

Pupil premium strategy statement – Flying High Academy Ladybrook

This statement details our school's use of pupil premium (and recovery 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.

School overview

Detail	Data
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	32.7%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	September '26
Date on which it will be reviewed again	September '27
Statement authorised by	Evie Scarborough
Pupil premium lead	Kelly Rose
Governor / Trustee lead	Caroline Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196,300
Total budget for this academic year	£196,300

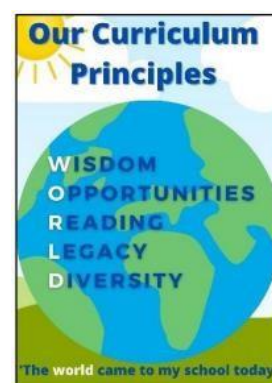
Part A: Pupil premium strategy plan

Statement of intent

At The Flying High Academy Ladybrook, we embrace the privilege of working with pupils who may face additional challenges in their lives, recognising their potential as a gift to nurture rather than a problem to solve. Every child, regardless of background, deserves the opportunity to flourish and contribute meaningfully to school life, leaving a legacy of positive impact.

Our curriculum is guided by **WORLD** principles:

- **Wisdom:** Equipping pupils with knowledge and skills to excel academically and in life.
- **Opportunity:** Providing access to experiences that inspire and broaden horizons.
- **Reading:** Cultivating a love for reading as a gateway to learning and imagination.
- **Legacy:** Encouraging pupils to leave a lasting, positive mark on their school and community.
- **Diversity:** Celebrating differences and creating an inclusive environment where everyone belongs.



We hold unshakeable expectations for every pupil, never limiting their potential based on circumstances but instead providing the tools and confidence they need to thrive. Through high-quality teaching, bespoke interventions, and an extensive pastoral offer, we ensure every child feels ready to learn, grow and succeed.

By addressing barriers, enriching opportunities and nurturing each child's potential, we aim to empower every pupil to not only achieve their best but also to become active contributors to our vibrant school community. At The Flying High Academy Ladybrook, we believe in making every day count and ensuring that every child's future is filled with possibility and purpose.

Challenges

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

Challenge number	Detail of challenge
1. Absence - including persistent absence	Absenteeism, including persistent absence, is a particular challenge for children in receipt of pupil premium at The Flying High Academy Ladybrook, where around one in three pupils (32.3%) are disadvantaged and the school serves a community in the top 20% most deprived districts nationally. Many families experience long-term deprivation, low income, and employment instability, which can make consistent attendance more difficult. Although overall attendance (95.3%) is above national and persistent absence (12.8%) below national, disadvantaged pupils remain more vulnerable to lower attendance rates. When these children are absent, they miss the high-quality teaching, pastoral care, and targeted interventions that help close gaps caused by disadvantage. In a context where language, early reading, and vocabulary development are already key priorities, regular attendance is essential to breaking cycles of deprivation and ensuring equitable outcomes.
2. Attainment – diminishing the difference	The attainment gap between pupils in receipt of pupil premium and their non-disadvantaged peers remains a key challenge for The Flying High Academy Ladybrook because it reflects the deeper impact of long-term deprivation within our community. With around one in three pupils (32.3%) eligible for pupil premium and the school serving an area ranked in the top 20% most deprived nationally, many children face barriers linked to poverty, low parental education, and limited access to enrichment opportunities. While overall attainment across the school is above national averages, in-school gaps persist, particularly in writing and for pupils with SEND. These disparities limit the life chances of disadvantaged pupils and restrict social mobility — children are at risk of leaving primary school without the same academic foundation or confidence as their peers. Closing the attainment gap is therefore central to our mission: through our values of Care, Wisdom and Legacy, we aim to remove barriers, raise aspiration, and ensure that disadvantage is never a predictor of a child's future success.
3. Communication opportunities – oral language and vocabulary	Communication opportunities are a significant challenge for The Flying High Academy Ladybrook, particularly given our community context of long-term deprivation and a rising number of pupils with English as an additional language (17%). Research highlights that by age four, children from language-rich homes may have heard up to 25 million more words than those from disadvantaged backgrounds (Hart & Risley, 1995). This “word gap” has a profound impact on vocabulary, comprehension, and later attainment across all subjects. Many of our pupils enter school with limited language experiences, which affects their ability to express themselves, access learning, and engage confidently in discussion. In a community where vocabulary and communication underpin equity, addressing this gap is essential. Our curriculum focus on talk, reading, and language-rich experiences—through phonics, oracy development, and targeted interventions—aims to close this disparity and give every child the voice and confidence needed for learning and for life.

