

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	Flash Ley Primary
Number of pupils in school	203
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Joanne Banks
Pupil premium lead	Sarah Rogers
Governor / Trustee lead	Anna Brotherton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,920
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	£116,920

Part A: Pupil premium strategy plan

Statement of intent

- *What are your ultimate objectives for your disadvantaged pupils?*
At Flash Ley Primary School we aim to enhance the cultural experiences of all pupils and ensure that all pupils have access to and engage in a full and wider curriculum. We aim to improve vocabulary skills, reading and writing.
We aim to enable all children to believe they can achieve and create a strong family ethos within our school being careful to address social, emotional and mental health issues and encouraging the development of parental engagement in school life.
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
Expanding pupil experiences beyond the classroom through 'Wow' days
Providing quality wide ranging texts
Ensuring high attendance figures in all pupils
Encouraging parental involvement
- *What are the key principles of your strategy plan?*
We believe all pupils deserve a well-rounded, culturally rich education.
We firmly believe that language and literacy provide the building blocks for academic success and the ability to lead fulfilling and rewarding lives.
We aim to support parents as crucial figures in supporting their children's learning.

Challenges

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

Challenge number	Detail of challenge
1	Historically, many pupils eligible for PP have struggled with inference in relation to reading. This is due to a lack of cultural experiences and limited (or no) access to quality reading materials outside of school. This also means they have a more limited vocabulary when compared to other children in our school. This was further impacted due to the Covid-19 pandemic and lockdown.
2	Related to the barrier above, some of our PP children have a limited experience of learning outside of normal lessons (for example, visiting the library, going to a museum or art gallery). This means that our PP children find it harder to relate to the wider curriculum, have a limited vocabulary and lack the ability to write with confidence further impacted by the pandemic lockdown.
3	Due to the home experience of some of our PP children, they present with trauma or attachment issues. This means that they are more likely to display challenging behaviour and or emotional issues impacting achievement in lessons and attendance at school. The pandemic may have had further impact on these issues.
4	Some parents of PP children in our school are less likely to attend workshops, parent evenings or other family learning opportunities. This is for a range of reasons including shift patterns, transport issues, childcare and a lack of confidence in engaging with the school. Children may have had difficulties accessing home learning during the pandemic.

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>Children will experience a wide range of quality texts. Children to be supported in lessons to develop their reading skills. Adults will specifically teach vocabulary. Reading skills to be monitored by lesson observations, planning scrutiny, book reviews and pupil voice. Quality texts will be purchased. Access to home learning targeted.</p>	<p>Percentage of children reaching ARE or above in reading: Year 1 – 61% Year 2 – 68% Year 3 – 69% Year 4 – 70% Year 5 – 75% Year 6 – 74%</p>
<p>Every child in each year group will experience 10 'wow' days. Most of these directly linked to topic or texts currently taught. Children will be able to write with greater confidence, use a wider vocabulary and draw on a range of experiences to inform their work. Children will be seated in a thoughtful manner in mixed ability pairs, to encourage language development and widen discussion and thinking skills. We will continue to provide enrichment opportunities they might not usually experience including local trips, visits and partner working with parents. Classroom coverage of the curriculum reflects the intent to increase cultural capital. Home learning platforms continue to be available and updated. Staff will connect with PP students and get to know strengths and interests in order to develop and raise aspirations.</p>	<p>Maintained and increased participation in wider curriculum opportunities. Book Looks will show that children are using wider language and vocabulary across the curriculum. Percentage of children reaching ARE or above in writing: Year 1- 61% Year 2 – 71% Year 3 –55% Year 4 –74% Year 5 – 64% Year 6 – 74%</p>
<p>The attendance of PP children will be at least in line with others in school (which will be in line with national or above). Children will have a wider range of strategies to help manage their emotional needs and prevent children missing lessons or misbehaving. The children will be more able to focus on learning when in lessons and more confident in accessing extra-curricular opportunities. Attendance and behaviour monitored on a daily basis.</p>	<p>Attendance target for PP children: 96% or above. Behaviour data will continue to show an improving picture for PP children.</p>
<p>At any school event for parents there is at least proportional representation of PP parents. Parents report that they are more willing to attend workshops or other learning opportunities. Monitored by scrutiny of attendance, virtual or in person, at events and parent voice survey. Parents aspirations for their children raised. Regular contact with parents to celebrate achievements.</p>	<p>At least 33% of parents attending any whole school event are from PP families. Attendance at PP focused workshop improves. Meetings or workshops may be virtual or held over the telephone.</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: £58,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that reading books selected for 'whole class' reading are exciting and engaging for children. Link these with writing opportunities and the wider curriculum.</p> <p>Create 'Wow' starts to texts using Everyone Writes Days. Creative and Virtual Inspirational Assemblies to begin whole school texts.</p> <p>Accelerated Reader and Little Wandle to be embedded.</p> <p>Lexia programme to be used to enhance learning for some pupils.</p> <p>Home learning platforms developed</p> <p>EP Recommended Literacy Approach and Switch On interventions to be implemented.</p>	<p>Learning is contextualised in concrete experiences (where possible) and language rich environments. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake". We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</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 suggests books that match pupils' needs and interests.</p> <p>Little Wandle is a consistent and highly effective approach to teaching phonics with classroom resources and a diverse range of decodable phonics books</p> <p>EP Recommended Literacy Approach and Switch On addresses the accuracy and fluency of reading skills and the generalising of these skills when reading real books with proven excellent results. Data shows that on average children make 12 months progress in 5.5 months</p>	<p>1 & 2</p>
<p>Teachers will specifically teach new and unfamiliar vocabulary and ensure that PP children learn their age-appropriate spellings through new approaches.</p> <p>Targeted interventions will be implemented to address barriers to learning.</p> <p>Create language rich environments.</p> <p>Consistently revisit previously taught vocabulary.</p> <p>Teachers will consider targeted questioning.</p> <p>Language Nut platform to be embedded.</p>	<p>EEF - For all oral language interventions, certain factors are associated with higher learning gains, suggesting that careful implementation is important. For example, approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</p> <p>Ongoing assessment data demonstrates that disadvantaged pupil's proficiency in English and language development impedes their access to the curriculum.</p> <p>Language Nut is a digital language resource to enhance the learning experiences of our EAL learners.</p>	<p>1 & 2</p>

