprehension quiz scores weekly; immediate intervention is triggered via the class teacher if a PP pupil's quiz pass rate drops below 85%. Cross-reference AR data with termly PiXL Reading Assessments. Use QLA to flag specific inference or deduction barriers, deploying explicit PiXL reading micro-therapies to secure text stamina. By End of Strategy: The percentage of PP pupils reaching Age-Related Expectations (ARE) in the Year 6 Reading SATs matches or exceeds the national average, narrowing the historic internal gap. EEF Evidence Base: Reading Comprehension Strategies (+6 months progress).
Greater achievements for disadvantaged pupils in MTC's and in KS2 assessments. Eradication of core calculation gaps using a unified mastery curriculum to unlock successful multi-step problem solving and reasoning in upper KS2.	Year 3: Daily core math lessons utilize White Rose Maths small-step progressions. Classrooms embed White Rose concrete manipulatives to support the Concrete-Pictorial-Abstract (CPA) framework. Supplement this with daily, structured NumberSense sessions to target addition and subtraction fact fluency. Year 4: Ensure alignment between the White Rose Maths multiplication units

White Rose Maths is the <i>what</i> and <i>how</i> (the main daily 1-hour lesson teaching the age-related curriculum). NumberSense is <i>speed</i> (a separate 10-15 minute daily slot dedicated purely to core numerical automaticity). PiXL is our <i>check</i> (completed termly to find out exactly what has stuck and what needs retargeting).	and NumberSense times-table pathways. Average Multiplication Tables Check (MTC) scores for PP pupils climb toward 22+. Years 5 & 6: Use PiXL Arithmetic and Reasoning Diagnostics to track retention of the White Rose curriculum. QLA filters out fluent calculators from those struggling with multi-step reasoning. Provide target groups with White Rose "Flashback 4" retrieval and PiXL math micro-therapies. By End of Strategy: The percentage of PP pupils reaching Age-Related Expectations (ARE) in Year 6 PP matches or exceeds the national average, narrowing the historic internal gap. EEF Evidence Base: Mastery Learning (+5 months progress). <i>Success Factor:</i> According to EEF guidance on Key Stage 2 Maths, a consistent, school-wide mastery approach using concrete representations (White Rose) builds conceptual understanding, while automated fact fluency (NumberSense) removes cognitive overload during complex problem-solving.
Minimise the "academic dip" that happens as a result of the transition from local infant feeder schools into Falcon Junior School.	Year 1 Strategy (25/26): Establish a collaborative network with key infant feeder schools. Year 2 and Year 3 teachers conduct moderation cross-mapping to ensure continuity in math (e.g., verifying if feeders also use White Rose Maths) and core reading and phonic schemes. Year 2 Strategy (26/27): Year 3 environments in Autumn Term 1 mirror the visual cues, familiar math manipulatives and routines of Year 2. By End of Strategy: Year 3 Autumn diagnostic data shows better progress across WRM in comparison to previous years. EEF Evidence Base: School Transitions Evaluation Framework. <i>Success Factor:</i> Structural curriculum alignment across transition boundaries prevents disadvantaged pupils from

	losing momentum when entering Key Stage 2.
Equity of Opportunity via Cultural Capital. Disadvantaged children partake in a broad, balanced range of cultural experiences to widen background knowledge and build confidence.	100% of PP pupils are partially or fully subsidised for local educational visits and extracurricular clubs. Build baseline confidence metrics through pupil voice. Track and improve attendance of PP pupils on KS2 residential trips. Hook lessons explicitly link experiences to advanced curriculum vocabulary. By End of Strategy: Improvement in participation rates achieved across all cohorts. Year 6 exit surveys demonstrate that PP pupils hold well-informed, confident cross-curricular concepts. EEF Evidence Base: Arts & Extracurricular Participation (+3 months progress).
Families supported and a bridge between school and families established through employment of school PSA. Attendance for disadvantaged pupils improves. Families access a wide range of services for better support socially, emotionally, financially. Vulnerable families are proactively supported and a resilient home-school bridge is sustained via the school Parent Support Advisor (PSA) and digital platforms.	Year 1 (26/27): The PSA establishes a targeted caseload of chronically absent PP pupils (attendance < 90%). Year 2 (27/28): Overall attendance for the PP cohort improves toward a target of 95%. Families utilise the PSA to access financial, social, and emotional support networks swiftly. Year 3 (28/29): Persistent Absence (PA) rates for disadvantaged pupils drop significantly. By End of Strategy: Parent engagement tracking shows higher attendance from PP families at targeted school workshops, transition meetings, and progress evenings. EEF Evidence Base: Parental Engagement (+4 months progress).

