

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	Bilsthorpe Flying High Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	40.3% (86)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23 and 2023-24
Date this statement was published	October 2021 October 2022 (Updated) September 2023 (Updated)
Date on which it will be reviewed	July 2024
Statement authorised by	Flying High Trust and the Governing Body
Pupil premium lead	Sophie Matheson
Governor / Trustee lead	Peter Shreyhane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,210
Recovery premium funding allocation this academic year	£9,860
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	£85,622.83

Part A: Pupil premium strategy plan

Statement of intent

At Bilsthorpe Flying High Academy, we foster a culture of high expectation for all of our children. We are keen to ensure that our provision enables all pupils, including those who are most disadvantaged, to overcome barriers and achieve their full potential. Our curriculum promotes a love of learning. It is broad and balanced, rich and varied, and offers all of our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.

At Bilsthorpe Flying High Academy, our school vision is underpinned by current research, is knowledge rich and ensures key knowledge and vocabulary are reinforced in meaningful contexts. Our enquiry-based approach takes children on a journey of memorable learning through rich and purposeful experiences, culminating in authentic outcomes which leave a legacy on the wider world. Our curriculum ensures we are teaching for long term memory. Our key purpose is to build semantic memory to pass on the knowledge built up over years. At Bilsthorpe Flying High Academy, our curriculum vision is to develop our pupils' independence, resilience and aspirations; knowledge and understanding of the wider world and vocabulary through our "WAVE" Curriculum Principles.

Wider World

Aspiration

Vocabulary

Enjoyment

High quality teaching is at the core of our approach, with a focus on areas in which disadvantaged pupils require the most support. We regularly review and adapt our provision to ensure that the needs of our children are met. This is proven to have the greatest impact on maximising the potential of these children and at the same time will benefit other, less disadvantaged pupils in our school. Use of Pupil Premium and the recovery premium funding, allows us to target pupils who need further additional, academic support to ensure there is equity amongst all of our children.

Bilsthorpe Flying High Academy is situated within a rural village with limited transport links to larger towns and cities, children's services such as Surestart no longer exist and other than the clubs that school offer no other wraparound care is provided within the village. Extra-curricular activities are often only available within other towns meaning families face further challenges to provide children with those further opportunities. Therefore, our community often feels isolated, as a result school are working extremely hard to be the heart of the community and provide those fundamental enrichment opportunities for the children within Bilsthorpe.

At Bilsthorpe Flying High Academy we are aware that some children have limited experiences prior to joining the school or outside of their school experience. We therefore

aim to build upon every child's **cultural capital** to prepare them for their future success. We believe developing their cultural capital through incorporating, building upon and celebrating children's existing experiences and ideas and offering them new opportunities and experiences to increase their knowledge, understanding and skills outside of their daily life will prepare children to the world beyond their school life. This in partnership with our broad and balanced curriculum enables all pupils to succeed and be the best version of themselves closing the gap between those who are disadvantaged.

We are proactive in our endeavour to diminish relative injustices and create the society of life-long learners our community deserves. We recognise that in order to diminish the difference between our pupil premium and non-pupil premium children we must ensure early intervention within our early years setting. We work alongside our families to ensure they feel supported both in and out of school. Together, we are determined to improve attendance, support their social and emotional well-being, increase attainment, and provide a cultural capital that produces citizens who are responsible for providing a positive contribution to society.

Our approach will be responsive to the needs of our community. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- support and nurture our children to ensure they are ready to learn

Our team at Bilsthorpe Flying High Academy accept responsibility for ensuring the progress of all of our children and we are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and we are determined to ensure that all of our children are given every chance to maximise their full potential.

