

Pupil premium strategy statement

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	Hucknall Flying High Academy
Number of pupils in school	235 including F1
Proportion (%) of pupil premium eligible pupils	35/204 children (F2-Y6) = 17%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 / 2024 2024 / 2025 2025 / 2026
Date this statement was published	15 th October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Karl Clowery Headteacher
Pupil Premium lead	Corey Nightingale Pupil Premium Lead
Governor / Trustee lead	Governor - Kevin Rostance Trustee - Neil Robinson (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,075
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£53,075

Part A: Pupil premium strategy plan

Statement of intent

At Hucknall Flying High Academy, we intend to provide an effective, ambitious, and robust package of support for the pupils within our school, irrespective of their background or challenges. We understand the significant need to remove or reduce any barriers throughout our curriculum. Our Pupil Premium Strategy has been written to identify the challenges that our disadvantaged pupils face and ways in which we can use the allocated funding to support us to overcome these challenges and maximise their potential.

We recognise the importance of tailoring our curriculum, the learning and teaching to ensure our disadvantaged and vulnerable pupils are targeted effectively and put this approach at the heart of our day-to-day preparation, planning and practice to maximise learning. We are committed to removing barriers to success for all our children and close any gaps between their peers, ensuring that every child maximises their potential. We know that the impact of COVID 19 on disadvantaged pupils is the equivalent to undoing a third of the progress made in the last decade on closing the primary gap in primary schools (DfE, June 2021). With this in mind, it is essential that our school curriculum continues to be designed with equality and equity as a focus. Our curriculum is designed around the 6 As:

- **Academic Rigour** – to challenge our children to produce their best and aspire to the highest academic outcomes possible, developing their vocabulary, reasoning, and problem-solving skills.
- **Authenticity** – to create situations where children are inspired through authentic contexts, empowering them to leave their mark on the wider world.
- **Active Learning** – to create ambitions for our children and our school community, engaging pupils in educational experiences that are rich and purposeful, creating memorable experiences that maintain in the long-term memory.
- **Adult Connections** – to give purposeful meaning, context, and value to learning, preparing our children for the next stage in their education through positive relationships with the adults they work with and adults from authentic contexts.
- **Applied Learning** – to challenge our children to overcome personal barriers through culturally rich, memorable learning experiences which expand their understanding through the correct application of the deep knowledge content gained.
- **Assessment Practices** – to give children opportunity to articulate their knowledge, learning and understanding through appropriate means of assessment.

‘Once a child sees that they are capable of excellence, a child is never the same. They have a new self-image’ (Ron Berger – An Ethic of Excellence).

Teaching staff use quality first teaching strategies to enhance learning, this is considered, implemented, and monitored by our Inclusion Lead, Pupil Premium Lead and Senior Leadership Team, who champion, challenge, and ensure the staff at Hucknall Flying High Academy are maximising the learning opportunities for all children, whilst specifically providing direct and targeted provision for our most vulnerable pupils. We endeavour to diminish any gaps between children in receipt of pupil Premium funding and those who are not, through early identification and intervention. Our quality-first teaching strategies in-turn provide a system of **‘scaffolding up’** to ensure that children achieve across all areas of learning. Our ultimate priority is to ensure all children are equipped with the tools needed to succeed within our school and beyond, both academically, socially, and emotionally, ensuring they are provided with the upmost opportunities and experiences.

Our pupil premium strategy is designed to address the specific need within our school context. This is based upon our diagnostic assessments, practitioners AfL, pupil progress meetings, agency or other

professional involvement and an in-depth subject monitoring framework, which focuses on developing and securing the children's knowledge and retention.

The approaches we have adopted and deliver, enable our pupils to be at the center of the support we offer, ensuring high-quality care and aspiration is set for all. To ensure our approaches are effective we will:

- Develop a whole-school vision and approach towards Pupil Premium.
- Create a pupil premium champion system where all members of the school team are responsible for two pupil premium children to they have a 'champion' who builds a positive relationship with them and ensures their social and emotional needs are being met.
- Ensure early identification.
- Share identified concerns with the Senior Leadership Team and put targeted support in place.
- Monitor pupil premium provision through pupil premium provision maps to ensure all of our disadvantaged children receive personalised intervention and access to wider opportunities.
- Implement all targeted support and hold accountability for the children's outcomes.
- Challenge and have high aspirations for all children.
- Diminish or reduce gaps between children in receipt of pupil premium and those who are not.
- Ensure social, emotional development and well-being is a high priority, and is supported effectively.
- Ensure children are exposed to a variety of opportunities and experiences, which they may not ordinarily receive.
- Develop the whole school teams understanding of Pupil Premium Funding and how this impact and supports the children in receipt of it.

The pupil premium allocation, alongside the recovery premium, will be used to overcome challenges faced by our Pupil Premium pupils that are not just academic challenges, but specific factors that are a barrier to learning. We will ensure that the focus continues to be on overcoming these barriers and maximizing every child's potential. We are ambitious for every child in our care and are relentless in our pursuit to enable every child to realise their potential making every day count for every child.

As a school, we strive to support and work with our families to increase engagement so that we can be the champion our Pupil Premium pupils and families deserve. We endeavour to go above and beyond to ensure we increase attainment, provide strategies to support pupils socially and emotionally, achieve high levels of attendance, provide cultural capital, and prepare our pupils for life in their modern-day Britain. As a result, our approach aims to support all children irrespective of their background, need or experiences to ensure they are equipped to tackle their next journey with confidence and success.

