

Pupil premium strategy statement – The Flitch Green Academy

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 outcomes for disadvantaged pupils last academic year.

Learning for Life

Our vision is to 'provide creative learning experiences, which will inspire and challenge our children to maximise their academic potential ensuring children leave us as honest, kind and respectful young people, equipped with the skills to continue their journey as life-long learners'.

School overview

Detail	Data
Number of pupils in school	284
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 review 2025-2026 strategy
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Claire Smyth
Pupil premium lead	Claire Smyth
Governor / Trustee lead	Katie Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£45,450

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face are able to fulfil the school's vision. At Flitch Green Academy:

- Develop a strong worth ethic both for their own benefit and the benefit of others*
- Develop practical and social skills that support the transition to secondary school*
- Develop through the teaching of our key values, self-respect and respect for others, whatever their race, religion, ability or culture*
- Gain the skills to work independently, either on their own or as part of a group and take responsibility for both them and others.*

To achieve this Flitch Green academy will:

- Ensure equal opportunities for all and promote the British values*
- Work in a partnership with parents/carers, the local community and partner schools*
- Provide a safe and secure environment where children will feel safe, happy and supported both pastorally and academically*
- Plan and deliver a relevant curriculum which is inclusive, challenging and creative*

To help achieve this vision we use focus on key life skills that promote values:

Value	Skills
Respect	Honesty, politeness, responsibility and care for others
Resilience	Perseverance, flexibility and independence
Collaboration	Working together and communication
Creativity	Individuality, self-reflection and problem solving

Children must be in a “good place” to learn. This means being valued, feeling safe and with the people and resources around you to make progress. This is particularly true for our pupil premium cohort. Teaching, learning and modelling good values will be essential for their growth.

High quality teaching is at the heart of our approach with the intention of achieving best possible outcomes for disadvantaged pupils in all areas and especially the core subjects of English and mathematics. However, we strongly believe pastoral care,

positive mental and physical health are the firm building blocks that must be in place before successful learning can take place. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected. To ensure they are effective we will:

- *Ensure disadvantaged pupils are challenged in the work that they are set*
- *Ensure early interventions identify possible barriers to learning and address these quickly*
- *Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*
- *Build relationships with families to ensure good understanding of need and barriers to achievement*

Education Endowment Foundation's evidence informed tiered approach, which helps school allocate spending across 3 key areas: developing high quality teaching, for example through professional development and recruitment and retention; providing targeted academic support, such as one to one or small group tuition; tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing. These key areas are reflected in our strategy and rooted in the decision making for the approaches and activities highlighted to support pupils in receipt of the pupil premium grant or who are identified as from disadvantaged backgrounds.

Challenges

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

Challenge number	Detail of challenge
1	Attendance. In 2022-2023 PP attendance at Flitch Green academy was 85.1% and 61% of PP children were persistently absent. In 2023-2024 PP attendance was 84.4% with persistent absenteeism at 55.9%. In 2024-2025 was 84.3% and PA was 69.2%. With this level of attendance it is very difficult to close the gap in attainment.
2	Wellbeing – high levels of anxiety and SEND within children in receipt of PP funding. 45% of those in receipt of PP funding are also SEND. Observations have continued to show an increased in social and emotional difficulties resulting in lower self esteem and confidence.
3	Core skills in reading, writing and maths are a concern – gap in attainment has risen with high absence leading to gaps in knowledge in key areas.

4	A focus on developing relationships with families and establishing further links with external stakeholders will promote attendance and compliment the curriculum.
---	--

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
Attendance	Attendance figures for disadvantage improve this year Improved attendance supports reduction in attainment gap Pupils feel a sense of belonging and valued as part of school life
Self-esteem and wellbeing	Improved attendance boosts confidence and self esteem Mentoring and other pastoral support allows children to develop positive relationships within school with both adults and children resulting in ability to identify further barriers to engagement and achievement Pupil voice demonstrates children feel supported emotionally and academically Opportunities for extra-curricular activities boost confidence
Core skills in literacy and maths improve through increased stamina and targeted intervention	Outcomes for disadvantaged pupils show improved levels of attainment Teachers use provision maps to outline support for pupils in English and maths High quality ordinarily available and quality first teaching using modelling and five part lessons boost progress Additional measures such as small group teaching and interventions support progress Training for LSAs in high quality teaching initiatives boost progress
Development of writing and maths pedagogy across school to lower cognitive load	Five-part lessons and high-quality teacher modelling support all children to attain. Cognitive load is reduced as structure of lessons are familiar and allow for revisiting of key information.
Focus on oracy	Increased focus on promoting oracy in school supports confidence and equity of engagement. Staff training ensures all children are benefitting from this approach

