

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	The Flying Bull Academy
Number of pupils in school	459 (inc nursery) 406
Proportion (%) of pupil premium eligible pupils	52.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2023
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Viv Kies
Pupil premium lead	Viv Kies
Governor / Trustee lead	Cheryl Letts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,998
Recovery premium funding allocation this academic year	£22,296
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£311,294

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to diminish the attainment gap between disadvantaged pupils and their peers, whilst raising attainment for all pupils. Consideration will be given to those who are vulnerable; such as those with social workers and young carers.

The activities outlined in this statement are intended to support pupils' needs, regardless of whether they are disadvantaged or not. These strategies will benefit all pupils in school as they have been proven to be effective in having the greatest impact on supporting pupil development.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through tutoring for those pupils whose education has been more significantly affected, including disadvantaged pupils.

Our key principles within the strategy are to:

- Ensure quality first teaching for all our pupils
- Provide an ambitious curriculum which revisits and builds upon key threshold concepts
- Support pupils to become resilient, respectful, co-operative and aspirational citizens, with good school attendance
- To diminish the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers

Challenges

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

Challenge number	Detail of challenge																																																			
1	<p>The attainment gap between disadvantage and non-disadvantaged pupils has significantly widened as a result of COVID-19, and assessment data shows that the overall attainment of pupils has dropped (with the exception of current year 4 pupils)</p> <p>Percentage of children on track (October 2021) to reach at least expected levels</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Year 6</th> <th colspan="2">Year 5</th> <th colspan="2">Year 4</th> <th colspan="2">Year 3</th> </tr> <tr> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>65</td> <td>60</td> <td>59</td> <td>53</td> <td>65</td> <td>69</td> <td>49</td> <td>45</td> </tr> <tr> <td>Writing</td> <td>35</td> <td>26</td> <td>44</td> <td>40</td> <td>46</td> <td>45</td> <td>42</td> <td>48</td> </tr> <tr> <td>Maths</td> <td>53</td> <td>49</td> <td>54</td> <td>47</td> <td>61</td> <td>62</td> <td>56</td> <td>52</td> </tr> </tbody> </table>									Year 6		Year 5		Year 4		Year 3		All	Dis	All	Dis	All	Dis	All	Dis	Reading	65	60	59	53	65	69	49	45	Writing	35	26	44	40	46	45	42	48	Maths	53	49	54	47	61	62	56	52
	Year 6		Year 5		Year 4		Year 3																																													
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Percentage of children on track (October 2021) to reach at least expected levels

	Year 2		Year 1	
	All	Dis	All	Dis
Reading	37	29	33	24
Writing	32	23	20	14
Maths	37	29	27	19

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Multiple complex barriers exist for 26% of our children. These include SEND (pupils have a learning difficulty or disability), EAL (a pupil whose first language is other than English), vulnerable (involvement from a social worker or on the edge of, adopted or recently adopted, temporary housing, young carers, care leavers etc) and those in receipt of Pupil Premium (Pupils who are eligible for free school meals).

Number / percentage of children with multiple complex needs across the school community

			Total	Percentage
Pupil Premium	EAL	SEND	12	2.6
Pupil Premium	EAL		29	6.3
Pupil Premium		SEND	77	16.8
Pupil Premium only			137	29.8

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Attainment gaps between disadvantaged and non-disadvantaged pupils in phonics and early reading has widened and attainment for all pupils has dropped

Percentage of children who have met/on track to meet (October 2021 data) the expected standard in the phonics screening check by June 2022

	Year 2		Year 1	
	All	Dis	All	Dis
Phonics - standard met	41	28	8	0
Phonics - on track (Oct 21 score 15+)	83	62	32	18