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 and retention)

Budgeted cost: £101,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA salaries and HLTA overtime: £83,000 Supply cover costs for subject release time and training: £ 5,000 TA early start overtime to deliver rigorous reading fluency interventions: £2,000	Development of high-quality teaching and curriculum. Staff are released to train, monitor and plan by experienced HLTAs to ensure that Pupil's receive quality teaching. Creating a relevant primary curriculum has the potential to significantly improve the life chances of Pupil Premium children by addressing systemic inequalities and providing meaningful opportunities for academic, personal, and social development. A well-designed curriculum that is both rigorous and responsive to pupils' contexts helps close the attainment gap between Pupil Premium pupils and their peers. When the curriculum is relevant — rooted in real-life experiences, culturally responsive, and accessible — it becomes more engaging and meaningful. This enhances motivation and participation, which are critical for learning, especially for children who may not have the same educational support at home. Teaching assistants are trained and deliver high-quality reading fluency intervention as advised by VNET reading Lead.	2
Staff development -NPQ- subject lead training-coaching: £6,000 Membership of VNET: £4,400	When children see themselves reflected in the curriculum — through texts, topics, and role models — they are more likely to develop a sense of belonging and belief in their own potential. A curriculum that values different backgrounds and experiences fosters a positive self-image and raises	2

Walk Thru's subscription: £1,100	aspirations. This is crucial for Pupil Premium children who may face lower expectations in other areas of their lives. Addressing Barriers to Learning A relevant curriculum includes not only what is taught but how it is taught. Differentiated instruction, emotional literacy, and social-emotional learning embedded within the curriculum help support pupils facing external challenges. For example, integrating trauma-informed practices or giving space for discussions about emotions and wellbeing can reduce behavioural issues and enhance learning readiness. Preparing for the Future Life chances are shaped not only by academic qualifications but also by broader skills and dispositions such as resilience, communication, critical thinking, and collaboration. A primary curriculum that is future-focused — incorporating digital literacy, problem-solving, and citizenship — equips Pupil Premium children with the tools they need to thrive in secondary school and beyond. It lays the foundation for breaking cycles of disadvantage.	
---	---	--

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

Budgeted cost: £15,425

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader & Star Reading: £4,500 Reading Cloud- hosts the school Library: £725 Books/resources: £2,000-Phonics reading scheme and	AR supports with a high impact on reading engagement and procedural comprehension. Standardised tracking allows for rapid identification of plateauing readers. Research shows that reading for pleasure can promote better health and wellbeing, aids in building social connections and relationships with others and is associated with a range of factors that help increase the chances of social mobility. Furthermore,	1