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training – training for all staff focused on Oracy, Ordinarily available and pedagogy of 5 part lessons with focus on modelling. This has included training for Learning support assistants to ensure approaches are consistent across the school. Training has also begun on the Trauma perceptive practice	According to the Education Endowment Foundation (EEF), oral language interventions and oracy approaches have a high impact on pupil outcomes, yielding an average of +6 months' additional academic progress over the course of a year. This evidence is designated by the EEF as a high-impact, very low-cost strategy for raising attainment, with particularly strong benefits recorded for disadvantaged. According to the Education Endowment Foundation (EEF), high-quality modelling is classified as a foundational pillar of effective explicit instruction and metacognition. Modelling strategies are central to interventions that yield an average of +7 months' additional academic progress over a year. It is heavily proven to prevent cognitive overload which is particularly relevant to support disadvantage. Approaches such as TPP will help school staff to identify and improve mental health and wellbeing and support children to achieve their potential.	1, 2, 3 and 4

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

Budgeted cost: £ 30,678

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing to deliver small group support and interventions	The EEF cites the benefit (+4 months) of smaller group teaching, especially in disadvantaged groups. TA and HLTA assigned to interventions including Little Wandle Keep up programme, handwriting support and small maths teaching groups (focus on fundamental skills).	1, 2 and 3
Accelerated reader	Accelerated reader programme motivates all children to read more through engaging quizzes and goal setting. Develops comprehension and fluency skills. Star reading tests allow for analysis of key groups.	3
Little Wandle Phonics scheme	Teaching early reading skills such as phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds (EEF 2024).	3

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

Budgeted cost: £ 13772

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing to deliver regular mentoring to disadvantage	Ensuring all children are emotionally ready for learning is vital. Maslow's hierarchy of needs states that emotional wellbeing is key to motivation. The EEF Teaching and Learning Toolkit highlights that mentoring often triggers much stronger, non-academic benefits—including significant improvements in school	1, 2 and 4

	attendance, attitudes to learning, and classroom behaviour. During the week the staff member assigned to pupil premium covers: social and emotional support through 1:1 mentor check ins.	
Social skills work	Targeted interventions to support social skills such as Circle of friends and time to talk interventions as cited in school behaviour policy. Unity school research Oct 2022 cited that pupils should be supported to have good friends and have meaningful interaction with peers. According to the Education Endowment Foundation (EEF), targeted social skills groups and broader Social and Emotional Learning (SEL) interventions have a positive impact on academic outcomes, yielding an average of +3 months' additional progress over the course of a year.	1, 2
Residentials	It is vital that pupil premium children feel valued and enable them to participate in and enjoy all school trips	2 and 4
Uniform	School uniforms can create a sense of identity and community and help children feel settled and reduce peer pressure (DFE education hub 2023).	1, 2 and 4

Total budgeted cost: £ 45,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment gap continued to be stubbornly wide in all statutory assessment outcomes last year:

EYFS: Only 1 pupil – 0% GLD

Y1 phonics: 50% pass (only 2 children in cohort)

Small cohort of 4 children for Year 6 in 2025.

KS2 reading: 25% - reduced attainment from 2024 and 2023. Gap to national non disadvantage widened

KS2 writing: 25% - slight improvement on 2024 – overall attainment for year group 43%

KS2 maths: 50% attainment – improvement on 2024 – gap to national non disadvantage significantly reduced

KS2 combined: only 25% of children were age related in end of KS2 in RWM. Non disadvantaged was 38%

MTC – no child scored 25/25 - 4 children in cohort

FSM attendance 24-25 = 87.9% - a 3% improvement from last year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.