4. SEMH – supporting children to thrive	SEMH needs present a significant barrier to learning at The Flying High Academy Ladybrook, particularly within the context of high deprivation and the lasting impact of the COVID-19 pandemic. Many of our families face challenges linked to poverty, housing instability, and limited access to external support services, which have been further stretched or reduced post-pandemic. As a result, the school often acts as the first and sometimes only point of support for children's emotional wellbeing. Increased anxiety, attachment difficulties, and emotional dysregulation are evident, particularly among pupils with complex SEND or social care involvement. This places additional pressure on staff and resources, as the school must deliver extensive pastoral care in the absence of consistent external services. Addressing SEMH needs is therefore central to ensuring pupils are emotionally ready to learn, able to engage positively in school life, and equipped to thrive beyond the challenges of their community context.
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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
To ensure our children in receipt of Pupil Premium attend school regularly to maximise learning opportunities.	Attendance rates for children in receipt of Pupil Premium are at least in line with or exceed those of their peers by the end of the 2026-2027 academic year. A reduction in the percentage of children in receipt of Pupil Premium classified as persistently absent compared to the previous academic year will occur. Increased punctuality among children in receipt of Pupil Premium, evidenced by fewer instances of lateness. Successful implementation of tailored interventions, with documented progress for families supported through attendance meetings and other measures. High uptake of breakfast club spaces by children in receipt of Pupil Premium, contributing to improved attendance and punctuality
To ensure a high-quality learning experience for children eligible for Pupil Premium so that the gap between PP and non-PP children continues to narrow.	The attainment and progress of children eligible for Pupil Premium funding will meet or exceed national averages and align with those of their peers not in receipt of Pupil Premium. Pupils eligible for Pupil Premium will demonstrate rapid and sustained progress in all subjects across the academic year. High-quality teaching, a challenging curriculum and tailored interventions will result in measurable improvements in pupils' outcomes and their ability to access and succeed within the curriculum. Pupil interviews and work scrutiny will reflect enhanced knowledge, understanding, and retention comparable to their peers.

	Pupil progress documentation will highlight the effective use of planned scaffolds and strategies, with clear evidence of targeted support and accelerated progress for those not yet reaching age-related expectations. Improved outcomes will be evident in pupils' work, assessments and their confidence in articulating their learning.
To improve the language and oracy of pupil premium pupils enabling progress and increased confidence in all areas	All pupils, including those in receipt of Pupil Premium, demonstrate confident use of ambitious and relevant vocabulary in both spoken and written work. Vocabulary immersion is evident across the school, with consistent displays in classrooms, EYFS outdoor areas, and across Early Years classes using dual coding. Vocabulary to be taught explicitly in lessons following the Walkthru 'deliberate vocabulary development', with oracy opportunities to be planned into lessons explicitly. Age-appropriate vocabulary mats and knowledge organisers, developed collaboratively by subject leaders and year group staff, are effectively used to support teaching and learning. Aspirational language is consistently modelled by staff, reflected in whole-school displays, classroom interactions, and pupil outcomes. Increased engagement in reading and vocabulary-rich discussions is evident. The refurbished library space is actively used to promote ambitious vocabulary, with all classes engaging in regular, dedicated library sessions. Pupil voice and book looks reflect improved vocabulary knowledge, retention and its transfer into written work.
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	Pupils in receipt of Pupil Premium demonstrate improved emotional resilience, self-regulation, and social skills, as observed through behaviour logs, pupil voice and teacher feedback. A reduction in incidents of challenging behaviour is evidenced by school behaviour records and pastoral reports. Learning walks and behaviour analysis shows that children can self-regulate their behaviour more often. Pupils accessing behavioural, emotional and social support interventions show measurable improvements in their engagement with learning, reflected in academic progress and attendance data. Tailored SEMH strategies and interventions are consistently implemented and reviewed for effectiveness, with evidence of positive impact recorded in individual pupil progress plans. Staff across the school confidently apply strategies to support the social, emotional and behavioural needs of children in receipt of Pupil Premium pupils, as evidenced through observations and staff feedback. Pupils report increased confidence in managing emotions and building positive relationships, demonstrated during structured activities and unstructured times (e.g., playtime and group work). Parental and pupil feedback shows an improvement in positive attitudes towards school and learning.