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 PP and non PP children especially those who attain greater depth.</p> <p><i>Children often enter school at a lower than ARE, therefore as a school we need to close the gap and accelerate progress to support the children to not only reach the expected age related expectations but stretch them to reach above those expectations.</i></p>

	<i>This will therefore diminish the gap between disadvantaged and non-disadvantaged pupils.</i>
2	Poor attendance and persistent lateness
3	There continues to be a number of pupils presenting with emotional needs impacting on their readiness to learn across all phase groups.
4	Language acquisition and early reading skills which impact on the quality of children's writing. Lack of access to high quality texts and engagement with reading from home.
5	Families finding the current cost of living crisis a challenge. <i>Meaning children are not always having their basic needs met for example being hungry, not having access to appropriate clothing.</i>
6	Parental engagement for those who are PP children is lower than non PP. <i>Not all parents attend parent workshops, parents' evenings or engage with communication via Dojo. We know that working together with families towards the same goal will only enhance the learning experience for the child.</i>
7	Children can enter school with limited experiences meaning they have a lower cultural capital. <i>Children often enter school without attending any parent and baby/toddler groups, without leaving the village and without experiencing life outside of their families daily life experiences.</i>

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>By the end of KS2 the attainment and progress of the children eligible for Pupil Premium will be in line with that of 'other' children.</p> <p>There is a year on year increase in the percentage of PP children achieving ARE and GDS expectations for their year group in Reading, Writing and Mathematics.</p>	<ul style="list-style-type: none"> • Assessment and observations of reading/early reading, writing and maths show that expectations are high and that children make progress • Children are working towards diminishing the gap between disadvantaged and non-disadvantaged pupils. • KS2 outcomes for disadvantaged pupils in 2023/2024 are in line or above the national average for all pupils • Use of the recovery premium funding, has had a positive impact on attainment of disadvantaged pupils especially within maths.
<p>To improve the attendance of our Pupil Premium pupils to be in line with Non-Pupil Premium pupils and National attendance figures. To reduce the number of persistently late pupils.</p>	<ul style="list-style-type: none"> • PP children arrive punctually in time for the start of the school day. • Attendance incentives are in place and are having an impact by increasing the attendance for PP pupils and closing any gap with non-PP pupils.

	<ul style="list-style-type: none"> • PP pupils' attendance improves to be in line with national expectations (96%). • There is no gap between PP and Non-PP pupils' attendance. • PP attendance to be monitored and supported by the attendance officer. • Attendance Management letters are sent out and attendance plans are in place for PP pupils who are persistently late/absent.
<p>The children will be resilient aspirational learners, taking on challenges and approaching them positively.</p>	<ul style="list-style-type: none"> • Thrive sessions are delivered to children by family support worker, sessions identified using diagnostic assessment tool. • Whole class areas for social and emotional development are identified by family support worker. • ELSA sessions are delivered by specially trained members of staff to support vulnerable children to build positive attitudes and learning behaviours. • ELSA reports evidence a positive impact on social, emotional, and mental wellbeing. • Classroom reward schemes to praise positive behaviours include dojo points etc. • Teachers positively engage with parents to provide support via Class Dojo.
<p>Children have a more confident grasp of language and an extended vocabulary. Their early literacy skills are developed and fostered throughout their primary experience.</p>	<ul style="list-style-type: none"> • Children have an increased level of spoken language. • Classroom environments will be vocabulary rich and children will be signposted to them regularly. • Speech and Language referrals are made by the school SENCO and/or class teacher where applicable and interventions are in place and effective. • Speech and language interventions are performed by teaching support staff to develop language acquisition. • Each class to read a class story to provide access to a wider range of vocabulary.

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: £48,763

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum developments have enabled pupils to know and remember more over time with a key focus on reading and vocabulary.	<p>What is a Knowledge Rich Curriculum? https://impact.chartered.college/wpcontent/uploads/2018/03/Sherrington-Article.pdf</p> <p>Improving Literacy in KS2 https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks2</p>	1 and 4
<p>CPL provided on curriculum planning (LTP, MTP and DIP) and ensuring children retain knowledge to long term memory.</p> <p>Cover provided to release ML and SL to attend Professional Learning Communities to develop curriculum understanding.</p>	<p>Research shows through the guide to support school planning (EEF); “Great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teacher is supported and prepared for the new academic year is essential to achieving the best outcomes for pupils”.</p>	1 and 4