new SSP (Systematic Synthetic Phonics) Twinkl: £1,370 The Sunflower Learning (Science Hub): £200	students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school. Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly. Children who can read well by the end of primary school are more likely to succeed in all subjects—math, science, history—not just English or language arts. Reading boosts vocabulary, comprehension, and critical thinking, which directly contribute to academic achievement. OECD (PISA studies): Reading ability at age 15 is the strongest predictor of future academic success—more than socio-economic background. National Literacy Trust (UK): Children who read for pleasure have better vocabulary, spelling, and math skills. Institute of Education (2013): Children who read for pleasure perform better in all subjects—not just literacy. Reading equips children with the ability to learn independently and access information that can help improve their circumstances. Literacy is directly linked to employability. Being able to read opens doors to higher-skilled, better-paying jobs in the future. Literate individuals are more likely to lift themselves and their families out of poverty. 1 Understanding written material—from bus timetables to job applications—gives children a sense of agency. Disadvantaged children who read fluently are more likely to participate in school and community life confidently. Reading supports emotional and social development. Reading fiction especially helps children understand different perspectives, cultures, and emotions. Books can provide comfort, coping strategies, and a sense of escape or hope, especially in challenging home environments. Reading can also support vocabulary acquisition as disadvantaged children often hear millions fewer words by age 5 than their	
---	--	--

	more affluent peers. Reading helps to narrow this gap. It also encourages lifelong learning and helps foster a child's curiosity. A child who reads is more likely to become an adult who continues learning, adapting, and growing. Development of crucial critical thinking skills is necessary for the ability to analyse, question, and synthesize information—key for navigating modern life.	
White Rose Maths (Primary): £300 NumberSense Fluency: £400 Stick or Split: £270 TTRS: £170 Testbase: £370 Primary Maths Hub: £120 Maths resources: £1,000	WRM is an exceptional framework for ensuring high-quality, small-step mastery progression. Minimizes learning gaps through structured visual representations. Numbersense is an excellent tool for lowering cognitive load. Proved vital in building foundational calculation speeds alongside core White Rose lessons. Maths at the primary school level plays a crucial role in supporting Pupil Premium children—those from disadvantaged backgrounds—not only in their future education but also in broader life outcomes. Leaving Primary school with expected/greater depth levels in KS2 SATs helps lay the foundations for further education: Access to Secondary Curriculum: A solid grasp of primary maths underpins success in secondary subjects—not just in maths, but also in science, technology, geography, and even economics. Closing the Attainment Gap Early: Gaps in understanding at the primary stage often widen over time. Early intervention in maths boosts confidence and helps prevent these long-term academic disparities. Supports Learning Independence: Maths encourages logical thinking, problem-solving, and persistence—skills that help pupils take charge of their own learning. Success in maths during school years enhances life skills and employability: Everyday Financial Literacy: Early maths teaches skills like counting money, budgeting, understanding value, and comparison shopping—critical for managing money as adults. Boosts Career Options: Many high-growth jobs require maths, even at a basic level (e.g., healthcare, trades, digital skills, data	1

	entry). Pupil premium children who grasp maths early are more likely to pursue these paths. Numeracy = Confidence: Maths proficiency builds self-esteem and resilience, traits that improve communication, decision-making, and adaptability in the workplace. Maths is also a way to support cognitive and emotional development: Critical Thinking: Maths encourages reasoning and pattern recognition—skills linked to better judgment and problem-solving in daily life. Growth Mindset: With the right teaching, children learn that struggle is part of learning, which builds resilience—especially important for disadvantaged pupils who may face more challenges outside of school. Maths can be a subject where some pupils feel self-conscious about their ability so any gains and successes in the subject promotes equity and social mobility: Maths as a "Social Equalizer": Research shows that strong maths skills correlate with higher earnings and greater social mobility. For pupil premium children, this can be a pathway out of poverty. Reduces Stigma and Gaps: High-quality maths teaching that is inclusive and scaffolded allows disadvantaged learners to feel equal in ability and aspiration to their peers. Key strategies at Falcon that maximise this impact; Early Intervention & Targeted Support: Catch-up interventions, tutoring, and diagnostic assessments help pupil premium students' close gaps before they become entrenched. Practical, Contextual Learning: Real-world maths problems (e.g., budgeting for a meal, planning a trip, Great Yarmouth Race Course trip) make learning meaningful and directly relevant to life. Consistent, High-Quality Teaching: Trained teachers using structured approaches like Maths Mastery ensure all students, regardless of background, build deep understanding.	
PIXL: £4,000	Enhanced assessment will identify gaps that teachers will bridge through the use of	1

	targeted interventions. Progress will accelerate. PiXL diagnostic resources and "therapies" are often used to deliver small group tutoring, which the EEF notes can add an average of +4 months' progress .	
--	--	--

