

The Green Flying High Academy

Pupil Premium Statement 2025-2026



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Green Flying High Academy
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	44/156 28% Pupil Premium
	F2 10/48 21%
	Y1 17/49 35%
	Y2 17/55 31%
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026
Pupil premium allocation this academic year	PP Funding Academic Year £68, 265
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jess Smith
Pupil premium lead	Jess Smith
Governor / Trustee lead	Amanda Potts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68, 265
Recovery premium funding allocation this academic year	N/A
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	£68, 265

Part A: Pupil premium strategy plan





Statement of intent

Every child deserves to be championed and is entitled to a fantastic start to learning. Our approach to learning is simple. We build strong foundations in relationships with our wider school community and our children at the very beginning of their time with us in order to learn about each individual child, their aspirations, preferences and circumstances as we believe that “No significant learning occurs without a significant relationship,” said James P. Comer (Comer, 2001).

We then use our knowledge and understanding of ALL of our children and community to strengthen relationships between home and school and plan and deliver an exciting and aspirational curriculum that inspires our children and our community. Our culture of ‘everyday excellence’ means we wholeheartedly live and breathe the belief that every single child deserves the very best education every single day-we make every day count.

We recognise that some of our children eligible for pupil premium may face challenges which are mirrored within the local community that we serve such as limited access to vital resources and enrichment opportunities for both adults and children. Some of our children eligible for Pupil Premium find themselves in amongst complex social issues like poverty, crime, and unstable family dynamics which further challenges our children. These challenges are often complex and as such, our work with community organisations, outside agencies, including the NHS and the Police Force, and our support of parents is absolutely crucial in ensuring our children develop holistically, socially and academically both in the home and at school and our families feel valued, seen and supported.

Our Curriculum vision has been designed by the entire staff team together through an excellent understanding of our community, our families and most importantly, our children. We know that our curriculum is relevant and contextually driven to ensure that our children are prepared for life in their community, in Modern Britain and 1beyond. Our curriculum is driven through the following principles and our vision is communicated through the acronym S.A.I.L. We want our children to be...

S Successful 	A Aware 	I Independent 	L Language Rich 
<ul style="list-style-type: none"> Our children are challenged to strive for excellence always. Our children are provided with learning experiences, which inspire our children to achieve their goals. Our children are engaged with opportunities to be aspirational through taking risks, asking questions, solving problems and evaluating their own learning and that of their peers. 	<ul style="list-style-type: none"> Our children are exposed to knowledge beyond their lived experiences to support their understanding and challenge their understanding. Our children are nurtured in a culture of kindness towards each other and others to give them a firm foundation in taking care of others. 	<ul style="list-style-type: none"> Our children are prepared for life in the modern world as we support them to take individual ownership of their learning and future learning. Our children are taught the resilience, integrity and independence that they will need through our curriculum and these skills will transfer into greater life choices for our children to achieve their goals. 	<ul style="list-style-type: none"> Our children are immersed in reading and language from the moment they become part of Team Green! Our children learn in environments drenched in aspirational vocabulary to foster an early love of reading and words. Our children are entitled to excellent opportunities to develop their oral skills in speaking and articulate their thoughts and opinions too.



At The Green, we strive to ensure and nurture the aspiration, achievement and success of every child despite challenges faced. The Pupil Premium Allocation has been strategically planned for to maximise learning and enrichment opportunities with a clear and consistent lens on our children eligible for the allocation.

