

# Pupil premium strategy statement – Flying Bull Primary

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	438
Proportion (%) of pupil premium eligible pupils	55.48%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Grace Brown
Pupil premium lead	Mary McKenzie
Governor / Trustee lead	David Myers

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£321, 895
Recovery premium funding allocation this academic year	£0
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	£321,895

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective is to ensure that pupil premium children are able to achieve their full potential and leave primary education well prepared as confident, competent learners. A holistic view of our disadvantaged children enables us to identify those areas of focus that will impact and enable.

This strategy has been created with a recognition of the complexity of need for children in our community with so many being double disadvantaged. To support and address this so that children can achieve, we target their academic need, their social and emotional need as well as supporting the family and network behind the child. We recognise that our children would benefit from strong collaborative partnerships with home and school.

**Academic** – Children’s academic needs are identified in class and through pupil progress discussions with attainment being analysed. Any individual or group gaps in performance will be addressed through early interventions such as 'Little Wandle keep up/catch up', 'in-class targeting' or 'small group support'. This is overseen by the Inclusion & Intervention Team’ who support staff in the identification of target groups/ individuals and deliver and evaluate interventions. Teachers are being supported to engage with effective and responsive assessment.

**Welfare** - Children social and emotional development will be supported to ensure children are able to access learning with a ‘connect before content’ relational approach. The LAPs Team closely monitors children through weekly reflections and planned support. They provide support for both family and child/ children when it is needed. In addition to this, the Attendance Officer will work closely with families to ensure barriers to good attendance are addressed.

**Enrichment** - this enables the school to be fully inclusive by providing opportunities to build the knowledge and cultural breadth of experiences for children within this community. The school looks to ensure breadth and depth in the learning for children based on rich experiences.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment for Pupil Premium children is not in line with National and children are not yet consistently ready for their secondary school experiences.</p> <p>Foundational skills are not secure with identified barriers from the early stages eg. Core strength, fine motor</p>
2	<p>Through research, it was identified that the ability to communicate and children's social and emotional development health was a barrier to learning and in ensuring that they had a readiness to learn and the ability to self-regulate.</p>
3	<p>Parental engagement both with school and their child's learning are not consistent.</p> <p>Parents of disadvantaged children are under-represented at parental events e.g. parent evenings and learning workshops.</p>
4	<p>Limited resources and space for many children in their home preventing wider engagement with learning and social development</p>
5	<p>Our observations of learning showed that a limiting factor for children with an entitlement was their lack of experiences limiting their breadth of knowledge and ability to make links in learning.</p>
6	<p>Our attendance data indicates that disadvantaged pupils have been lower than their peers with this year showing a significant difference between those pupils eligible for Pupil premium and those who aren't.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Raise standards with a clear and prioritised focus on reading and phonics.	<p>Whole school data shows a closing of the attainment gap with peers and national outcomes</p> <p>Observations and feedback show children demonstrate a positive attitude to learning in phonics and reading</p> <p>Children are able to access learning with increasing independence and a readiness for the next stage in learning</p>
Pupils with multiple complex barriers receive the support they need to ensure a readiness to learn	Attainment for these pupils is in line with targets set during personalised pupil progress meetings
Children use knowledge and experiences to improve understanding	<p>Children are able to share experiences and how these have impacted on learning</p> <p>Children are motivated and engaged by experiences</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>All parents interact with staff through at least one means of communication to support and engage with their child's learning</p> <p>Systems for consistent engagement are established and parent voice used to evaluate</p>
Attendance for the vast majority of pupils, including disadvantaged, is improved	For the vast majority of pupils attendance is above 95%

## 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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Accelerated Reader</b> and associated tools are fully implemented and embedded for all children</p>	<p>(EEF +5 Months, <b>***</b>) Project Report on Accelerated Reader  <a href="#">Accelerated Reader - first trial   EEF</a></p> <p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and gives children a Zone of Proximal Development (ZPD). This focuses their attention on books which will challenge and support them to make progress</p>	1
<p>Embed <b>phonics</b> interventions program to address gaps (EEF +2 Months, <b>***</b>)</p>	<p>(EEF +2 Months, <b>***</b>) Phonics Report  <a href="#">Phonics   EEF</a></p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	1
<p>Work with Maths Hub &amp; University to develop Maths Leader in order to support staff pedagogy for <b>Mastery Math</b></p>	<p>(EEF +2 Months, <b>***</b>) Mathematics mastery – Primary Report  <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p>Recommendation 4 - Enable pupils to develop a rich network of mathematical knowledge</p>	1
<p>To develop <b>oracy</b> in children in order to develop communication</p>	<p>(EEF +7 Months) Communication &amp; Language Approaches  <a href="#">Communication and language approaches   EEF</a></p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their</p>	1, 2, 5

	spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
To develop <b>foundational skill</b> of spelling for children in KS2	The Writing Framework – link to morphology in spelling  <a href="#">The writing framework</a>  Essential Letters and Sounds spelling program implemented	1,2,5
Maintain a <b>curriculum</b> that continues to be broad and balanced for all students, which incorporates spacing, interleaving and a retrieval approach	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>  Mary Myatt – Teachers collection of texts to support the curriculum <a href="#">The Teachers' Collection - Resources to support curriculum planning</a>	1, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
School commissioned <b>speech and language</b> therapist support language and literacy skills in Year R.	Teaching and Learning Toolkit: Oral Language Interventions <a href="#">Oral language interventions   EEF</a>	1,2,5
Early identification of <b>phonics</b> needs through teacher assessments and intervention	EEF guidance report: Improving literacy in KS1  <a href="#">Improving Literacy in Key Stage 1   EEF</a>  Keep up, Catch up in line with SSP Little Wandle	1,2,5
Small group support interventions to <b>support attainment</b> in foundational skills across the school	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition <a href="#">One to one tuition   EEF</a>	1,2,5
Small group targeted support for children at threshold in <b>Year 6</b>	Teaching and Learning Toolkit 1:1 Tuition and small group Tuition <a href="#">One to one tuition   EEF</a>	1,2,5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
To promote collaborative working partnerships with families.	<p>Teaching and Learning Toolkit: Parental Engagement:  <a href="#">Parental engagement   EEF</a></p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children’s learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	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

# 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 2024 to 2025 academic year.

### Impact Update – December 2025

- MTC – Multiplication Tables Check shows the greatest improvement in outcomes
- Phonics and early reading interventions are showing positive trends, though further consolidation is needed. 23/24 was 62% this has increased to 76% in 24/25. We work in close partnership with our English Hub, which not only provides rigorous quality assurance for phonics teaching but also supports strategic action planning to drive continuous improvement.
- Parental engagement initiatives have started to increase participation in school activities and communication. Our external work with The Learning Hub has enabled targeted activities to support parent engagement.
- Attendance strategies are beginning to have an effect, with figures moving closer to target expectations.
  - Year to date Whole School attendance is 94.5% - 24-25 was 93%
  - Year to date Pupil Premium is 93.2% - 24-25 was 90.9%
- Support for pupils with multiple barriers continues, and initial feedback suggests better access to learning opportunities.
  - Awareness of intersectionality of barriers for children has enabled teachers to prioritise interventions to support those most in need.
  - Continued emphasis on curriculum adaptations mean children are better able to experience success in their learning with well-matched tasks and expectations.
- Wellbeing and resilience programs are embedding into school routines, contributing to a more positive learning environment.
  - Children eligible for pupil premium were subsidised to access the Year 6 residential trip which enabled them to have access to outdoor adventurous activities.

- Above and Beyond awards offer an opportunity for parents and carers to share in their children's success demonstrating school values.