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

Budgeted cost: £30,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor Hours increased from 4 to 28 per week: £21,000 PSA resources: £500	PSAs (Parent Support Advisors) in primary schools offer a range of support to students, parents, and the school community. They bridge the gap between home and school, addressing barriers to learning and participation, and promoting positive relationships and well-being. PSAs support primary schools in many ways including: For Students: Personal Development: They can help build confidence, encourage positive behaviour, and foster social skills, including supporting friendships and communication. Promoting Inclusion: They can support vulnerable pupils, ensuring they feel included and can access educational opportunities. For Parents/Carers: Building Relationships: PSAs foster communication and strong relationships between parents, teachers, and the school. Parental Support: They offer advice, guidance, and support to parents/carers on a range of issues, including those related to their child's behaviour, school transitions, or other challenges. Signposting to Services: PSAs can connect parents with relevant local agencies and support services. Impartial Link: They act as a neutral point of contact, providing a link between home and school and helping to resolve issues. Successful parental engagement can improve attendance thus also improving	4

	progress. EEF Evidence Base: Parental Engagement (+4 months progress).	
Funding for PP to attend trips/residentials: £800 Transport for trips and educational visits: £7,500 PSHE Association membership: £160 The Headteacher's Report and Pupil Premium Report: £370 Young Voices membership: £100	Pupil Premium children often enter school with fewer opportunities to access the broad experiences that enrich learning — such as museum visits, books at home, or travel. A relevant curriculum can intentionally build cultural capital by integrating enriching experiences into school life. This could include trips, arts activities, guest speakers, or exposure to high-quality literature. Building cultural capital empowers disadvantaged children to navigate the world more confidently and participate fully in academic and social life. • School trips—whether cultural, educational, or recreational—are valuable enrichment experiences that: • Broaden horizons and expose children to new environments, • Support learning outside the classroom, • Build confidence, social skills, and a sense of belonging, • Improve engagement and motivation, especially for students who may struggle in traditional settings. For Pupil Premium children, access to these opportunities can be limited by financial constraints. Despite the recognized benefits, disadvantaged pupils are statistically: • Less likely to participate in trips that incur extra costs, • More likely to experience exclusion from enrichment opportunities, • Less likely to have families that can subsidize trips or provide comparable out-of-school experiences. When Pupil Premium children are supported to take part in school trips, the benefits include: • Improved attendance and engagement, • Stronger peer relationships and social integration • Increased self-esteem and aspiration,	3

	Enriched learning and cultural capital.	
£4,265.00	Contingency and unexpected expense during the year:	