Challenges

Challenge number	Detail of challenge
<p>1. To ensure a high-quality learning experience for Pupil Premium children so that the gap between PP and non-PP children continues to narrow</p>	<ul style="list-style-type: none"> • The Green is in the top 20% of areas by district across the country and in the top 10% of districts with the highest levels of adult illiteracy and limited employment opportunities, which has the potential to impact on a child's quality of experience • Many of our children have limited access to learning from home, reading at home, high-quality texts and experiences and consistent modelling of language structure that will support future learning • Due to our collaborative approach to our local nursery settings, we know that children eligible for pupil premium leave their private nurseries significantly behind their non-pupil premium counterparts in multiple early learning areas, particularly communication and language
<p>2. Poor communication on school entry – barriers with speaking & listening, understanding and lower levels of oracy and vocabulary for some of our pupil premium children.</p>	<ul style="list-style-type: none"> • The majority of our children on entry to F2 are from multiple childcare and foundation settings, with wide ranging expectations for learning, behaviour and communication and interaction • Children's communication skills are varied and the majority of pupils and typically, our pupil premium children assess significantly lower than their non-pupil premium peers in communication, language and understanding • Due to our collaborative approach to our local nursery settings, we know that children eligible for pupil premium leave their private nurseries significantly behind their non-pupil premium counterparts in multiple early learning areas, particularly communication and language • Oracy and language is often modelled incorrectly in the wider community and then children maintain this usage whilst in school. • Vocabulary is often minimal and language acquisition is more challenging • Post COVID NHS caseloads for SALT referrals have been reduced significantly and as a consequence, we are starting referral processes again.
<p>3. Social and emotional wellbeing of some pupil premium children, including a lack of emotional resilience, impacting on stamina for learning.</p>	<ul style="list-style-type: none"> • Pupil premium children in our setting are more commonly referred to our nurture support, Positive for Young People (P4YP) +20% more likely to be referred. • Parents of children eligible for pupil premium, based on evidence collected in school, are 5 times more likely to request support from or be referred to the Early Help service than their non-pupil premium counterparts • Families in receipt of pupil premium or eligible for free school meals are statistically more likely to be involved with external agencies such as Early Help and Social care which, for a variety of reasons, can impact children's emotional resilience • The recent cost of living crisis has had a huge impact on our families and our children. 18% of our children have disclosed that parents use the food bank or have food bought for their families by other people.
<p>4. Attendance rates for pupils eligible for Pupil Premium and lateness issues for some pupils who are eligible for pupil premium funding.</p>	<ul style="list-style-type: none"> • Some families do not hold the same value for school and education and do not see the impact of attendance on attainment and social developments for their child • Since COVID-19, school attendance has presented a significant challenge to schools across the country, including our school, and rates of school absence nationally have increased dramatically since COVID 19 with between 20 and 30% of primary and secondary age pupils being classed as persistently absent. • The recent cost of living crisis is, arguably, driving more families into poverty, and this is an underlying driver of poor attendance in families from lower and no-income groups • 2022-2023, The Green was in highest 20% of FSM persistent absentees across the country (IDSR) • 2023-2024, pupil premium and FSM attendance was broadly in line with national and attendance was not reported on IDSR. • 2024-2025 pupil premium and FSM attendance again was broadly in line with national and attendance was not reported on the IDSR.

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.

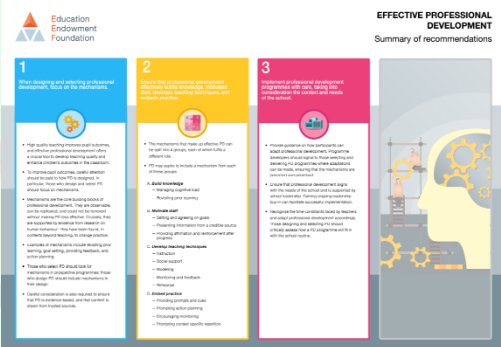
Intended outcome	Success criteria
<p>Challenge 1 To ensure a high-quality learning experience for Pupil Premium children so that the gap between PP and non-PP children continues to narrow</p>	<ul style="list-style-type: none"> • The percentage of children in receipt of pupil premium funding achieving ARE and above will meet or exceed national averages and match non-pupil premium pupils. • Children will demonstrate progress following quality first teaching and additional interventions. • Pupil interviews will show children in receipt of PP know more, remember more, understand more and are working broadly in line with their peers that are not eligible for pupil premium. • Pupils have access to consistent high-quality teaching and learning and a curriculum that is driven by high expectation and appropriate challenge. • Pupils will demonstrate rapid and sustained progress across academic year in all subjects based on their starting points. • Planning clearly identifies scaffolds/strategies which will meet the needs of PP children. • All teaching is good or better across both phases, and this is evident in lesson visits and pupil voice. • Evidence of improvements in outcomes of pupil premium pupils is evident in book looks with the children. • Pupil progress documentation clearly identify strategies additional to quality first teaching that will be put in place for PP children who are not reaching ARE. • PP children who are identified in Pupil Progress documentation will make accelerated progress between terms, with clear strategies identified for these pupils to ensure that progress is more likely.
<p>Challenge 2 To improve the language and oracy of pupil premium pupils enabling progress and increased confidence in all areas</p>	<ul style="list-style-type: none"> • All pupils demonstrate ambitious vocabulary in oracy, which is ultimately transferred to written work. • Ambitious and relevant vocabulary is on display in each classroom for each area of the curriculum • Vocabulary is mirrored across both indoor and outdoor provision in EYFS. • Vocabulary immersion is consistent across school and particularly there is parity across both early years classes and year 1 classes • Subject leaders work alongside year group staff to create age appropriate vocabulary mats/vocabulary on knowledge organisers • Aspirational language is promoted in school, across whole school displays and is consistently modelled by staff. • Reading Passport Bag in each class with a high-quality text to encourage shared early reading and talk at home. • Refurbished library space with ambitious reading vocabulary celebrated. Each class to have dedicated library time each week to celebrate reading and vocabulary development • Weekly Reading for Pleasure Assembly to celebrate high quality texts and language used by our children

