

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	417
Proportion (%) of pupil premium eligible pupils	31%
1	2024-2027
Date this statement was published	September '24
Date on which it will be reviewed	September '25
Statement authorised by	Kerry Chadburn
Pupil premium lead	Robert Hughes
Governor / Trustee lead	Caroline Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,400
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£192,400

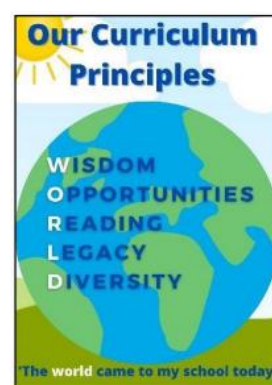
Part A: Pupil premium strategy plan

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	Attendance data indicates that absence and persistent absence amongst pupils identified as disadvantaged is significantly higher than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism negatively impacts on pupils' progress.
2. Attainment – diminishing the difference	The Flying High Academy Ladybrook is situated in Mansfield, Nottinghamshire, an area that faces notable socio-economic challenges. The school's catchment area is among the top 20% most deprived districts nationally, with significant levels of adult illiteracy and limited employment opportunities. These factors directly impact the educational experiences and outcomes of the pupils.
3. Communication opportunities – oral language and vocabulary	Our assessments, observations and discussions with pupils have shown that many of our identified disadvantaged pupils have under-developed oral language skills and vocabulary (specifically tier 2 words). This impacts on their development as readers and writers and their abilities to communicate effectively. Some of our children have limited access to learning resources at home, opportunities to engage with high-quality texts, and consistent modelling of language structures, which are crucial for supporting their future learning and development.
4. SEMH – supporting children to thrive	Some of our children identified as disadvantaged face challenges with emotional resilience, self-regulation, and managing anxiety, which can impact their confidence, stamina for learning and ability to fully engage with the curriculum. Through targeted SEMH interventions and emotional support, we are working to help pupils build the skills they need to thrive both academically and socially. However, this remains an important focus to ensure every child can reach their full potential.

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.	<p>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 2023-2024 academic year.</p> <p>A reduction in the percentage of children in receipt of Pupil Premium classified as persistently absent compared to the previous academic year will occur.</p> <p>Increased punctuality among children in receipt of Pupil Premium, evidenced by fewer instances of lateness.</p>

	<p>Successful implementation of tailored interventions, with documented progress for families supported through attendance meetings and other measures.</p> <p>High uptake of breakfast club spaces by children in receipt of Pupil Premium, contributing to improved attendance and punctuality</p>
<p>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.</p>	<p>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.</p> <p>Pupils eligible for Pupil Premium will demonstrate rapid and sustained progress in all subjects across the academic year.</p> <p>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.</p> <p>Pupil interviews and work scrutiny will reflect enhanced knowledge, understanding, and retention comparable to their peers.</p> <p>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.</p> <p>Improved outcomes will be evident in pupils' work, assessments and their confidence in articulating their learning.</p>
<p>To improve the language and oracy of pupil premium pupils enabling progress and increased confidence in all areas</p>	<p>All pupils, including those in receipt of Pupil Premium, demonstrate confident use of ambitious and relevant vocabulary in both spoken and written work.</p> <p>Vocabulary immersion is evident across the school, with consistent displays in classrooms, EYFS outdoor areas, and across Early Years classes.</p> <p>Age-appropriate vocabulary mats and knowledge organisers, developed collaboratively by subject leaders and year group staff, are effectively used to support teaching and learning.</p> <p>Aspirational language is consistently modelled by staff, reflected in whole-school displays, classroom interactions, and pupil outcomes.</p> <p>Increased engagement in reading and vocabulary-rich discussions is evident.</p> <p>The refurbished library space is actively used to promote ambitious vocabulary, with all classes engaging in regular, dedicated library sessions.</p> <p>Pupil voice and book looks reflect improved vocabulary knowledge, retention and its transfer into written work.</p>
<p>Behavioural, emotional and social support available for those pupils in receipt of Pupil Premium to provide them with strategies to</p>	<p>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.</p> <p>A reduction in incidents of challenging behaviour is evidenced by school behaviour records and pastoral reports. Learning walks and behaviour</p>

overcome barriers to learning and achievement	<p>analysis shows that children can self-regulate their behaviour more often.</p> <p>Pupils accessing behavioural, emotional and social support interventions show measurable improvements in their engagement with learning, reflected in academic progress and attendance data.</p> <p>Tailored SEMH strategies and interventions are consistently implemented and reviewed for effectiveness, with evidence of positive impact recorded in individual pupil progress plans.</p> <p>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.</p> <p>Pupils report increased confidence in managing emotions and building positive relationships, demonstrated during structured activities and unstructured times (e.g., playtime and group work).</p> <p>Parental and pupil feedback shows an improvement in positive attitudes towards school and learning.</p>
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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: £99,000

