

## 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	Flyford Flavell Primary School
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	4%
The aims and core ethos underpin the implementation of a 3 Year strategy. Funding however, is allocated on an annual basis so that it responds to current/relevant needs which may change over time.	2024 - 2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Rosalind Bennett <i>Headteacher</i>
Pupil premium lead	Rosalind Bennett
Governor / Trustee lead	<i>Anne Howarth</i>

### Funding overview

Detail	Amount
Pupil premium funding allocation.	£10960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00

<b>Purchases 2024/25</b>	<b>Cost</b>
Maths Specialist Teacher, one to one or small group work.	£3500.00
Trips, Educational Visits, Clubs	£1372.00
Uniform Grant	£125.00
Wrap Around Care	£1183.00
Learning Resources/Licences for Educational Resources	£1000.00
Small Group Work/1:1 Intervention Contribution	£2811.00
Musical Tuition	£969.00
<b>Total of Grant Spent</b>	<b>£10960</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Flyford Flavell Primary School , 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.

High-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. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- consistently improve outcomes for all disadvantaged pupils so that the proportion of pupils attaining ARE or better in Reading, Writing and Maths compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- improve attendance for all disadvantaged pupils so that attendance figures compare favourably to non-disadvantaged pupils both in school and nationally.
- provide all disadvantaged pupils with the knowledge and cultural capital they need so that they succeed in life.

### Key principles of our strategy plan:

We will:

1. Assess the needs of all disadvantaged pupils.
2. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged and planning for pupils and the extension and support packages on offer will reflect this. NGA (National Governance Association ) encourages governing boards to move beyond viewing eligibility for the pupil premium as the only indicator of disadvantage and have established five broad drivers of disadvantage:

Poverty

Special educational needs and disabilities (SEND)

Vulnerability (including looked after children and young carers)

Certain ethnic groups

Mental health and wellbeing

3. Ensure that our most vulnerable pupils receive the support they need to achieve well.
4. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.
5. Design and implement individually-tailored extension and support programmes that accelerate academic progress e.g. we will ensure that our plan meets the needs of our PP pupils and as a result the PPG is spent appropriately.
6. Provide pastoral care based interventions which help pupils explore and regulate emotions.
7. Enrich their educational and life experiences through educational visits that are either fully or partly funded through the PPG.
8. Ensure quality first teaching across all year groups so that pupils are consistently provided with high quality teaching and learning provision.
9. Rigorously and frequently track their progress.
10. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.
11. Act early to intervene at the point a need is identified.
12. Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
13. Ensure disadvantaged pupils are challenged in the work that they're set.

## Challenges

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

Challenge number	Detail of challenge
1	A proportion of pupils in receipt of Pupil Premium are also identified as having Special Educational Needs and/or Disabilities (SEND). The intersection of disadvantage and SEND presents compounded and persistent barriers to learning, progress and attainment, requiring highly targeted and sustained support.
2	In addition, a number of disadvantaged pupils have joined the school at different points in their education from a wide range of educational settings. This has resulted in significant gaps in prior learning, inconsistencies in curriculum coverage, and, in some cases, limited exposure to age-related expectations. Some children are deemed as disadvantaged by school due to family vulnerabilities other than socio economic disadvantage.
3	Assessment outcomes and teacher observations indicate that a cohort of disadvantaged pupils with identified SEND are currently working below age-related expectations in writing. These pupils require intensive, adaptive teaching approaches to secure progress. While disadvantaged pupils without SEND are achieving in line with age-related expectations or better, the attainment gap for those with SEND remains a key challenge. Disadvantaged pupils, including those with SEND, make good progress from their individual starting points; however, sustained intervention is necessary to ensure this progress is sustained and when possible translates into age-related attainment.
4	Observations and assessments highlight that a number of disadvantaged pupils experience emotional, social and behavioural difficulties which negatively impact engagement, resilience, self-regulation and full participation in learning. These barriers can impede academic progress if not addressed alongside academic support.
5	Pupils' emotional health and wellbeing are, in some cases, adversely affected by social and economic pressures within the home, including financial insecurity and family instability. These factors can influence attendance, readiness to learn, and capacity to engage consistently with school expectations.
6	Access to a broad, balanced and enriched curriculum is particularly critical for disadvantaged pupils. Any narrowing of the curriculum risks limiting cultural capital, aspirations and future life chances. Barriers to participation include restricted access to wider curriculum opportunities such as educational visits, holiday provision, music tuition, appropriate uniform and wraparound care.
7	Although attendance for disadvantaged pupils has improved from 94% to 96% in 2024/25, attendance remains an area for continued focus to ensure sustained engagement and minimise lost learning time.

