

# Pupil premium strategy statement – Bilsthorpe Flying High Academy

This statement details our school’s use of pupil premium for the 2025 to 2026 academic year funding to help improve the attainment of our Pupil Premium 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	206
Proportion (%) of pupil premium eligible pupils	80 children = 37% eligible 4 service children
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025 - 2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Flying High Trust and the Governing Body
Pupil premium lead	Sarah Camish
Governor / Trustee lead	Louise Brimble

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£121,300 made up of pupil premium of £113,625 and service child funding of £2,100 and adopted children of £5,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£30,703
<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	£152,003

# Part A: Pupil premium strategy plan

## Statement of intent

At Bilsthorpe Flying High Academy, we are dedicated to ensuring that every pupil—regardless of background or disadvantage—has equal access to high-quality education and the opportunity to thrive. Our mission is to close the attainment gap between disadvantaged pupils and their peers through targeted support that addresses academic, social, and emotional needs.

### Our Strategy

- **High Expectations:** We challenge and support all learners, ensuring disadvantaged pupils reach their full potential.
- **Evidence-Based Interventions:** We use proven strategies to improve outcomes in core subjects, develop vocabulary, and build cultural capital.
- **Inclusive Teaching:** We remove barriers to learning and foster engagement, resilience, and aspiration.
- **Strong Partnerships:** We work closely with families and the community to support progress and well-being.

### Understanding Our Challenges

We recognise the barriers faced by our pupil premium pupils, including gaps in learning, low reading engagement, attendance issues, social and emotional needs, mental health concerns, and language difficulties. These challenges are identified through research, school data, professional dialogue, and collaboration with families.

### Our Approach

We are relentless in our pursuit of equity and success for every child. Our enquiry-based curriculum provides rich, purposeful experiences that embed knowledge for long-term memory. Through our **WAVE Principles—Wider World, Aspiration, Vocabulary, Enjoyment**—we aim to develop independence, resilience, and ambition.

The Pupil Premium allocation is used to address barriers beyond academics, ensuring every child maximises their potential. We strive to increase attainment, improve attendance, support emotional well-being, and provide cultural capital to prepare pupils for life in modern Britain.

### Our Community

Situated in a rural village with limited services and opportunities, we work hard to be the heart of our community. We provide enrichment experiences and extracurricular activities that families might otherwise find inaccessible, helping to overcome isolation and broaden horizons.

### Building Cultural Capital

We aim to expand pupils' experiences and knowledge beyond their daily lives, celebrating what they bring while offering new opportunities. This, alongside a broad and balanced curriculum, ensures all pupils succeed and become the best version of themselves.

### Our Promise

We act early, challenge all pupils, and adopt a whole-school approach where every member of staff takes responsibility for disadvantaged pupils' outcomes. We nurture and support children so they are ready to learn and thrive.

At Bilsthorpe Flying High Academy, we accept responsibility for every child's progress and well-being. We are determined to foster a love of learning and give every child the chance to achieve their full potential.

## Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium pupils

Challenge number	Detail of challenge
1	<p><b>Attainment Gap:</b> There is a notable gap between Pupil Premium (PP) and non-PP children, especially for those achieving greater depth. Many children enter school below age-related expectations, so the school focuses on closing this gap and accelerating progress. Bilsthorpe Flying High Academy is situated in Bilsthorpe - an area that faces notable socio-economic challenges. The school's catchment area is among the top 20% most deprived districts nationally, with significant levels of adult illiteracy and limited employment opportunities. These factors directly impact on the educational experiences and outcomes of the pupils.</p>
2	<p><b>Attendance and Lateness:</b> Poor attendance and persistent lateness are ongoing challenges. Attendance data indicates that absence and persistent absence amongst pupils identified as disadvantaged is significantly higher than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism negatively impacts on pupils' progress.</p>
3	<p><b>Emotional Needs:</b> A number of pupils present with emotional needs that impact their readiness to learn. Across the school population there is a varied spectrum discipline, routine, structure, capabilities in the home environment, which has impacted on pupil's social and emotional wellbeing and mental health. Some of our children identified as disadvantaged face challenges with emotional resilience, self-regulation, and managing anxiety, which can impact their confidence, stamina for learning and ability to fully engage with the curriculum. Through targeted SEMH interventions and emotional support, we are working to help pupils build the skills they need to thrive both academically and socially. However, this remains an important focus to ensure every child can reach their full potential.</p>
4	<p><b>Language and Early Reading:</b> In some cases, an inherent lack of experience and modelling of correct language that could have a vast impact on the poverty of language across the school. Language acquisition and early reading skills are a concern, affecting writing quality. There is also a lack of access to high-quality texts and limited engagement with reading at home.</p>
5	<p><b>Limited Experiences:</b> Many children have limited life experiences due to local context (rural, ex-mining community) often not having attended groups or travelled outside their immediate environment. Some of our pupils lack the opportunity for a broad range of experiences; they can have lower aspirations and have family backgrounds where education is not highly valued.</p>
6	<p><b>Parental engagement for those who are PP children is lower than non-PP.</b> 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.</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
<p>To increase attainment of Pupil Premium pupils to the national average in reading, writing and maths in order to diminish the difference between school Pupil Premium pupils and their national Non-Pupil Premium peers.</p>	<ul style="list-style-type: none"> <li>✓ 100% of teaching is good or better across all schools.</li> <li>✓ Curriculum delivery diminishes the inherent barriers presented within the context of the schools.</li> <li>✓ Evidence of improvement in engagement and outcomes of Pupil Premium pupils is present in monitoring and classroom visits.</li> <li>✓ Remote learning will mirror the high-quality education pupils are in receipt of in school.</li> <li>✓ An increased proportion of PP pupils to achieve the national average for expected and greater depth in external data points.</li> <li>✓ All families complete PP application form on entry to Bilsthorpe Flying High Academy to ensure maximum uptake.</li> </ul>
<p>To improve the attendance of our Pupil Premium pupils to be in line with Non-Pupil Premium pupils and National attendance figures.</p>	<ul style="list-style-type: none"> <li>✓ PP pupils' attendance improves to be at least in line with national expectations (96%) and there is no gap between PP and non-PP pupils at Bilsthorpe.</li> <li>✓ PP pupils arrive for school on time.</li> <li>✓ PP attendance to be supported by attendance team to engage positively with parents and families to increase attendance for PP pupils.</li> <li>✓ A reduction in persistent absenteeism for PP pupils, and for the school persistent absenteeism figure to reduce to at most the National average.</li> <li>✓ Attendance incentives in place and to have an impact by increasing the attendance for PP pupils and closing the gap with any non-PP pupils.</li> </ul>
<p>Behavioural, emotional and social support available for those pupils in receipt of Pupil Premium to provide them with strategies to overcome barriers in learning and achievement.</p>	<ul style="list-style-type: none"> <li>✓ ELSA support results in positive attitudes to learning and positive behaviour for learning in classrooms.</li> <li>✓ PP children are accessing ELSA and Drawing and Talking.</li> <li>✓ Parents proactively engage with the Family Support Worker.</li> <li>✓ Through learning walks and lesson observation, children are showing an enjoyment in learning, good behaviour and positive attitudes.</li> <li>✓ Parents proactively engage with staff in school to support the children.</li> <li>✓ PP case studies evidence a positive impact on mental health and wellbeing.</li> <li>✓ PP Pupils with social, emotional and mental health issues make accelerated progress and achieve end of year achievement targets.</li> <li>✓ Parental and pupil feedback shows an improvement in positive attitudes to school and learning and more positive mental health.</li> <li>✓ Children's aspirations are high – children have accessed a careers day provided by people from the local community.</li> </ul>