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: £92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school.	'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=chatgpt.com	2,3,
Lesson design 'learning journey' in place to support granular learning and promote learning in the long-term memory.	Rosenshine's Principles of Instruction have influenced our lesson design: https://www.aft.org/sites/default/files/Rosenshine.pdf As has Sweller's Cognitive Load Theory: https://www.instructionaldesign.org/theories/cognitive-load/	2
Work with the Flying High Partnership lead practitioners to support CPL to ensure teaching is high-quality and effective in English and Maths	Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
Early Reading Leader to provide CPL and coaching for teachers and TAs	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com	2,3
Assessment procedures highlight gaps in learning to	Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2

inform high-quality teaching	evidence/guidance-reports/literacy-ks2?utm_source=chatgpt.com	
Effective assessment in place across the curriculum to ensure children know more and remember more	What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacherhead- consulting, UK https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf	2
FFT aspire targets used to provide ambitious targets for all pupils	Setting ambitious targets for all pupils is a key strategy to enhance educational outcomes. The Fischer Family Trust (FFT) provides the Aspire platform, which offers personalised estimates and benchmarks to support schools in this endeavour. By utilising FFT Aspire, educators can set challenging yet attainable goals tailored to individual student needs, thereby promoting higher achievement levels. Research indicates that when teachers set appropriately ambitious goals, students are more likely to make significant progress.	2
Coaching and support in place for teaching staff, including all ECTs, to develop high-quality pedagogy and quality teaching	Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. https://walkthrus.co.uk/	2

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions to support language development, literacy and numeracy	Teaching Assistant interventions can be targeted towards pupils that require additional support and can help pupils overcome barriers to learning and 'catch-up' with higher attaining pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2,3

Teaching assistant deployment and interventions- Support high quality provision within the classroom.	There is good emerging evidence that TAs can provide noticeable improvements to pupil attainment. TAs are work well, alongside teachers, in providing excellent supplementary learning support. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1727281811	2
Phonics intervention	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3
Oral language intervention	There is evidence to suggest that pupils from lower socioeconomic backgrounds may benefit from additional opportunities to develop early language and speech skills, helping them reach the same level of proficiency as their more advantaged peers in developing early language and speech skills, which may affect their school experience and learning later in their school lives. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3
Reading comprehension interventions	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2,3
After-school boosters.	There is some evidence to suggest that pupils identified as disadvantaged might benefit more from additional school time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2
A clear, robust and graduated approach to improving attendance	Addressing the most significant, non-academic barriers to success – attendance, behaviour and social and emotional support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=chatgpt.com Attendance is one of the most significant non-academic barriers to success. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=chatgpt.com	1

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

Budgeted cost: £41000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Champion	Research shows that access to inspiring role models and tailored interventions can boost literacy levels among children eligible for Pupil Premium. Alongside running reading groups, our reading champion can provide personalised book recommendations and create engaging reading activities, fostering a culture of reading that improves reading comprehension and writing skills. National Literacy Trust studies demonstrate that school programs fostering reading enjoyment correlate strongly with improved literacy outcomes.	2,3
Pastoral interventions	SEL interventions in education are shown to improve SEL skills and are therefore likely to support pupils identified as disadvantaged to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Breakfast and After-school club.	Breakfast clubs provide a reliable and welcoming start to the day encourages children to arrive on time and reduces absenteeism. Breakfast clubs particularly benefit children identified as disadvantaged who may face challenges at home that hinder punctuality. The nutritional benefit and increased concentration and behaviour levels can lead to academic successes with the EEF finding that two month's of progress over the course of the year can be made through attending breakfast club. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res After-school clubs often provide experiences that children identified as disadvantaged might not otherwise access, fostering self-esteem and skill development. The Sutton Trust (2017) noted that extracurricular activities promote resilience and aspiration, contributing to improved SEMH outcomes for disadvantaged pupils.	1,2, 4
EMUS & DART Life Skills	EMUS focuses on understanding emotions and self-regulation strategies, empowering children to recognise, label and manage their emotions effectively. This is particularly important for pupils identified as disadvantaged, who may experience higher stress levels due to socioeconomic challenges. Research by CASEL (Collaborative for Academic, Social, and Emotional Learning) shows that teaching emotional regulation leads to reduced anxiety, fewer behavioural issues, and	4