4	<p>Low baseline in EYFS for disadvantaged children in the Prime Areas. The Autumn nursery baseline showed attainment gaps between disadvantaged and non-disadvantaged children across the Prime areas of learning. 53% of disadvantaged children were baselined as working below national expectations in Communication and Language compared to 37% of non-disadvantaged children. In PSE 85% of disadvantaged children were baselined as working below ARE compared to 74% of non-disadvantaged children.</p>																								
5	<p>Parental Engagement and access to targeted support Parents of disadvantaged children are under-represented at parental events e.g. parent evenings and learning workshops Parents have been unable to access targeted support during the COVID-19 pandemic</p>																								
6	<p>Poor attendance for a number of children impacts on their learning. Number of pupils with attendance at less than 90% since the start of the academic year to November 2021</p> <table border="1" data-bbox="322 996 753 1489"> <thead> <tr> <th></th> <th>All</th> <th>Dis</th> </tr> </thead> <tbody> <tr> <td>Year R</td> <td>13</td> <td>6</td> </tr> <tr> <td>Year 1</td> <td>7</td> <td>3</td> </tr> <tr> <td>Year 2</td> <td>14</td> <td>13</td> </tr> <tr> <td>Year 3</td> <td>8</td> <td>8</td> </tr> <tr> <td>Year 4</td> <td>9</td> <td>6</td> </tr> <tr> <td>Year 5</td> <td>16</td> <td>10</td> </tr> <tr> <td>Year 6</td> <td>29</td> <td>14</td> </tr> </tbody> </table>		All	Dis	Year R	13	6	Year 1	7	3	Year 2	14	13	Year 3	8	8	Year 4	9	6	Year 5	16	10	Year 6	29	14
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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
Raised attainment in reading, writing, maths	Difference is diminished within school and attainment is in line with national
Pupils with multiple complex barriers make good progress and their attainment in reading, writing and maths raises	Attainment for these pupils is in line with targets set during personalised pupil progress meetings
Phonics and early reading results improve	Attainment for all pupils is in line with national
Improvements are seen in the communication, language and PSE skills of our Nursery and Year R children.	Communication and language as well as PSE levels are comparable for our non-pupil premium and pupil premium children at the end of their reception year.
Attendance for the vast majority of pupils, including disadvantaged, is improved	For the vast majority of pupils attendance is above 95%
A wider range of methods of engaging with parents are introduced that support parent more easily interacting with staff and as a result are more engaged with their children's learning.	All parents interact with staff through at least one means of communication to support and engage with their child's learning.

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: £ 68,942

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that the provision for quality first teaching for all children is strong across the school	EEF guidance report: Quality first teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,2,3,4
Phonics teaching is consistent across the school, supported by a validated synthetic phonics scheme. (Little Wandle) All teaching and support staff receive rigorous training and support	The Reading Framework:DFE https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf Teaching and Learning Toolkit EEF: Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF Guidance report: Improving Literacy Skills in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1,2,3
Develop the use of growth mind-set and metacognition strategies across the school to promote positive learning behaviours	EEF Guidance report: Metacognition and self-regulation https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF_Metacognition_and_self-regulated_learning.pdf Teaching and Learning Toolkit: Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,4
Maintain a curriculum that continues to be	Rohrer and Pashler (2007) Increasing retention without increasing study time: Current Directions in Psychological Science	1,2,3

<p>broad and balanced for all students, which incorporates spacing, interleaving and a retrieval approach</p>	<p>https://files.eric.ed.gov/fulltext/ED505647.pdf</p> <p>Rosenshine (2012) Principles of instruction: Research-based strategies that every teachers should know</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	
<p>Ensure our curriculum offers a range of real life learning opportunities to increase cultural capital.</p>	<p>Maximising the Impact of the Pupil Premium; Marc Rowland (2018)</p> <p>https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/cag2018_rosendale_research_school.pdf</p>	<p>1,2,4,6</p>
<p>Ensure all support staff have up to date training and are deployed effectively to support learning in KS1 early reading lessons</p>	<p>EEF guidance report: Making the Best use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>The Reading Framework:DFE</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>EEF Guidance report: Improving Literacy Skills in KS1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1,2,3,4</p>

