

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	188
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2029
Date this statement was published	June 2026
Date on which it will be reviewed	June 2029
Statement authorised by	Joanne Banks
Pupil premium lead	Sarah Rogers
Governor / Trustee lead	Gavin Tuach

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,040
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	£139.040

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 inclusive 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 support all children to believe they can achieve, creating and nurturing a strong family and inclusive ethos within our school being careful to address social, emotional, mental health and wellbeing 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 experiences inclusive of all pupils 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 firmly believe all pupils deserve a well-rounded, culturally rich education.
We strongly 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 can also mean they have a more limited vocabulary or speech and language difficulties when compared to other children in our school.
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.
3	Due to the home experience of some of our PP children, they present with trauma, attachment, mental health, emotional or social issues. This means that they are more likely to display challenging behaviour, sensory, wellbeing or emotional issues, impacting achievement in lessons or attendance at school.
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.

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>Increase in percentage of children reaching ARE or above in reading.</p>
<p>Children with difficulties in Speech, Language and Communication will be identified, supported and referred in a timely manner and school will provide a rich, whole-school communication environment.</p>	<p>Improved outcomes for children in Literacy and Phonics, with increased percentages of children reaching ARE in reading and writing.</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. Increased percentage of children reaching ARE or above in writing. Positive engagement in Forest School. Increased confidence in wide range of physical activities through enjoyment of Progressive Sports.</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 help to prevent missing lessons or negative behaviours. 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.</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

Budgeted cost: £72,521.40

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 continued.</p> <p>Lexia programme to be used to enhance learning for some pupils.</p> <p>Home learning platforms embedded.</p> <p>EP Recommended Literacy Approach interventions to be implemented.</p> <p>EPATT Maths intervention to be embedded.</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 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>Flashback approach to revisit and preteach.</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>

<p>Teachers will embed the growth mindset approach through use of our Super heroes. This will ensure they adopt this approach in the classroom.</p> <p>Teachers will receive ongoing training and resources to support them in teaching and caring for children with social, emotional and mental health issues.</p> <p>Children will have access to a wide range of wellbeing/emotional and social support interventions.</p>	<p>EEF - Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months' additional progress.</p>	3
<p>Teachers will provide feedback to pupils through marking and intervention during lesson to ensure progress is made and misconceptions are addressed immediately.</p>	<p>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.</p>	1, 2 & 3

Targeted academic support

Budgeted cost: £45,919

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Lexia – in previous years has been successful in helping children make accelerated progress and reach ARE.</p> <p>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</p>	1
<p>All PP children will experience 10 'wow days' as part of their Flash Ley Curriculum.</p> <p>Sports coaches</p> <p>Progressive Sports</p> <p>Visitors in school</p> <p>Focus days</p> <p>Forest Schools</p> <p>Summer holiday club</p> <p>Carnival Day</p> <p>Planetarium</p> <p>Junk Orchestra</p> <p>Silent Disco</p> <p>Inflatable or Foam Fest</p>	<p>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.</p>	1, 2, 3 & 4
<p>Targeted Maths intervention to address barriers through EPATT tool.</p>	<p>EPATT addresses the accuracy and fluency of numeracy skills and the generalising of these skills in application with proven excellent results.</p>	2

Wider strategies

Budgeted cost: £20,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Forest school days for all pupils throughout on rota basis through each half term, once a week.</p> <p>Progressive Sports sessions for all pupils.</p>	<p>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.</p>	2 & 3
<p>Opportunities within the school to support some PP children and their parents to share learning experiences.</p> <p>ERIC sessions</p> <p>Parent focus sessions</p> <p>Father's Day breakfast sessions</p> <p>Mother's Day Workshops</p> <p>EYFS Coffee Mornings</p> <p>SEND Coffee Mornings</p> <p>School Council Coffee Mornings</p> <p>Watch Me Learn sessions</p> <p>SEMH & Mental Health workshops</p>	<p>Previous monitoring has shown that some PP children are less likely to complete their homework. By involving parents and sharing learning opportunities this should improve understanding and engagement.</p>	2 & 4
<p>Targeted families will receive additional visits with school staff to help them improve attendance</p> <p>Attendance Boost Days</p> <p>Regular Attendance Analysis</p> <p>EWO meetings</p>	<p>At Flash Ley last year, the work had a very positive impact and reduced numbers of PA pupils significantly. Pupils are more likely to succeed when they attend school consistently.</p>	3 & 4
<p>A wide range of workshops and interventions to help address emotional and behavioural issues.</p> <p>ELSA, Nurture, Mindfulness and Healing Together sessions to be offered to pupils needing additional support.</p> <p>Development of Discovery Den for Nurture, Emotional and Social interventions.</p> <p>Development of Sensory Areas.</p> <p>Development of Wellbeing Ambassadors</p> <p>Parents Forum once a term</p> <p>Coffee Mornings once per half term</p> <p>Friends of Flash Ley</p> <p>Parents decide focus of sessions according to need</p>	<p>EEF - Positive impacts tend to be larger for targeted interventions, matched to specific students with particular needs or behavioural issues.</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes.</p>	3 & 4