	improved academic outcomes. DART life skills programs teach coping mechanisms, problem-solving, and adaptive strategies for dealing with challenges. This is crucial for children eligible for Pupil Premium, who may have fewer resilience-building opportunities in their home environments. The EEF highlights that resilience-building programs can help reduce stress, improve focus, and foster a growth mindset, especially for pupils identified as disadvantaged.	
Free Bagels	Providing free bagels or other breakfast items (cereal) to all children upon arrival can have a meaningful impact on students' academic engagement, attendance, punctuality, and social, emotional, and mental health (SEMH), particularly for disadvantaged pupils. Providing all children with access to breakfast supports a positive and focused start to the day, ensuring every child has the opportunity to fully engage in their learning without barriers. The Education Endowment Foundation (EEF) reports that school breakfast programs positively impact pupils' concentration and energy levels.	1,4
Visits and residentials	Providing support for children eligible for Pupil Premium to participate in visits and residential trips is a highly effective way to enhance their academic engagement, social development, and SEMH. These experiences offer valuable opportunities to enrich learning and personal growth, ensuring all pupils can benefit equally from the broader educational curriculum. Studies by Natural England show that outdoor activities boost children's mental well-being and reduce symptoms of anxiety.	2, 3, 4
Forest School	Outdoor Adventure Learning provides opportunities for all pupils to engage in enriching activities that support personal growth, teamwork, and resilience, ensuring inclusive access for everyone. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	1, 4
Shine Intervention	Shine Interventions are targeted, small-group sessions designed to provide additional academic and emotional support to pupils who need it most. These interventions focus on narrowing attainment gaps by addressing specific areas of need, such as literacy, numeracy, and social-emotional skills. Delivered outside of core teaching time, Shine Interventions enable personalised, focused teaching in a supportive environment. Evidence from the EEF highlights the effectiveness of small-group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=chatgpt.com By fostering confidence, resilience, and academic improvement, Shine Interventions empower pupils to overcome barriers to learning and achieve their potential.	2, 3

HERTS for Learning	Herts for Learning (HfL) interventions provide targeted support to address key learning gaps and promote accelerated progress in literacy and numeracy. These structured, evidence-based programs are tailored to meet the needs of individual pupils, focusing on specific areas such as comprehension. Delivered in small groups or one-to-one settings, HfL interventions are designed to boost pupils' confidence and mastery of fundamental skills. Research supports the effectiveness of structured interventions, with evidence showing that pupils receiving targeted support can make significant additional progress. HfL interventions are a vital tool in enabling all pupils to access the curriculum and achieve their potential.	2, 3
Spotlight Readers & Additional Practice in Phonics	Spotlight Readers and additional phonics practice provide focused support to develop reading fluency, decoding skills, and confidence for pupils who may require extra help in mastering early literacy. Spotlight Readers sessions target specific pupils to deepen their engagement with high-quality texts and ensure regular practice in applying phonics strategies. Additional phonics sessions, aligned with No Nonsense systematic phonics programs, reinforce core learning and address gaps in understanding. Evidence from EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com demonstrates it is a highly effective strategy for improving early reading outcomes. This targeted approach supports pupils in becoming confident, independent readers, ensuring they can access and enjoy the wider curriculum.	2, 3, 1
Targeted support and feedback in lessons	Providing targeted support and feedback during lessons ensures that all pupils, particularly those with additional needs, receive the guidance required to make meaningful progress. This approach involves identifying individual learning gaps in real-time and addressing them through scaffolded support, precise instruction, and clear feedback. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com Targeted support and feedback not only clarify misconceptions but also build pupil confidence and independence, enabling them to access the curriculum and succeed in their learning.	2
Early Years Talk Boost interventions for pupils in F1 and F2	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3