Teachers will embed the growth mindset approach through use of our Super heroes. This will ensure they adopt this approach in the classroom. Teachers will receive training and resources to support them in teaching and caring for children with social, emotional and mental health issues.	EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.	3
Teachers will provide feedback to pupils through marking and intervention during lesson to ensure progress is made and misconceptions are addressed immediately.	EEF – Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. On average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.	1, 2 & 3

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

Budgeted cost: £48,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily reading for PP children by class teacher or TA. Staff trained and Accelerated Reader (AR) used to ensure children are accessing the right level of text. Lexia/Language Nut /EP Literacy Approach support for targeted children.	Lexia – in previous years has been successful in helping children make accelerated progress and reach ARE. EEF - There are indications that computer-based tutoring approaches can be successful in improving reading comprehension, particularly when they focus on the development of strategies and self-questioning skills	1
All PP children will experience 10 'wow days' as part of their Flash Ley Curriculum. Sports coaches Chef days Visitors in school Focus days Summer holiday club	EEF – all children deserve a well-rounded culturally rich education. Pupil voice from last year indicated that they valued these experiences and it supported their learning.	1, 2, 3 & 4
Raising the attainment of disadvantaged youngsters (RADY).	The RADY approach embedded in over 40 schools across the West Midlands and having a positive impact on attainment of PP children in these schools.	1, 2, 3 & 4

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

Budgeted cost: £12,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school days for all pupils throughout on rota basis through each half term, once a week.	EEF - Overall studies of adventure learning interventions consistently show positive benefits on academic learning. Interventions make approximately four additional months' progress over the course of a year.	2 & 3
Opportunities within the school to support some PP children (and their parents) in completing PACT homework projects if pandemic restrictions not in place. Home learning packs provided during pandemic restrictions.	Previous monitoring has shown that some PP children are less likely to complete their homework projects. By providing the materials and time this should address the problem.	2 & 4
Targeted families will receive additional visits from and workshops with school staff and 'Attend' staff to help them improve attendance	At Flash Ley last year, the work with 'Attend' had a very positive impact and reduced numbers of PA pupils significantly. Pupils are more likely to succeed when they attend school consistently.	3 & 4
Behaviour mentor will complete a range of training (including CAMHS, parent workshops and attachment disorders) in order to offer a wider range of workshops and interventions to help address emotional and behavioural issues. ELSA, Nurture and Healing Together sessions to be offered to pupils needing additional support.	EEF - Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues. Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.	3 & 4

Total budgeted cost: £119,850

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 2023 to 2024 academic year.