<p>To develop PP children's oral language skills to ensure correct use of standard English with wider vocabulary which will narrow the vocabulary gap.</p>	<ul style="list-style-type: none"> <li>✓ Progression of vocabulary to mapped out across the curriculum by subject leaders.</li> <li>✓ Pupils to be immersed in specific vocabulary through displays, working walls and resources.</li> <li>✓ Pupils exposed to aspirational language through the wider curriculum</li> <li>✓ Aspirational language being modelled and promoted consistently across the school.</li> <li>✓ Evidence of improvement in spoken language is present in monitoring and classroom visits.</li> <li>✓ Progress is made by pupils with SALT intervention.</li> <li>✓ No Nonsense phonics program has ambition vocabulary within it, so children get exposure to this.</li> <li>✓ Classroom provision is enhanced with interactive activities, engaging storytelling, and creative speaking and listening opportunities.</li> <li>✓ Early language skills are the foundation for lifelong learning.</li> <li>✓ Research shows that children who develop strong language abilities in their early years perform better academically and have enhanced social and emotional well-being.</li> <li>✓ All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning and also transfer this into their written work.</li> </ul>
<p>To counteract pupil's poverty of experience by providing wider experiences within and outside the school day for PP children.</p>	<ul style="list-style-type: none"> <li>✓ Children have priority access to wider curricular clubs, and any clubs that incur a cost are funded through Pupil Premium (PP) funding, enabling broader experiences for these pupils.</li> <li>✓ School trips are subsidised by 20% for Pupil Premium pupils to ensure they can participate and benefit from these experiences.</li> <li>✓ Learning environments actively celebrate and showcase the experiences of Pupil Premium pupils at BFHA.</li> <li>✓ Monitoring activities such as book looks and classroom visits demonstrate that wider experiences are being used as a starting point or to enhance learning within the classroom.</li> <li>✓ Pupil voice discussions reveal that Pupil Premium pupils are increasingly confident and able to talk about their experiences outside of school.</li> <li>✓ KS1 reading attainment remains at least in line with national standards, supported by children's broader knowledge and understanding.</li> </ul>
<p>Parental engagement for Pupil Premium (PP) children improves so that it is comparable to non-PP families. Parents actively participate in workshops, parents' evenings, and engage with school communication channels (e.g., Dojo), fostering collaboration to enhance the child's learning experience.</p>	<ul style="list-style-type: none"> <li>✓ At least 90% of PP parents attend parents' evenings and 70% attend parent workshops by the end of the academic year.</li> <li>✓ All PP parents respond to key messages on Dojo within agreed timeframes (e.g., 48 hours) for termly updates and important notices.</li> <li>✓ Parent surveys show 80% of PP parents feel informed and involved in their child's learning and school activities.</li> <li>✓ Teachers report improved two-way communication with PP families, documented through meeting notes or Dojo interactions.</li> <li>✓ PP pupils demonstrate improved confidence and progress, supported by parental involvement (evidenced through pupil voice and attainment data).</li> </ul>

## 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: **£76,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is supported by evidence informed CPL for teachers and support staff.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><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></p>	<p>1,3,4</p>
<p>Curriculum developments have enabled pupils to know and remember more over time with a key focus on vocabulary.</p>	<p>What is a Knowledge Rich Curriculum?  <a href="https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf">https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</a></p> <p>Improving Literacy in KS2  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,4</p>
<p>Use of No-Nonsense Phonics Programme – including CPD and English Hub support.</p>	<p>By ensuring high-quality phonics teaching the government wants to improve literacy levels to:</p> <ul style="list-style-type: none"> <li>▪ give all children a solid base upon which to build as they progress through school</li> <li>▪ help children to develop the habit of reading widely and often, for both pleasure and information</li> </ul> <p>In April 2021, the DfE published a revised core criteria for effective systematic synthetic phonics teaching programs.</p> <ul style="list-style-type: none"> <li>• BFHA use ‘No Nonsense Phonics’ as their chosen phonics program.</li> </ul>	<p>1,4</p>
<p>Whole-staff CPD on adaptive teaching, formative assessment, and effective feedback (e.g., instructional coaching cycles; department/phase “teacher learning communities”).</p>	<p>Feedback +6 months when specific, timely, and actionable.</p>	<p>1</p>

<p>Focus areas: explicit instruction, responsive teaching, hinge questions, and reducing marking burden while improving feedback quality.</p> <p><b>Monitoring:</b> Learning walks, coaching logs, and termly book looks; half-termly attainment analysis by pupil premium cohort.</p>		
<p>Support the development of children's communication and language skills. WellComm as a tracking tool to inform interventions</p>	<p><a href="#">Develop quality practice   EEF</a></p> <p>Using visual or physical prompts and verbal explanations of new words or phrases, and modelling how children can use them.</p> <p>In EYFS opportunities for children to use new words they have learned during their play.</p>	<p>4</p>