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.	<p>'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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=chatgpt.com</p>	2,3,
Lesson design 'learning journey' in place to support granular learning and promote learning in the long-term memory.	<p>Rosenshine's Principles of Instruction have influenced our lesson design: https://www.aft.org/sites/default/files/Rosenshine.pdf</p> <p>As has Sweller's Cognitive Load Theory: https://www.instructionaldesign.org/theories/cognitive-load/</p>	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 inform high-quality teaching	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/literacy-ks2?utm_source=chatgpt.com	2
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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group tuition	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3,
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: £49000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Patron of Reading (PoR)	Research shows that access to inspiring role models and tailored interventions can boost literacy levels among children eligible for Pupil Premium. A PoR 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.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>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.</p>	1,2, 4
EMUS & DART Life Skills	<p>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.</p> <p>Research by CASEL (Collaborative for Academic, Social, and Emotional Learning) shows that teaching emotional regulation leads to reduced anxiety, fewer behavioural issues, and improved academic outcomes.</p> <p>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.</p> <p>The EEF highlights that resilience-building programs can help reduce stress, improve focus, and foster a growth mindset, especially for pupils identified as disadvantaged.</p>	4
Free Bagels	<p>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.</p> <p>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.</p> <p>The Education Endowment Foundation (EEF) reports that school breakfast programs positively impact pupils' concentration and energy levels.</p>	1,4
Visits and residential	<p>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</p>	2, 3, 4

	Natural England show that outdoor activities boost children's mental well-being and reduce symptoms of anxiety.	
Forest School	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	1, 4
Shine Intervention	<p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=chatgpt.com</p> <p>By fostering confidence, resilience, and academic improvement, Shine Interventions empower pupils to overcome barriers to learning and achieve their potential.</p>	2, 3
HERTS for Learning	<p>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.</p>	2, 3
Spotlight Readers & Additional Practice in Phonics	<p>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</p> <p>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,</p>	2, 3, 1

	independent readers, ensuring they can access and enjoy the wider curriculum.	
Targeted support and feedback in lessons	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=chatgpt.com</p> <p>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.</p>	2
Early Years Talk Boost interventions for pupils in F1 and F2	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 3

Total budgeted cost: £198,000

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

1. Cultural Capital

Efforts to enhance cultural capital were successful in providing broader experiences for students. The implementation of enrichment activities, including book-based initiatives and trips, improved students' exposure to a wider range of contexts. This contributed to increased vocabulary development and comprehension, which were reflected in the improved engagement in writing tasks. While not all pupils who are disadvantaged reached age-related expectations, the gap in creativity and understanding narrowed compared to previous years, showing measurable progress in cultural exposure.

2. Writing

Significant strides were made in writing, with a notable decrease in the attainment gap between disadvantaged pupils and their peers. Key initiatives, such as integrating reading support to encourage exposure to varied texts, helped bridge gaps in vocabulary and comprehension, positively impacting writing outcomes. Data showed improvements in pupils identified as disadvantaged achieving the expected standard, though there remains a need for continued focus on raising the percentage of pupils achieving the higher standard (IDSR 24)

3. Attendance

Attendance initiatives were moderately effective, with pupils identified as disadvantaged achieving an attendance rate of 92.9%, slightly below pupils not identified as disadvantaged, 94.22%. While breakfast clubs and pastoral check-ins helped mitigate attendance barriers, persistent absenteeism among certain groups (23.84% persistent absence for pupil identified as disadvantaged) highlighted the need for targeted family engagement strategies and changes in improving attendance, in line with the new Attendance guidelines (August 24) Nonetheless, punctuality and readiness to learn improved across the cohort, evidenced by reduced lateness and more settled morning routines.

4. SEMH (Social, Emotional, and Mental Health)

The increased access to SEMH interventions, such as ELSA and Theraplay, proved impactful, reducing behavioural incidents and improving emotional regulation among pupil identified as disadvantaged. Teachers reported heightened classroom engagement and better self-regulation, particularly among pupils who regularly participated in interventions. The success of these programs underscores the need for sustained investment in SEMH resources.

5. Readiness to Learn

The introduction of breakfast provision, targeted teacher expectations, and removing classroom barriers enhanced pupils' readiness to learn. Students displayed greater independence, confidence, and engagement in lessons. Efforts to develop resilience through structured activities fostered a willingness to take risks in learning, reducing reliance on adult support. This was evident in increased student participation and self-initiated tasks during lessons.

6. Communication Opportunities

Progress in language and oracy development was evident through structured talk-based activities and vocabulary-rich environments. Observations revealed improved sentence structure and vocabulary use during discussions and written work. While children entering school with lower language skills remain a challenge, consistent modelling and targeted interventions have narrowed gaps, equipping pupils with stronger communication foundations.

Externally Provided Programmes

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