Challenge 1 & 2						
Data						
KS1	No. of pupils			% working at ARE		
	All	Dis	Other	R	W	M
Year 2	28	9	19	68	71	75
Year 1	23	11	12	61	61	65
% Exceeding ARE						
	R	W	M			
Year 2	04	0	0			
Year 1	13	0	0			
KS2	No. of pupils			% working at ARE		
	All	Dis	Other	R	W	M
Year 6	34	14	10	74	74	65
Year 5	28	6	22	75	64	82
Year 4	27	14	13	70	74	78
Year 3	29	13	16	69	55	69
% Exceeding ARE						
	R	W	M			
Year 6	0	0	0			
Year 5	0	0	19			
Year 4	11	4	18			
Year 3	7	0	0			

Attending Extra- curricular activities

Autumn -26 pupils 32% of **PP** funded pupils, 13% overall

16 pupils 43% pupils with **SEND**, 8% overall

Spring – 33 PP pupils - 47% of **PP** pupils, 16% overall

4 pupils 11% pupils with **SEND**, 6% overall

Summer – 38 pupils 54% of **PP** funded pupils, 19% overall

15 pupils 35% of pupils with **SEND**, 8% overall

Pupil Voice evidenced - Increased engagement

Development in love of reading

- Reading Library
- Reading For Pleasure
- Reading Journey
- ERIC sessions
- Increased use of library
- Reading Den's

Reading Eggs monitored and replaced

Purchase of engaging texts

Extension of Accelerated Reader across Key Stages

Whole school book focus weeks – including classics to ensure breadth of reading experiences

Continued analysis of Lexia. License adjusted to ensure appropriate usage.

EP Recommended Literacy Approach – Staff trained and now implemented across Key Stage 2

Additional intervention teacher in KS1 and KS2

Wide range of vocabulary evident in writing

Learning walls

Book Look evidence shows children using wider vocabulary

Daily vocabulary teaching - explicit teaching and learning

Rich learning environment - vocabulary rich

Paired talking partners - PP/Non - mixed ability to develop vocabulary

Continued focus and effort to embed vocabulary rich environments throughout the school.

Ensure secure consolidation of previous year objectives.

The expectation for Quality First Teaching in all classes in SPAG will continue.

All staff aware of the previously taught year objectives.

Staff to ensure subject specific vocabulary is taught and revisited often.

Monitoring evidence – Book Look

Marking at the point of Learning

Impact shown through Teacher Observations & Book Scrutiny

Teacher on the move - addressing issues and misconceptions

Evidence in books of children progressing through their learning

Evident through colour of pen to signal time of marking

Children not seated by ability

Paired learning

100% of children not at ARE receive intervention from CT – discussed at PP meetings/RAP document/Intervention timetables

New texts bought for selected classes

Texts per class in KS1

Challenge 3 & 4

Beginning to develop consistency across the school

Superhero board in every classroom

Children are using Growth Mindset vocabulary – Evidencing self-belief

Y6 – Resilience Training

ELSA sessions

Whole staff training on Resilience from EP service

Children have thoroughly enjoyed accessing Forest School.

School will continue to develop Forest School opportunities.

EYFS Lead trained

Summer holiday club 4 weeks for all PP children

Online learning further developed to ensure quality experiences for children that are shielding or in isolation.

Regular phone contact

Use of SEESAW platform to support online learning when needed

Attendance 2021-2022

PP attendance for year 2023- 2024 – %

Whole school attendance for year 2023 -2024 – %

Nurture Group sessions

ELSA sessions

Qualified ELSA, Mental Health, Restraint training, Mindfulness, Wellbeing

Online Parent workshops delivered

The PP review findings state that 'The Nurture Lead plays an important role in supporting pupils with particular social, emotional or behavioural needs.'

ACE's training to be accessed by all staff

PP children are accessed support through the Hope project/Nurture this has a direct impact on attendance and learning behaviours.

Agencies involved include Autism Outreach Provision, Behaviour Support, Educational Psychologist, CAMHS and Social Services

Resilience workshop took place

Autumn Term 2020 for Year 6 children

Wellbeing/anger management/regulating emotions sessions Y5

Staff attended virtual ACE's training. (Adverse Childhood Experiences)

Staff attended Educational Psychology Training on Resilience.

SENCo & Staff accessed Emotion Coaching training

Wellbeing sessions – Anger Management, Regulating Emotions workshops

Stretch and Smile sessions

X-Hail sessions

Healing Together sessions

RADY - All staff trained extensively

Developing across the school

Raised awareness of disadvantaged children and their needs

Whole school approach

Raising aspirations for our children

Experiences provided included –

Choir

Laptops

Cooking

Reading Eggs

Enrichment –

1:1 reading

Guitars

Steel drums

Stafford Gatehouse

Forest School

Sing Up

Farm visit

African Dancing

X-Hail

National Trust

Martial Arts

Adopt a Chef

Sandon Hall

Think Bricks Education

Story teller

Poet

Viking Day

Stone age Day

Beaudesert Camp

Trip to Alton Towers

Stretch and Smile sessions

Swimming

STOMP

Farm visit

X-Hail Meditation sessions

Language Nut

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
Lexia	Lexia Learning
Healing Together	Innovating Minds
Little Wandle	Wandle Learning Partnership

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Reading Phonics
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made expected progress