### Intended outcome

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	Rationale	Relevant EEF evidence / guidance
Improved attainment and progress in writing for disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Internal and external assessments show improved attainment and accelerated progress in writing.</li> <li>• Any attainment gap between disadvantaged and non-disadvantaged pupils is reduced and not statistically significant.</li> <li>• Disadvantaged pupils make good progress in line with their peers.</li> </ul>	Writing is a key gateway skill and underpins success across the curriculum. Targeted support and consistently strong classroom practice are required to address gaps in transcription, composition, punctuation and grammar and stamina, particularly for pupils who start from lower baselines.	High-quality teaching (EEF Guide to the Pupil Premium) Feedback (+6 months) Targeted academic support
Improved attainment in reading, writing and mathematics for disadvantaged pupils without SEND	<ul style="list-style-type: none"> <li>• All disadvantaged pupils without SEND are working at age-related expectations or above.</li> <li>• Progress is in line with or exceeds that of non-disadvantaged peers.</li> </ul>	Evidence indicates that disadvantaged pupils benefit most from consistently strong teaching and explicit strategies that support independent learning and retention, enabling pupils to close gaps without reliance on intervention alone.	High-quality teaching Metacognition and self-regulation (+7 months)
Sustained improvement in attendance for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Attendance is in line with non-disadvantaged pupils.</li> <li>• Attendance sustained at or above 96%.</li> <li>• Persistent absence reduced.</li> </ul>	Regular attendance is a prerequisite for academic success and wellbeing. Targeted support for families and early identification of attendance concerns helps reduce absence and supports pupils' engagement with learning.	Parental engagement (+4 months) EEF guidance on Enabling school conditions
Increased parental engagement in learning and wellbeing	<ul style="list-style-type: none"> <li>• Increased participation in consultations and shared learning opportunities.</li> <li>• Parents report greater confidence in supporting learning</li> </ul>	Parental engagement has a positive impact on pupil outcomes when it focuses on practical strategies that support learning and builds strong relationships between school and home.	Parental engagement (+4 months) EEF guidance on Supporting parents to support learning

Intended outcome	Success criteria	Rationale	Relevant EEF evidence / guidance
	at home. <ul style="list-style-type: none"> <li>• Pupils access home-learning platforms independently.</li> <li>• Wrap around care offers opportunities for children to undertake homework tasks before going home.</li> </ul>		
Increased access to enrichment and wider curriculum opportunities	<ul style="list-style-type: none"> <li>• 100% of disadvantaged pupils attend at least one extracurricular club annually.</li> <li>• All pupils are offered enrichment opportunities, including residential experiences.</li> <li>• Pupil voice shows increased confidence and aspiration.</li> </ul>	Access to enrichment supports personal development, cultural capital and engagement, ensuring disadvantaged pupils benefit from a broad and balanced curriculum and are not limited by financial or social barriers.	Arts participation (+3 months) Outdoor learning (+2 months) EEF guidance on Wider strategies
Improved oral language, communication and vocabulary	<ul style="list-style-type: none"> <li>• Assessments and intervention feedback show improved oral language outcomes.</li> <li>• Increased confidence and participation in classroom talk.</li> </ul>	Oral language skills are foundational to reading, writing and learning across the curriculum. Targeted and universal approaches support vocabulary development and classroom engagement.	Oral language interventions (+6 months)
Increased knowledge and understanding of the wider world	<ul style="list-style-type: none"> <li>• Pupils demonstrate increased contextual knowledge.</li> <li>• Pupils apply experiences across curriculum areas.</li> </ul>	A knowledge-rich curriculum and meaningful experiences help reduce gaps in background knowledge, enabling disadvantaged pupils to access learning more confidently and make connections across subjects.	High-quality curriculum EEF guidance on Cultural capital and curriculum design
Improved and sustained wellbeing for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Pupil voice evidences high levels of wellbeing.</li> <li>• Social and emotional targets are met.</li> </ul>	Wellbeing and emotional regulation are enabling conditions for learning. Targeted pastoral and social support ensures pupils are ready to learn and able to engage positively with school life.	Social and emotional learning (+4 months) EE