Total budgeted cost: £180,000

Part B: Review of the previous academic year outcomes for disadvantaged pupils

1. Absence- including persistent absence.

24/25 academic year:

Attendance:

Combined: 95.2% (+0.4% compared to national)

CIROPP: 94.2% (+2% compared to national) - Which is more than 20 out of 20 similar schools (FFT)

CNIROPP: 95.8% (+/-0 compared to national)

GAP: -1.4%

Persistent Absenteeism:

Combined: 11.7% (+0.9% compared to national)

CIROPP: 21.4% (+5.2% compared to national)

CNIROPP: 10.8% (+7.18% compared to national)

GAP: -10.6

The attendance of CIROPP at FHAL has improved from 92.4% in 23/24 to 94.2% in 24/25. The gap between the attendance of CIROPP and the attendance of all pupils, was 1.87% in 23/24 and this has now closed to 1.4% in 24/25.

In 2024-25, attendance initiatives were considerably effective. The school has strengthened its attendance policy through the introduction of an attendance charter and a clear registration policy to ensure consistency and accountability across classes. A dedicated attendance team- comprising Mrs Adams (attendance officer and champion), Miss Sergeant (deputy champion), and Miss Scarborough (senior attendance champion)- work collaboratively to monitor attendance, identify patterns of concern and provide timely support. The pastoral attendance support system gives children who struggle to attend regularly a voice, enabling the attendance team to respond quickly to individual barriers. Additional provision such as the breakfast club helps ensure that pupils start the day positively and are ready to learn (6 CIROPP attended the breakfast club to assist with their attendance in the 24-25 academic year). Teachers are expected to communicate promptly with parents or carers if attendance drops below the school's target (95%) and to work closely with the attendance team to support improvement. Where needed, home visits are carried out alongside the child and family support worker to strengthen relationships and further offer tailored assistance. The school also provides individualised support to remove barriers with attendance- such as help with uniform, breakfast,

soft starts, and transport arrangements. In addition, each member of the Senior Leadership Team acts as a champion, conducting positive check-ins with their allocated group each half term to reinforce the importance of attendance and celebrate progress. Collectively, these actions demonstrate a proactive approach, underpinned by the school's core value of care- ensuring that every child, particularly those in receipt of pupil premium, attends school regularly and is supported to thrive.

As a testament to the effectiveness of the strategies put in place, FHAL received a National School Attendance Award for the Spring term of 24/25 for the top 25% of similar FFT primary schools in England.

Going forward, FHAL aims to further strengthen its graduated response to attendance by refining and embedding a clear tiered approach to support. This will include the introduction of push and pull meetings and attendance support plans, ensuring early identification and intervention for pupils whose attendance begins to decline. The Senior attendance champion and the attendance lead will continue to review attendance closely as part of weekly monitoring meetings, analysing trends and changes in patterns to ensure that concerns are tracked accurately and addressed swiftly. To further raise the profile of attendance across the school and promote a positive culture around coming to school every day, a new whole-school attendance incentive will be introduced, called 'The Great Class Race' - a fun inclusive initiative designed to generate excitement, healthy competition and collective responsibility for good attendance. Through these next steps, the school will continue to build on its strong foundations, ensuring that attendance remains a shared priority.