Total budgeted cost: £147,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Progress and Impact Review (Year 1 End-Point)	Lessons Learnt & Next Steps
Improved Reading Fluency and Comprehension	Data Impact: End of year assessments compared to attainment at the end of Autumn term 2025 show that PP children made better progress than Non-PP (+ 12.1% v +9 % achieving Ex+) The biggest disparity is between the lower key stages years 3 and 4 at PP 42.9% achieving Ex + and non-PP 76.4%. Upper key stages years 5 and 6 at PP 51.8% achieving Ex+ and non- PP 64.8%. Fidelity Check: Accelerated Reader diagnostic reports show an average improvement in reading age across each year group for disadvantaged pupils as below: Year 3 - 1 year and 2 months Year 4 - 11 months Year 5 - 9 months	Review Findings: Where AR quiz scores dropped below 85%, intervention was not always triggered rapidly enough. Year 2 Refinement: Introduce weekly automated AR alerts for class teachers. Start high-quality reading fluency intervention for pupils who can decode but are not confident in fluency and comprehension. Review and improve phonics teaching and resourcing for pupils where screening shows a weakness aiming to improve decoding. Increase subject lead time for 1:1 coaching, training, monitoring. Increase from one morning a fortnight to one a week.
Improved oral language skills and vocabulary for disadvantaged pupils.	Data impact: Spelling and writing levels across the school show that at the end of this academic year, PP children achieving Ex+ are at 33% with an increase of 7.7% since the end of Autumn term 2025. NonPP children achieving Ex + are now at 43% with an increase from Autumn 2 again of 4.9% showing the PP pupils have made better rates of progress. Cross-curricular writing has been a focus and pupils were able to make links between the trips and experiences funded and the learning back in the classroom	Review findings: Writing outcomes are still below national and local. Refinement: Work will continue to rewrite units led by two writing leads - new lead Rachel Harrod joining George Harrison to accelerate the progress required by strengthening the team. Increase subject lead time for 1:1 coaching, training, monitoring. Increase from one morning a fortnight to one a week.

	extending and enriching their educational experience. Governor monitoring has reported this observation through pupil voice.	Year leads to take over monitoring and advising on parity of writing in books across the foundation subjects.
Disadvantaged children partake in a broad and balanced range of cultural experiences.	Each year group offered at least one free trip with transport being funded through the PP. Pupils in receipt of £100 towards residentials, clubs and day trip costs have largely used the money with take up being Governor monitoring has reported high pupil engagement and enjoyment of the range of trips and opportunities available at Falcon through pupil voice.	Review findings: Enrichment for all pupils is a priority as the school falls within an area of high deprivation with Norwich historically struggling with social mobility—ranking a low 323rd out of 324 districts in the national UK Social Mobility Index Refinement: Continued funding of enrichment experiences. Monitor take up.
Improved maths skills especially times table knowledge.	Fluency Impact: NumberSense daily sessions successfully secured multiplication and division fact automaticity in Year 3. Year 4 MTC results : improvement from 33% achieving the full marks to 50% in the 2026 MTCs. Matching or above Local and National for average point score. In-year improvement in outcomes: years 3, 4 ,5 have improved attainment of PP children although still behind their non-disadvantaged peers in rates of progress: Autumn 1 2025 Expected + was 30.8% PP and 52.9%b non-PP Summer 2 2026 Expected + was PP 38.5% and non-PP was 62.5% PP made 8.5% improvement Non-PP made 10 % improvement More specifically, upper ks2 made better progress than lower KS2 (35.5% v 40% Ex + at end of Summer 2)	Review Findings: While arithmetic fluency is also improving via NumberSense, lower KS2 PP pupils still experience a performance dip when applying these facts to multi-step reasoning problems. Refinement: Embed White Rose curriculum consistency across school. Use PiXL Question Level Analysis (QLA) to run specific reasoning micro-therapies for upper KS2 target groups. Increase subject lead time for 1:1 coaching, training, monitoring. Increase from one morning a fortnight to one a week.
Families supported and	PSA support to families: Feeder schools- link beneficial for new families arriving on transition	Review findings: PSA hours of employment increased for 2026 2027 - from

a bridge between school and families established through employment of school PSA.	days. Meetings in place for PSA to support before the start of new academic year making transition for all easier. Pour and Pause cafes increased uptake- greater engagement and more parents coming into school for help and therefore building a stronger school community.	4 hours per week under the umbrella of a charity to being employed directly by the school for 28 hours a week. Refinement: PSA tracking low attendees and reaching out to families- home visits - monitoring success of early intervention for those at risk of persistent absence.
---	---	--

Externally provided programmes

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

Programme	Provider
Accelerated Reader & Star Reading	Renaissance Learning
White Rose Maths (Primary)	White Rose Education
NumberSense Fluency	NumberSense Maths

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.