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

Budgeted cost: £ 144,624

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nuffield Early Language Intervention to support language and literacy skills in Year R.</p>	<p>EEF: Nuffield early language intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Teaching and Learning Toolkit: Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervent</p>	<p>1,2,3,4</p>
<p>Early identification of phonics needs through teacher assessments</p>	<p>EEF guidance report: Improving literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1</p>	<p>1,2,3,4</p>
<p>Small group and individual support from LaPS</p>	<p>Teaching and Learning Toolkit 1:1 Tuition and small group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,4,5,6</p>
<p>Small group and individual support from SaLT</p> <p>Support staff receive rigorous training and support to lead interventions</p>	<p>EEF guidance report: Making the Best use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Teaching and Learning Toolkit: Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervent</p>	<p>1,2,3,4,5</p>

<p>Intervention to Improve children's working memory and arithmetic attainment</p> <p>A member of support staff trained to deliver EEF intervention</p>	<p>EEF: Improving Working Memory https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory?utm_source=/projects-and-evaluation/projects/improving-working-memory&utm_medium=search&utm_campaign=site_search&search_term=working%20memo</p> <p>EEF: Improving Working Memory Project https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/improving-working-memory-and-arithmetic-regrant?utm_source=/projects-and-evaluation/projects/improving-working-memory-and-arithmetic-regrant&utm_medium=search&utm_campaign=site_search&search_term=working%20mem</p>	<p>1,2</p>
<p>Recovery and National tutoring programmes – small group; 1:1 interventions to support attainment in English and Maths funded by the recovery and tutoring funding</p>	<p>Teaching and Learning Toolkit 1:1 Tuition and small group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,2,3</p>

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

Budgeted cost: £97,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote health and wellbeing to pupils and their families with support from the School nursing team and EP Service.	Teaching and Learning Toolkit: Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Guidance report: Working with parents to support children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF Guidance report: Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	2,5,6
Attendance is at least in line with national averages for all groups of learners	EEF Guidance Report: Working with parents to support children's' learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2,3,4,5,6
Increased support from EMAS or other agency	DFE: English proficiency: pupils with English as an additional language https://www.gov.uk/government/publications/english-proficiency-pupils-with-english-as-additional-language	1,2,3,4
Increase parental engagement, awareness and communication with teaching staff	Teaching and Learning Toolkit: Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement EEF Guidance report: Working with parents to support children's learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1,2,3,4,5,6
Increase pupil engagement with city wide opportunities and events	Maximising the Impact of the Pupil Premium; Marc Rowland (2018) https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/cag2018_rosendale_research_school.pdf	1,2,5,6

Total budgeted cost: £ 311,394

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 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of the majority of pupils was lower than expected in key areas of the curriculum (see data in challenges 1) and the gap between all pupils and those who are disadvantaged widened. This was particularly apparent in KS1. Progress was strongest in reading, writing and mathematics in year 3 which also saw the highest number of pupils accessing in-school education during the pandemic.

Our assessment of the reasons for these outcomes were primarily due to the impact of COVID and the disruption this caused to their education, this has been a pattern that has been reflected across the country. This impact was despite the high quality remote education that was provided by the school during this time.

Our initial assessment on return to school is that pupil's learning to learn skills have been impacted alongside their academic progress and therefore these will need to be addressed throughout the year to ensure that strategies and support offered to children has the most impact.

Attendance continued to be monitored throughout the pandemic but this was understandably affected by school closures, isolation and illness.

Aim	Outcome
To achieve improved outcomes at the end of EYFS	Outcomes were lower due to the pandemic
To improve outcomes by the end of Key Stage 1 in Reading, Writing and Maths for PP children.	
To improve outcomes for PP children by the end of KS2 in Reading, Writing and Maths	
Maintain low percentage of persistent absenteeism and for attendance to be above national	When fully open, the drive for improved attendance continued. Any child at risk of persistent absenteeism was targeted by the Attendance Officer.