2. Attainment- diminishing the difference. Teaching and learning

GLD

CIROPP:

24/25- 55.6% (-26.5% GAP) Cohort Specific 9 children

23/24- 70% (-8% GAP)

CNIROPP:

24/25- 82.1%

23/24 78%

Year 1 Phonics

CIROPP:

24/25: 91.7% (+6.4% GAP)

23/24: 80% (-12.3%)

CNIROPP:

24/25: 83.3%

23/24: 92.3%

Year 2 Phonics Recheck

CIROPP

24/25: 50% (-16.7%)

23/24: 60%

CNIORPP:

24/25: 66.7%

23/24: 60%

End of KS2 Outcomes

24/25	CIROPP	Non-dis	GAP	CIROPP compared to LA
Reading	73.7%	86.8%	13.1%	+12.6%
Writing	68.4%	81.6%	13.2%	+11.1%
Maths	78.9%	84.2%	5.3%	+18.7%
Comb.	63.2%	76.3%	13.1%	+17.4%

In 24/25, the initiatives used to raise attainment and diminish the difference were effective. This year, FHAL has implemented a range of focused strategies to raise attainment across the school, with a particular emphasis on ensuring all pupils—especially those in receipt of pupil premium (CIROPP)—make strong progress. A key priority has been the continuous improvement of the High-Quality First Teaching offer, supported through Walkthrus and Triads, which provide staff with structured opportunities to refine their practice and share effective approaches. Staff have been encouraged to maintain strong awareness of CIROPP pupils, ensuring positive discrimination in the classroom so that targeted support and high expectations are consistently applied. Attainment has been further driven by rigorous tracking and targeted interventions, closely monitored at each data cycle to ensure impact, with all interventions grounded in evidence-based approaches from the Education Endowment Foundation (EEF). The school has also enriched its language-rich curriculum, embedding explicit vocabulary instruction through the Walkthrus programme to strengthen pupils' comprehension and communication skills. To enhance curriculum quality and coherence, subject experts from the partnership have worked alongside leaders and teachers—Teresa Heathcote (English), Tom Isherwood (Maths), and Laura Wookey (Curriculum)—providing expert guidance in planning, sequencing, and implementation. Collectively, these actions have ensured a consistent, research-informed approach to improving teaching and learning, directly contributing to raised attainment across the school.

3. Communication opportunities – oral language and vocabulary.

The strategies FHAL has implemented to tackle the challenge of communication opportunities, oral language, and vocabulary have had a demonstrable impact on pupils, particularly those in receipt of pupil premium. Assessment outcomes indicate measurable improvement in pupils' language skills, while observations and Pupil Voice, gathered through Feedforward meetings in EYFS, show that children are increasingly confident and articulate in expressing their ideas. Book looks and planning scrutiny further demonstrate that explicit vocabulary teaching is consistently embedded across lessons, and that 'talk for learning' is actively used to support comprehension and reasoning. Collectively, this evidence shows that the school's targeted approach is effectively enhancing pupils' communication skills, supporting their access to the full curriculum, and narrowing the language gap for disadvantaged learners.

5. SEMH (Social, Emotional, and Mental Health)- supporting children to thrive,

The strategies FHAL has implemented to support social, emotional, and mental health (SEMH) have significantly increased access to pastoral provision for CIROPP pupils and have demonstrated measurable impact. During the 2024–25 academic year, 41 CIROPP pupils attended The Brook after-school club and 29 attended the breakfast club, providing structured opportunities for social engagement and emotional support. When concerns are raised by teachers or parents regarding a child's wellbeing or behaviour, the class team completes a referral form alongside an SDQ, which is also shared with parents or carers. All information is systematically recorded on the impact tracking sheet, and SDQs are repeated upon completion of interventions to measure progress over time. Attendance and behaviour data are also reviewed before and after support to evaluate improvements and remaining needs. In 2024–25, 14.1% of the school population (55 children) accessed pastoral support, of whom 50.9% were CIROPP (28 children) and 61.8% were classed as SEND (34 children), with 36.36% being both CIROPP and SEND (20 children). For 2025–26 Autumn 1, 4.13% of

the school population (17 children) accessed pastoral support, with a notable increase in CIROPP representation at 64.7% (11 children) and 47.05% (8 children) being both CIROPP and SEND. This demonstrates not only increased access to support for disadvantaged pupils but also the effectiveness of structured procedures in identifying and responding to SEMH needs, ensuring targeted interventions are closely monitored and have a measurable impact on wellbeing and engagement.

Externally Provided Programmes

Programme	Provider
Early Talk Boost	Speech and Language UK
No Nonsense Phonics	Raintree
Spelling Shed	Ed Shed