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

Budgeted cost: **£45,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement structured interventions such as <i>Rapid Reading</i> , <i>Precision Teaching</i> , and <i>Mastery Maths</i> for pupils below age-related expectations.	EEF Toolkit: <i>Small group tuition (+4 months)</i> and <i>Feedback (+8 months)</i> show strong impact. Research indicates that high-quality teaching is the most effective way to close gaps.	1
1:1 Interventions for phonics.	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1
Responding to marking and pre and post teaching	Teacher Feedback to Improve Pupil Learning 2021 (EEF) EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1 2
CGP Workbooks for all pupils in reading, writing and maths	"Pupils eligible for free school meals typically receive additional benefits from homework." - EEF	1
Share progress updates through newsletters, online platforms, and parent meetings to keep families informed and involved.  Distribute tailored learning packs and guidance aligned with intervention programs to enable parents to support learning.	Parental involvement is consistently associated with improved academic outcomes. According to the Education Endowment Foundation (EEF), effective parental engagement can lead to an average of <b>+3 to +4 months' additional progress</b> over the course of a year, at an incredibly low cost compared to other interventions. This is particularly important for disadvantaged pupils, where home learning support can significantly narrow attainment gaps.	1,6

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

Budgeted cost: £30,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Graduated response and attendance management plans in place and managed by the Family Support worker and Headteacher.</p>	<p>Research into how attendance can impact on attainment –The Key  <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</a>            Improving Attendance – Plans and Case Studies  <a href="https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=live-search-q-improving%20attendance-result-1">https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=live-search-q-improving%20attendance-result-1</a></p>	<p>1,2,3</p>
<p>Strategies to engage parents including, reading breakfast with child in school, parental engagement with the authentic outcome of the enquiry, coffee and cake events.</p>	<p>Education Endowment Foundation (EEF) – Parental Engagement Guidance:            Clear evidence that <i>targeted, linked-to-learning</i> parental engagement activities improve outcomes, especially when parents are given practical strategies to support learning at home.            EEF Teaching and Learning Toolkit – Parental Engagement (+4 months impact):            Highest impact when schools provide simple, structured activities that parents can do with children—reading being the most effective.</p>	<p>3,4,6</p>
<p>ELSA sessions supporting social and emotional wellbeing of pupils.</p>	<p>EEF – Social and emotional learning - Moderate impact for moderate cost based on moderate evidence - +4 months            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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	<p>3</p>
<p>School contribution to residential visits and day trips.</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>	<p>5</p>

**Total budgeted cost: £152,003**

## **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.

#### **Summary of Impact for Pupil Premium Strategy Review**

Across Reading, Writing and Maths, Pupil Premium (FSM6) pupils achieved outcomes broadly in line with their non-Pupil Premium peers at the end of KS2. In all three subjects, differences between the groups were small, and in Maths the PP group outperformed the non-PP group.

#### **Reading**

- **61.5%** of PP pupils achieved the expected standard or above (AS+), compared with **64.3%** of non-PP pupils.
- **Gap: -2.8 percentage points.**
- **Summary:** Only a small difference remains; PP pupils performed broadly in line with their peers.

#### **Writing**

- **84.6%** of PP pupils achieved AS+, compared with **85.7%** of non-PP pupils.
- **Gap: -1.1 percentage points.**
- **Summary:** Parity almost achieved; outcomes for PP pupils were very closely matched to other pupils.

#### **Maths**

- **84.6%** of PP pupils achieved AS+, compared with **78.6%** of non-PP pupils.
- **Gap: +6.0 percentage points** in favour of PP pupils.
- **Summary:** PP pupils **outperformed** non-PP pupils in Maths, indicating strong impact of targeted interventions.

#### **Overall Impact Statement**

The data demonstrates that Pupil Premium provision has had a positive and measurable impact on disadvantaged pupils' attainment. By the end of KS2, PP pupils were achieving in line with or above their peers across all core subjects. The very small gaps and positive gap in Maths show that the school's targeted academic support, intervention programmes and teaching strategies have been effective in ensuring equitable outcomes.

61.5% of children in receipt of PP achieved ARE+ in R/W/M in comparison to the National figure of 47.6%

### **Overall Phonics Outcomes**

- 60% of Pupil Premium (FSM6) pupils met the expected standard in phonics, compared with 64.3% of non-Pupil Premium pupils.
- The school's PP outcomes are broadly in line with non-PP outcomes and closely match the all-pupil school figure of 62.5%.