<p>Challenge 3</p> <p>Behavioural, emotional and social support available for those pupils in receipt of Pupil Premium to provide them with strategies to overcome barriers to learning and achievement</p>	<ul style="list-style-type: none"> • Family Support Worker working effectively with key children & their families and liaising with SLT re in school support. • Boxall profiling and SDQ used to measure both need and then progress and to set individual targets for children. Pupil premium children with SEMH issues will make accelerated progress and achieve their end of year targets. • Parental and pupil feedback shows an improvement in positive attitudes towards school and learning. • Learning walks and behaviour analysis shows that children are able to self-regulate their behaviour
<p>Challenge 4</p> <p>To ensure our pupil premium children attend school regularly to maximise learning opportunities.</p>	<ul style="list-style-type: none"> • Attendance data will show attendance of pupil premium children is at least in line with non-pupil premium children 2024-2025 • Persistent absence or lateness is rapidly addressed using a graduated response and attendance team • Attendance policy is consistently and effectively communicated with parents, including system for fining. • Attendance meetings are pivotal in developing shared ownership of ‘make each day count’ culture for our children. • Children in receipt of pupil premium are offered free breakfast club spaces and graduated starts into school to ensure good punctuality and attendance • Each family/child is taken on a case by case basis with a solution focussed approach to finding the right outcome for the child • Initial attendance reviews designed to support families with any potential barriers to attending school

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £35, 365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school</p>	<p>EEF +5 months Mastery Learning Mastery learning is effective across the curriculum but more for reading, maths and science.</p> <p>‘The quality of teaching is arguably the single most important thing teachers and school leaders can focus on to make a difference in children’s learning.’</p>	<p>1,2,3</p>
<p>Lesson design in place to ensure children know more and remember more.</p>	<p>Rosenshine’s Principles of Instruction Sweller’s Cognitive Load Theory Ebbinghaus’ Forgetting Curve</p> <ul style="list-style-type: none"> • All of the above areas of research have heavily influenced both our lesson and curriculum design. 	<p>1,2,3</p>
<p>Focused CPL for all staff to develop effective delivery of phonics within Read Write Inc.</p>	<p>EEF +5 months Phonics An important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> • Termly work with RWI specialist to support both Early Reading Leader and staff understanding and implementation of new training into daily practise 	<p>1, 2</p>

Mastery approach in maths with investment in Power Maths	<p>EEF +5 months Mastery Learning Mastery learning is effective across the curriculum but more for reading, maths and science.</p> <ul style="list-style-type: none"> • Mastery learning keeps learning outcomes consistent but varies the time needed for pupils to become proficient or competent at these objectives. • On average, mastery learning approaches are effective, leading to an additional five months progress. 	1,2,3
High quality texts linked to enquiry learning, participation in Reading for Pleasure project	<p>EEF +6 months Reading comprehension strategies</p> <ul style="list-style-type: none"> • The use of high-quality books within the curriculum is at the heart of a successful approach to engage and support children to become motivated and independent readers. • Our curriculum is planned using high quality texts as the driver for our termly subject focus. 	1,2
Coaching and support in place for teaching staff, including ECTs, to develop high quality pedagogy and quality first teaching	<p>EEF +2 months Mentoring</p> <ul style="list-style-type: none"> • Effective professional development plays a crucial role in improving classroom practice and pupil outcomes 	1,2,3,

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

Budgeted cost: £25,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff are trained to deliver phonics effectively and use evidence based whole-class teaching interventions.	<p>EEF +5 months Phonics An important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> • In addition to RWI phonics groups, whole class phonics teaching interventions delivered daily by support staff • Daily 1:1 reading for spotlight children and weekly reading for all children • Continued weekly coaching sessions for staff to support continued CPL opportunities for all 	1,2
Additional RWI Phonics sessions 1:1 with a TA for the spotlight children in FS, Y1 and Y2.	<p>EEF +6 One to One Tuition One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time.</p> <p>‘One to one tuition can be effective, delivering approximately five additional months’ progress on average <i>Evidence indicates that one to one tuition can be effective</i></p> <ul style="list-style-type: none"> • Daily 1:1 reading for spotlight children • Weekly 1:1 reading for all children 	1,2

	<ul style="list-style-type: none"> Additional 1:1, 1:2, 1:3, 1:4 phonics sessions based on half termly assessments. 	
1:1 intervention for all children with speech and language barriers	EEF +6 One to One Tuition EEF +6 Oral Language Interventions <ul style="list-style-type: none"> The average impact of oral language interventions is +6 months. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. 	2
A clear, robust and graduated approach to improving attendance	EEF +4 Parental Engagement EEF+4 Social and Emotional Learning Support School Attendance-Reflection and Planning Tool <ul style="list-style-type: none"> Addressing the most significant non-academic barriers to success – attendance, behaviour and social and emotional support. Attendance is one of the most significant non-academic barriers to success and impacts our children with particular vulnerability factors more significantly. 	1,2,3,4