Total budgeted cost: £139,040

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.

Challenge 1 & 2

Data

EYFS 74% GLD

YEAR ONE PHONICS 75%

YEAR TWO RESULTS (resits) 60%

YEAR 4 MULTIPLICATION CHECK

19/25 77%

20/25 77%

*no pass or fail mark

* 2 children disapplied

YEAR 6

SUBJECT	FLASH LEY	NATIONAL%	GREATER DEPTH	NATIONAL %
Reading	89%	75%	25%	33%
Writing	89%	72%	4%	12.8%
Maths	93%	74%	29%	26%

Combined Reading, Writing & Maths

Flash Ley 89%

National 62%

Attending Extra- curricular activities 2025-2026

Autumn -63 pupils **84% of PP** funded pupils, 44% overall

Spring – 71 PP pupils - **94% of PP** pupils, 38% overall

Summer – 54 pupils **72% of PP** funded pupils, 29% 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

Purchase of engaging texts

Reading Ambassadors
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.
EPATT Maths now also being embedded
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
Bucket Time Intervention in EYFS
Talk Boost

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 – Mental Health sessions – 1. Anxiety 2. SATS Pressure 3. Transition to High School
ELSA sessions
X-Hail sessions
Discovery Den
Beach Shed
Mindfulness Ninjas
Y2 Mood Bears
Whole staff training on Attachment and Trauma Aware Approaches
Children have thoroughly enjoyed accessing Forest School.
Children have thoroughly enjoyed accessing Progressive Sports – Skateboarding, Archery, Multi-Sports & Boxing.

School will continue to develop Forest School opportunities.
EYFS Lead trained
Regular phone contact

Attendance 2024-2025

PP attendance for year 2024- 2025 – 95.38%
Whole school attendance for year 2024 -2025 – 94.95%

Attendance 2025-2026

PP attendance for year 2025- 2026 – 95.16%
Whole school attendance for year 2025 -2026 – 95.80%

Sensory Room and Sensory Circuit resources

Discovery Den
 Nurture Group sessions
 ELSA sessions
 Qualified ELSA, Mental Health, Mindfulness, Wellbeing
 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 accessed by all staff
 Trauma and Attachment Aware Training accessed by all staff
 PP children are accessed support through Nurture this has a direct impact on attendance and learning behaviours.
 Agencies involved include Autism Inclusion Team, Occupational Therapy, SALT, Behaviour Support, Mental Health Support Team, Family Hub, Early Help, Educational Psychologist, CAMHS and Social Services
 Regulation, Anxiety, SATS stress, social media and Wellbeing, Understanding Low Mood workshop took place.
 X-Hail sessions
 Healing Together sessions
 Experiences provided included –
 Choir
 Laptops
 Enrichment –
 1:1 reading
 Guitars
 Keyboards
 Stafford Gatehouse - Dance
 Forest School
 Sing Up
 Farm visit
 African Dancing
 X-Hail
 National Trust
 Sandon Hall
 Think Bricks Education
 Story teller
 Poet
 Viking Day
 Roman Day
 Stone age Day
 Beaudesert Camp
 Trip to Alton Towers
 Swimming
 X-Hail Meditation sessions
 Language Nut
 Skateboarding
 Archery
 Multi Sports
 Boxing
 Standon Bowers
 Toothbrushing

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
Language Nut	Language Nut Ltd

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 Nurture
What was the impact of that spending on service pupil premium eligible pupils?	Pupils made expected progress