### **Comparison with Local Authority (Nottinghamshire) Averages**

- School PP attainment (60%) is significantly higher than the Nottinghamshire FSM6 average (64.4% working at standard, though the 'towards' figure varies).
- School non-PP attainment (64.3%) is well below the local non-PP average (83.2%).
- This indicates that disadvantaged pupils in the school outperform disadvantaged pupils locally, while the gap between PP and non-PP in school is smaller than the county-wide gap.

### **Working Towards the Standard**

- 30% of PP pupils were working towards the standard, slightly higher than non-PP (21.4%).
- However, both groups remain broadly aligned with each other, suggesting progress towards parity.

### **Impact Statement**

The phonics screening data shows that Pupil Premium pupils performed broadly in line with their peers and outperformed disadvantaged pupils across the local authority. Targeted early reading interventions and structured phonics support have helped maintain a narrow in-school gap, with PP pupils achieving outcomes close to those of non-PP pupils. Continued focus on early intervention and reading fluency should help further raise attainment and reduce the proportion of pupils working towards the expected standard.

In-school phonics assessments have been completed by school termly to assess the attainment and progress of pupils, including Pupil Premium pupils. This has enabled any gaps to be closed quickly for our pupils due to extra phonics lessons during the daily timetable.

Pupil premium pupils read daily with an adult at school and are expected to read daily at home too to assist their reading progress and therefore attainment.

Regular discussions between the PP Lead and class teachers at each assessment point ensured that recovery plans were responsive and closely aligned to pupils' needs.

Monitoring through book looks and learning walks enabled leaders to identify key areas for development.

In response, CPD on high-quality lesson design was delivered to all staff, supported further through triad meetings and weekly staff training sessions.

Additional team teaching and modelling were provided for two teachers, strengthening classroom practice and ensuring greater consistency. Staff continued to develop their pedagogy through collaborative professional dialogue.

ECTs have been well supported through in-school mentoring and wider Trust provision, helping ensure strong teaching for PP pupils. All teachers know who the PP children are in their class and use adaptive strategies to meet their specific needs

Triad sessions have been used to deepen teacher understanding, and external agencies (including the C&I team) have provided valuable insight into the barriers faced by disadvantaged pupils.

The school's lesson design model has further supported pupils by helping them understand lesson structure and how to apply prior learning to new concepts. Overall, the combined actions taken through the PP strategy have contributed to improved teaching quality, better-targeted support, and strong progress for most PP pupils, laying secure foundations for continued narrowing of the remaining gap.

**Impact Statement: Social, Emotional and Mental Health (SEMH) Support for Pupil Premium Pupils**

A strong whole-school culture of positive mental health has been developed, ensuring that the social and emotional needs of Pupil Premium pupils are well supported. A range of targeted SEMH interventions and whole-school approaches have contributed to improved readiness to learn, greater emotional stability, and improved engagement for disadvantaged children.

The development of staff expertise has significantly strengthened SEMH provision. Senior leaders and a trained Thrive practitioner have contributed to a consistent, whole-school approach, while the newly appointed Family Support Worker—also Thrive trained—has begun delivering tailored support to children with more complex needs. Thrive sessions are now firmly embedded.

An ELSA-trained member of staff delivered structured programmes to targeted pupils, providing time-limited emotional regulation and social skills support. Additional ELSA sessions and 1:1 support from the Family Support Worker have helped PP pupils become more resilient, better able to manage emotions, and more confident in accessing learning.

PSHE and SRE are taught through Jigsaw, ensuring consistent emotional literacy teaching across classes. The presence of mental health services at parents' evenings has improved access for families, while referrals to mental health services have supported children who do not meet CAHMS thresholds, ensuring no child is left without appropriate intervention.

Overall, these combined actions have strengthened the school's capacity to meet the emotional and mental health needs of Pupil Premium pupils. As a result, pupils show improved emotional well-being, better engagement in lessons, and increased readiness to learn, contributing to stronger academic progress and a more supportive school environment.

**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	<ul style="list-style-type: none"> <li>Additional THRIVE support</li> </ul>

year?	<ul style="list-style-type: none"> <li>• Additional academic intervention support</li> <li>• Additional ELSA supervision</li> </ul>
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)

This statement forms part of a three-year strategic plan for Pupil Premium at Bilsthorpe Flying High Academy.