

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	418
Proportion (%) of pupil premium eligible pupils	54.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Viv Kies
Pupil premium lead	Mary McKenzie
Governor / Trustee lead	Cheryl Letts

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,830
Recovery premium funding allocation this academic year	£33,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£362,180

# 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 knowledge
- 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.

Challen ge number	Detail of challenge							
1	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)							
	Percentage of children meeting ARE Summer end 2022							
		Year 6		Year 5		Year 4		Year 3
	All	Dis	All	Dis	All	Dis	All	Dis



	22 score 15+)																												
4	<p>Low baseline in EYFS for disadvantaged children in the Prime Areas.</p> <p>The Autumn nursery baseline has historically shown attainment gaps between disadvantaged and non-disadvantaged children across the Prime areas of learning.</p> <p>IN 2021 2022, 53% of disadvantaged children were baselined as working below national expectations in Communication and Language compared to 37% of non-disadvantaged children.</p> <p>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</p> <p>Parents of disadvantaged children are under-represented at parental events e.g. parent evenings and learning workshops</p> <p>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.</p> <p>Number of pupils with attendance at less than 90% since the start of the academic year to 20 September 2022</p> <table><tr><td></td><td>All</td><td>Dis</td></tr><tr><td>Year R</td><td>5</td><td>0</td></tr><tr><td>Year 1</td><td>7</td><td>3</td></tr><tr><td>Year 2</td><td>9</td><td>3</td></tr><tr><td>Year 3</td><td>13</td><td>11</td></tr><tr><td>Year 4</td><td>20</td><td>11</td></tr><tr><td>Year 5</td><td>11</td><td>6</td></tr><tr><td>Year 6</td><td>11</td><td>8</td></tr></table>						All	Dis	Year R	5	0	Year 1	7	3	Year 2	9	3	Year 3	13	11	Year 4	20	11	Year 5	11	6	Year 6	11	8
	All	Dis																											
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Year 4	20	11																											
Year 5	11	6																											
Year 6	11	8																											

## 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														
<p>Raised attainment in reading, writing, maths</p> <p>KS2 Targets for 2023</p> <table><tr><td>Combined</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>79.3%</td><td>69.3%</td><td>77.6%</td><td>77.6%</td></tr></table> <p>KS1 Targets for 2023</p> <table><tr><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>77.9%</td><td>52.9%</td><td>72.9%</td></tr></table>	Combined	Reading	Writing	Maths	79.3%	69.3%	77.6%	77.6%	Reading	Writing	Maths	77.9%	52.9%	72.9%	<p>Difference is diminished within school and attainment is in line with national</p>
Combined	Reading	Writing	Maths												
79.3%	69.3%	77.6%	77.6%												
Reading	Writing	Maths													
77.9%	52.9%	72.9%													
<p>Pupils with multiple complex barriers make good progress and their attainment in reading, writing and maths raises</p>	<p>Attainment for these pupils is in line with targets set during personalised pupil progress meetings</p>														
<p>Phonics and early reading results improve</p> <p>Phonics</p> <table><tr><td>Year 1</td><td>Year 2</td></tr><tr><td>75%</td><td>91%</td></tr></table>	Year 1	Year 2	75%	91%	<p>Attainment for all pupils is in line with national</p>										
Year 1	Year 2														
75%	91%														
<p>Improvements are seen in the communication, language and PSE skills of our Nursery and Year R children.</p>	<p>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.</p>														
<p>Attendance for the vast majority of pupils, including disadvantaged, is improved</p>	<p>For the vast majority of pupils attendance is above 95%</p>														
<p>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.</p>	<p>All parents interact with staff through at least one means of communication to support and engage with their child's learning.</p>														

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 47,324

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 <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>	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 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a>  Teaching and Learning Toolkit EEF: Phonics <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  EEF Guidance report: Improving Literacy Skills in KS1 <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>	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 <a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF_Metacognition_and_self-regulated_learning.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/metacognition-and-self-regulated-learning/EEF_Metacognition_and_self-regulated_learning.pdf</a>  Teaching and Learning Toolkit: Metacognition and self-regulation <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,3,4