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

Budgeted cost: £ 6890 per year

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker (1 day per week) provides individual targeted support to children and families	EEF +4 months Parental Engagement EEF+4 months Social and Emotional Learning <ul style="list-style-type: none"> DFE - Supporting the attainment of disadvantaged pupils - Nov 2015 'Successful schools have strong social and emotional support strategies to help pupils in need, including through working with their families 	3,4
Support for children with complex learning, behaviour and emotional needs. SENCO release time 3 hours a week.	EEF +4 months Behaviour Interventions EEF +4 months Individualised Instruction <ul style="list-style-type: none"> Supporting pupils eligible for Pupil Premium funding through SENCO release time 1 day a week 	3,4

School contribution to trips, visits and visitors	<p>EEF +3 months Arts Participation EEF +3 months Extending School Time</p> <ul style="list-style-type: none"> ‘One third of school leaders said that they had used the Pupil Premium to subsidise or fully fund educational trips...for specific pupils.’ Ofsted The Pupil Premium (published 2012) 	2,3,4
After school clubs	<p>EEF +3 months Arts Participation</p> <ul style="list-style-type: none"> This has previously shown to have a positive impact for pupil premium children in our school and enables them to have equality of opportunity with their non-PP peers. Pupil voice shows that our children eligible for pupil premium show significant enjoyment for our enrichment opportunities and enjoy particular 	2,3,4

Total budgeted cost: £44, 400

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.

EYFS

- Target GLD (Good Level of Development) 82%
- Actual Summer 2025=85%
- PP Actual 75% (Autumn PP gap 43%, Summer PP gap 10%)
- **FHP Average for GLD: 75%. The Green exceeded this by 10%.**
- **National Average: 68%. The Green exceeded this by 17%.**
- Surpassed target by 3%
- 33% reduction in Pupil Premium attainment gap between September 2024 and July 2025
- Our Pupil Premium children matched Flying High Partnership non-pupil premium average for GLD.
- Our Pupil Premium children and our non-Pupil Premium children outperformed ALL national averages!

Key Stage 1

Phonics Year 1

- Target 93%
- Actual 95%-This is the highest ever % our school has achieved since PSC was introduced.
- 85% of children with SEND passed
- 89% of children eligible for PP passed.
- **FHP Average for Phonics: 88%. Our pupil premium children outperformed the FHP average for non-pupil premium children.**
- **National Average: 80%. Our pupil premium children outperformed the national average for non-pupil premium children by 9%.**
- 85% of SEND children passed. Outperforming national SEND average by 53%

Intended outcome	Success Criteria
Pupil premium pupils make expected or accelerated progress to achieve the expected standard at the end of KS1.	<ul style="list-style-type: none"> • Attainment of PP children at the end of KS1 exceeded national in all areas. • PP children have access to a rich variety of authors and texts and have reported an increased pleasure in reading. • PP children across school with gaps in reading, phonics or maths knowledge are given quality first teaching and targeted intervention to increase attainment.
To follow a high quality systematic synthetic phonics programme of proven effectiveness with rigour so that a greater number of pupil premium children pass their phonics screening in Year 1.	<ul style="list-style-type: none"> • 9% of children passed the PSC, with 89% of children eligible for pupil premium passing their phonics screening • Children eligible for pupil premium are prioritised for small group or individual intervention
To ensure our pupil premium children attend school regularly to maximise learning opportunities.	<ul style="list-style-type: none"> • PP attendance was 93.4% compared to non-PP attendance of 94%. Within that, there are individual successes – eg a PP child whose attendance has risen from 67% to 93%.
Behavioural, emotional and social support available for those pupils in receipt of Pupil Premium to provide them with strategies to overcome barriers to learning and achievement	<ul style="list-style-type: none"> • PP families receive support from our family support worker and SENCO to enable them to have a positive view of school and attend regularly. • Parental and pupil feedback shows an improvement in positive attitudes to school and learning and more positive mental health. • Through learning walks, it has been seen that children are better able to self-regulate their behaviour. Behaviour incidents of note have reduced significantly.
To ensure our pupil premium children access extra-curricular opportunities and develop strong cultural capital	<ul style="list-style-type: none"> • All pupil premium children given extended opportunities to access extra-curricular opportunities • Funding for pupil premium children to access external clubs and clubs during school time

Externally provided programmes	
Programme	Provider
Read Write Inc.	Ruth Miskin
Family Support	P4YP