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

Budgeted cost: £22,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Bespoke booster packages delivered by additional adult	DFE guidance (School led tutoring September 2021) shows that “Tutoring is one of the most effective tools for recovering lost education”. Highly effective when a professional educator provides intensive and individualised academic support to pupils in small group arrangements. Pupils on average receive more feedback, are more engaged and complete work tailored to their specific needs with an average impact of additional 4 months’.	1 and 4
Additional adults support pupils by addressing gaps and accelerating progress.	Booster and targeted interventions from an additional teacher allow specific gaps to be addressed in smaller groups. EEF – Small group tuition - Moderate impact for moderate cost based on moderate evidence - +4 month	1
Professional CPD including trust-wide network meetings and moderations for staff to stay up to date with current guidance.	CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment. https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/	1
CGP Workbooks for all pupils in reading, writing and maths	“Pupils eligible for free school meals typically receive additional benefits from homework.” - EEF	1

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

Budgeted cost: £19,321

Activity	Evidence that supports this approach	Challenge number (s) addressed
Family Support Worker employed full time	Parental Engagement – EEF https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	2,3,5,6
Thrive and ELSA sessions supporting social and	To ensure pupils’ wellbeing is supported so that school life is accessible. Pupils knowing they have a trusted adult allows wellbeing challenges to be addressed and supported.	3

emotional/wellbeing of pupils.	<p>EEF – Social and emotional learning - Moderate impact for moderate cost based on moderate evidence - +4 months</p> <p>Research through EEF - Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes. ELSA intervention supports the emotional development of children to succeed in learning. Physical and mental wellbeing of pupils is supported within the school helping them to use self-regulate strategies.</p>	
Attendance management plans to be implemented where appropriate by the attendance manager.	<p>Attendance and attainment correlation</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>Improving Attendance</p> <p>https://www.gov.uk/government/publications/improving-attendance-at-school</p>	2
Subsidised trips, entrance to school events supporting to bring equity to personal experiences.	<p>EEF outdoor learning research suggests;</p> <p>“Through participation in challenging physical and emotional activities, these learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation, and the impact on more vulnerable pupils is even higher”.</p> <p>“One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips and/or residential visits for specific pupils.” OFSTED ‘The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils’ (published in 2012)</p>	2, 3, 5
Targeted parental engagement sessions for PP families with a focus on how to support their children’s academic and emotional development.	<p>Parental engagement sessions where the focus is on supporting children with their wellbeing have been well attended. According to EEF, moderate improvements can then be seen in the progress they make.</p>	2 and 3
Financial support for those families in need to provide clothing, food and ensure their basic needs are met.	<p>Breakfast club to be provided, winter clothing, uniform and shoes, resources to support their learning at home, basic hygiene products such as toothpaste.</p>	5

Total budgeted cost: £76,000

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.

To close the gap between PP and Non PP progress and attainment.

- TA led EYFS interventions for: ECAT in F1; Precision teaching in F2; Speech Links; and fine Motor Skills
- Shine interventions.
- Targeted phonics interventions.
- TTRS targeted groups within the school day
- Interventions show impact
- Breakfast club in place and offered to PP children but low up-take- 7 children have taken up the offer
- Catch-up plans in place and discussed each assessment cycle with PP lead.
- PP lead attended network meetings and Catch-up strategy support meetings.
- Equal access to trips offered but no trips occurred due to Covid
- PP Lead worked with teachers to discuss gaps between PP and non PP – interventions planned accordingly
- PP Lead and SENDCo to monitor interventions
- Shine interventions used to target gaps in reading, SPaG and maths
- TA trained in Melsa to further support interventions offered
- Targeted phonics interventions based on new NNPS programme
- TTRS used daily – Y4 having further times table support to enable attainment in MTC
- PP networks attended
- Residential trips offered at a reduced price for those in receipt of PP
- School events offered at a reduced price for those in receipt of PP

To deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress

- Recovery plans have worked well- all PP children identified and targeted. Discussions had with PP lead and class teacher after each assessment point to go through the recovery plan.
- Formal lesson observations not happened due to Covid but areas for development identified through book looks and learning walks- CPD provided to all staff on lesson design. Triad meetings focused on this too.
- Extra support put in place for two teachers through team teaching and modelling.
- Lesson study approaches not used due to Covid risk assessment.
- Metacognition and self-regulation encouraged through learning journals in KS2 and discussion in KS1. Triad focus to develop this.
- Majority of children are making progress- assessment data and shine intervention data
- There is still a PP gap
- QFT used across the school
- Careful monitoring of books and lessons
- Pupil Voice of PP children to talk about their learning
- ECT teachers are supported through in school mentoring and within the wider Trust
- All teachers know who the PP ch are in their class and have adaptive strategies to use for their teaching.