Maintain a curriculum that continues to be broad and balanced for all students, which incorporates spacing, interleaving and a retrieval approach	<p>Rohrer and Pashler (2007) Increasing retention without increasing study time: Current Directions in Psychological Science  <a href="https://files.eric.ed.gov/fulltext/ED505647.pdf">https://files.eric.ed.gov/fulltext/ED505647.pdf</a></p> <p>Rosenshine (2012) Principles of instruction: Research-based strategies that every teachers should know  <a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a></p>	1,2,3
Ensure our curriculum offers a range of real life learning opportunities to increase cultural capital.	<p>Maximising the Impact of the Pupil Premium; Marc Rowland (2018)  <a href="https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/cag2018_rosendale_research_school.pdf">https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/cag2018_rosendale_research_school.pdf</a></p>	1,2,4,6
Ensure all support staff have up to date training and are deployed effectively to support learning in KS1 early reading lessons	<p>EEF guidance report: Making the Best use of Teaching Assistants  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>The Reading Framework:DFE  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</a></p> <p>EEF Guidance report: Improving Literacy Skills in KS1  <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>	1,2,3,4

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

Budgeted cost: £ 214,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
School commissioned speech and language therapist support language and literacy skills in Year R.	Teaching and Learning Toolkit: Oral Language Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervent">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervent</a>	1,2,3,4
Early identification of phonics needs through teacher assessments	EEF guidance report: Improving literacy in KS1 <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>	1,2,3,4
Small group and individual support from LaPS	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition <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> <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>	1,2,4,5,6
Small group and individual support from SaLT  Support staff receive rigorous training and support to lead interventions	EEF guidance report: Making the Best use of Teaching Assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>  Teaching and Learning Toolkit: Oral Language Interventions <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervent">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=intervent</a>	1,2,3,4,5
Recovery small group; 1:1 interventions to support attainment in English and Maths	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition <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>	1,2,3



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

Budgeted cost: £100,454

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

**Total budgeted cost: £ 362,180**

## 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 2022 to 2023 academic year.**

Improvements and increased focus on Quality First Teaching, growth mindsets and learning behaviours has been re-established across the Academy following the impact of school closures. Members of the SMT provided support and training for colleagues through PDMs and the impact was monitored by lesson observation and performance management cycles. As a result, all children, including those in receipt of PPG, are supported well within lessons and are able to access quality teaching and learning. This is evidenced by the fact that children make at least expected progress from their starting points and where this is not the case, children are referred for further support through access to outside agencies and school commissioned support.

Little Wandle SSP has now been in place for a full academic year. With support from the English Hub, our phonics provision has been audited. Ongoing training led by the reading lead takes place regularly, with a clear focus on teacher's CPD and the pedagogy surrounding the scheme. This has ensured that all children receive throughout the school receive a consistent approach to the teaching of phonics and their knowledge of GPSs is improving as a result. 78% of children achieved the standard of phonics in June 2023, exceeding our target of 75%. The percentage of children receiving PPG is in line with children not receiving PPG. In Year 2, 79% of children achieved the standard, which shows there is still work to do with supporting children in KS2 in securing their phonic knowledge. Through the support of the English Hub, we are confident this will accelerate progress.

Curriculum development has remained a whole school priority in order to improve attainment and standards for all pupils including those in receipt of PPG. Members of SLT have provided support and training for colleagues through INSET and PDMs so that the curriculum experienced by children is clearly sequenced with defined endpoints which allows children to build on previous learning and progress to logical and purposeful final experiences. Early reading development, and quality texts sits at the heart of the curriculum in order to improve the outcomes for all children. Support staff have been redeployed to support reading lessons in Year R and KS1. Pupils are more engaged with our developing curriculum and are able to make links with previous learning and experiences, as well as understanding how it is relevant to their lives in Portsmouth.

Three Pupil Premium teachers (p/t) work with children across the school focusing on Early reading and phonics in KS1, and reading, writing and mathematics in KS2. This work is a mixture of 1:1 and small group regular intervention. In addition to PP teachers, Cover Supervisors have been timetabled to provide an additional 4 hours per week to release each class teachers to delivering pupil conferencing. An extra Cover Supervisor has been employed to allow for more children to access pupil conferencing opportunities. The focus of conferencing has been individual support for reading, writing and mathematics. Additionally, further conferencing opportunities supporting KS2 reading and grammar have been in place from colleagues at Pompey in the Community.

Our Learning and Pastoral Support Team, which includes a Family Link Worker and an Attendance Officer are partially funded through the PPG. A new Attendance Officer was appointed this year, after to role had previously shared amongst our pastoral team. The Attendance Officer works closely with the pastoral team ensuring that the children are emotionally ready to learn and ensure that our families have access to basic needs and support – this will continue to be a priority and an invaluable support for many of our most vulnerable children and families. Since the new Attendance Officer joining, attendance has increased and with protocols and procedures in place, this will continue increasing next year with the number of persistent absences decreasing also. The support offered can be short term or for some this will be an intensive programme of support carefully managed though the caseload allocation. These teams play an active role in Early Help Assessments, accessing outside agencies and safeguarding children. This support means that despite vulnerabilities and difficulties, all children continue to access learning within the classroom.