<b>Intended outcome</b>	<b>Success criteria</b>	<b>Rationale</b>	<b>Relevant EEF evidence / guidance</b>
	<ul style="list-style-type: none"><li>• IEP targets achieved for pupils with SEND.</li></ul>		

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

## Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Invest in CPD to enhance the teaching of reading and curriculum planning, both in Literacy lessons and across the curriculum. Teaching Assistants to focus on leading small group interventions.</p> <p>Invest in CPD to enhance the teaching of phonics.</p> <p>Increase TA support for one to one readers.</p>	<p><a href="#">DfE The Reading Framework</a></p> <p>The EEF guidance report offers early years professionals seven practical evidence-based recommendations to provide every child – but particularly those from disadvantaged homes – with a high quality and well-rounded grounding in early literacy, language and communication.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1637856949">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1637856949</a></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p> <p>2</p>
<p>Purchase of resources and CPD, including homework</p>	<p>Effective strategy for learners historically with 92% of pupils achieving ARE or better in mathematics by end of Year 6, including disadvantaged pupils.</p>	<p>1</p> <p>2</p>

resources/testing times to enhance the teaching and learning of mathematics.	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics">https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics</a>	
Subscriptions to teaching and learning resources to develop reading, literacy skills including Nessy, Ed Shed, Kapow and AR. New Reading curriculum from Spring term 2025. New Writing curriculum September 2024.	DfE The Reading Framework The EEF guidance report offers early years professionals seven practical evidence-based recommendations to provide every child – but particularly those from disadvantaged homes – with a high quality and well-rounded grounding in early literacy, language and communication.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1 2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Specialist Tutor to support maths development.</p> <p>A range of interventions delivered 1;1/or small groups including Phonics/PSHE/Speech and Language/Emotional well being/Volcano in my Tummy/reading/spelling/ delivered to a significant number of disadvantaged pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To subsidise places for DA pupils at Wrap Around Care	<p>Funding for wrap around care allows staff to ensure that pupils have eaten breakfast and had a calm start to the day. Support is given for home-learning at wrap around care. It also supports some parents to enter the workforce thus relieving financial pressures.</p> <p><a href="#">EEF Breakfast Club</a></p> <p><a href="#">Schools' experiences of offering wraparound childcare</a></p>	1 2 3 4 5 6
To fund wider life experiences and opportunities for all DA pupils These will include all trips and curricular clubs each year.	<p>We recognise that some DA pupils have narrower life experiences than other children. Funding must not be a barrier to broadening life experiences and promoting cultural capital.</p> <p>Rich experiences promote good attendance as children are keen to attend.</p> <p><a href="#">EEF Aspirations Interventions</a></p>	6 7
Target parents of pupils whose attendance is below 95% and formulate action plans.	<p><i>'Even short breaks from school can reduce a pupil's chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.'</i></p> <p><a href="https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures">https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</a></p> <p><a href="#">EEF Parental Engagement</a></p>	7
Family Support, e.g. early help, parental workshops, invitations to school events, SENDco and Teacher consultations, relationship building.	<p><a href="#">EEF Parental Engagement</a></p>	

**Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Spelling Support	Ed Shed
Accelerated Reading	Renaissance Place.
Maths Support	White Rose Infinity +
Literacy Support	Nessy
Mathematics (Focus on recall of facts)	Testing Times
Times Table/Number Facts	Times Table Rock Stars

### Further information (optional)

At Flyford Flavell Primary School, we regularly review and refine our provision for disadvantaged pupils. Their progress is closely monitored, and planned actions are adjusted immediately if they are not delivering the desired impact. Pupils who are not disadvantaged but are underachieving may be included in targeted interventions, provided this does not compromise the outcomes of disadvantaged pupils.

Our Pupil Premium strategy is supplemented by additional funding streams beyond the Pupil Premium and Recovery Premium. While the grant supports provision, it does not cover the full cost of the resources and targeted support we provide for disadvantaged pupils.

Interventions are tailored to individual and group targets, monitored closely by the SENDCo or Headteacher, and reviewed each half term to ensure rapid progress. Targets are reset regularly to reflect pupil achievement and emerging needs.