- Various programmes introduced to support teacher subject knowledge and therefore improve their QFT e.g. Jigsaw (PSHE/RSE), Taranga (music), White Rose Maths (maths), Purple Mash (computing)
- Weekly staff meetings used to provide training for teachers
- Triads sessions are used to develop teacher understanding
- Outside agencies to support in understanding barriers faced by children (C&I team)
- The school's lesson design is used to enable the children to understand their parts of the lesson and how to use previously gained knowledge to access their new learning.

To use a range of high quality texts to allow children to access a rich range of vocabulary.

- Bespoke ECAT packages delivered and progress evident
- Y1 90% of PP children passed phonics screening
- Y2 33% of PP children passed phonics screening
- High quality texts identified on long and medium term planning. More challenging for Arts driver in summer term. Look at moving the second history unit into the summer term to teach through the arts.
- Each class has a vocab display.
- Library has had a make-over and is now an inviting, inspiring place to use.
- Regular local library visits to encourage reading as well as community links
- Reading Leaders (Y6) used to be ambassadors of reading, support younger children with their reading and maintain the library
- Outdoor reading books available for those children who want to read during breaktimes
- Guided Reading sessions focus on the development of reading skills
- No Nonsense Phonics programme implemented
- Targeted interventions taught based on need, using the NNPS approach
- Targeted reading books purchased
- Foyle's Foundation money used to complement books in KS1
- High quality texts used to complement the enquiry approach to the curriculum
- Enquiry lessons have a focus on Tier 2 and Tier 3 vocabulary
- Pickatale implemented to encourage reading for pleasure at home

To ensure parents have high expectations of their children and understand what this involves (including their attendance).

- Attendance policies and procedures in place. Difficulty with Covid isolation. Staff reported attendance to parents during parent consultations in autumn and summer. Attendance for these two terms will also be added to the end of year reports.
- One PP family have taken up the breakfast club offer
- ELSA in place for identified children.
- Family worker to begin work with families once established
- PP attendance currently 95% compared to 97% non PP (96% overall)
- Regular discussions had with PP parents and recorded on CPOMS.
- Homework and parent workshops haven't happened due to Covid risk assessment
- All PP children identified to attend school during lockdown- where they didn't, there were daily TA phone calls
- Info leaflet and video shared with parents to explain the home learning procedures and other keep-up, catch-up resources on the school website.
- Posters positioned around the school sites informing parents of the impact of absence
- Attendance discussed at parents evenings.
- FSW works with families whose attendance is poor.
- Phonics workshops offered to parents
- Homework is sent home weekly
- Opportunities for parents to support with children's learning given through whole school enquiry led homework
- Phone call options as well as face to face options given for parents evening
- Mental health services present at parents evening

To ensure social and emotional needs are met with a whole school culture on promoting positive mental health.

- Learning mentor worked in Y4
- Targeted daily maths TTRS and reading- 4/6 (67%) achieved ARE
- SLT members trained as well as thrive practitioner.
- Newly appointed family worker is also Thrive trained and has begun work with children.
- ELSA trained member of staff worked with targeted children on time limited programmes.
- Thrive sessions in place
- School award achieved – Excellence in Thrive
- FSW provides close 1:1 support for emotional needs
- Jigsaw used to teach SRE
- ELSA sessions are in place to provide emotional support
- Mental health services present at parents evening
- Mental health services accessed for those children ineligible for CAHMS.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Additional THRIVE support • Additional academic intervention support • Additional ELSA supervision
What was the impact of that spending on service pupil premium eligible pupils?	Pupils felt safe and secure in school, meaning they were able to access learning by participating in both whole class and small group work. This ensured that children made good or better progress.

Further information (optional)

N/A