Challenges

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

Challenge number	Detail of challenge
1	Early Years – Prime Development There are 44% of children entering our Foundation 1 setting who are 'not on track' within their prime development, e.g: PD, PSED & CL, this includes all PP children . It is pivotal that these children are targeted to ensure their development works towards 'on

	track’ to support their transition into the Reception Year and the National Curriculum in KS1.																				
2	<p>Writing</p> <p>Teacher assessment has identified writing as a weakness across all key stages at Hucknall Flying High Academy. Even though we’ve seen an improvement over the last academic year, our percentage of children achieving age related expectations in writing is lower than other areas. For this reason, pupil premium children will receive targeted writing intervention to accelerate their progress and attainment in writing.</p> <table><tr><th colspan="4">Percentage of Children achieving ARE (Age Related Expectations)</th></tr><tr><th colspan="4">End of Summer Term 2024</th></tr><tr><th>Year</th><th>Maths</th><th>Reading</th><th>Writing</th></tr><tr><td>End of KS1</td><td>90%</td><td>80%</td><td>77%</td></tr><tr><td>End of KS2</td><td>89%</td><td>89%</td><td>83%</td></tr></table>	Percentage of Children achieving ARE (Age Related Expectations)				End of Summer Term 2024				Year	Maths	Reading	Writing	End of KS1	90%	80%	77%	End of KS2	89%	89%	83%
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Year	Maths	Reading	Writing																		
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3	<p>Reading</p> <p>It is pivotal that all children particularly those who are in receipt of Pupil Premium are given the opportunity to develop their essential early reading skills. It is fundamental to their development within school and beyond; in later life. During a parental survey completed in 2023-2024, 81% of PP pupils were found to not be listened to reading regularly at home. This highlighted a significant barrier in their practice and consolidation of, word reading, fluency, and comprehension.</p>																				
4	<p>ELSA Support</p> <p>We have two members of staff who have received ELSA training to support with the emotional well-being of children across school. There are currently 24 children who receive support and 30% are entitled to PP funding. Home factors, children with SEND, historical negative attitudes towards school, safeguarding and the impact of covid-19 have been identified as triggers for the 1:1 support required. The need to support the children with their personal, social, and emotional development is due to the detrimental effect it has on their academic progress and ability to access learning.</p>																				
5	<p>Greater Depth</p> <p>Since opening in 2019, we have had a small proportion of children achieving ‘Greater Depth’ at the end of KS2. Therefore, specific targeting of our PP children across school is required to raise aspiration and ambition to achieve ‘greater depth’ within core subjects at the end of KS2.</p>																				
6	<p>Attendance</p> <p>It is paramount that all children attend school every day, ensuring they receive every opportunity to engage with high quality teaching and learning. In 2022/23 the attendance across school was 95.7%. In 2023/24 we had seen that attendance overall was in line with the previous year at 95.6% - a figure that put us in the top 25% of schools nationally in FFT figures – showing a positive impact of the strategies that we have been implementing across school. However, attendance is something that we are continually striving to improve, as it is seen to positively impact children’s lives through the research that has been carried out. In November 2024, whole school attendance</p>																				

was 97.4%; however, pupil premium attendance was 96.5%. Though it can be seen strategies being implemented are having a positive impact on pupils across school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Early Years To ensure the children are provided with the necessary foundations to develop their prime development in line with 'on track' development for their age and stage.	The children in receipt of PP reach on track development within their prime areas by the end of the year.
2. Writing To raise writing attainment across year groups, particularly closing the gap for children in receipt of PP.	Pupil's attainment data will reflect the progress made. Curriculum delivery diminishes the inherent barriers presented within the context of the school. Evidence of improvement in engagement and outcomes of Pupil Premium pupils is present in monitoring and classroom visits. An increased proportion of PP pupils to achieve the national average for expected and greater depth in external data points. Teachers will develop knowledge and understanding about specific year group outcomes through in-house moderation and CPD sessions.
3. Reading To promote the importance of reading with parents, ensuring that all children are exposed to high-quality literature and practice reading daily. Removing the barrier to learning; through targeted reading and exposure to high-quality literature for all children who do not read at home; specifically, pupil premium children. Daily spotlight readers to include pupil premium children.	Engagement with parents through whole-school approaches and targeted family support to prompt the importance of reading at home. An increased engagement in reading is demonstrated through parental discussion, evidenced in reading records and teacher assessment to identify progress. Daily 1:1 reading with children, with a skilled practitioner to ensure progression and increased exposure to literature.

<p>4. ELSA Support</p> <p>To ensure the children are emotionally supported and are developing the skills to self-regulate, enabling them to access learning effectively.</p>	<p>Increase in the children's well-being as observed through child voice and parental discussion.</p> <p>The children will feel happy and safe within school and have appropriate strategies to deal with their emotions, experiences and any challenging situations.</p> <p>The children feel supported in school and know they have appropriate adults to seek support from.</p>
<p>5. Greater Depth</p>	<p>The percentage of Pupil Premium children achieving greater depth at the end of KS2 is an area of improvement with targeted pupils achieving aspirational outcomes.</p>
<p>6. Attendance</p>	<p>The attendance of Pupil Premium children improves to at least 96% with the aim of reaching 97% to ensure pupils are in receipt of the opportunities and education provided by school.</p> <p>There is no gap between Pupil Premium and non-Pupil Premium pupils at Hucknall Flying High Academy</p> <p>Pupil Premium pupils to arrive for school on time.</p> <p>Pupil Premium attendance to be supported by attendance team to engage positively with parents and families to increase attendance for Pupil Premium pupils.</p> <p>A reduction in persistent absenteeism for Pupil Premium pupils, and for the school persistent absenteeism figure to reduce to at most the national average.</p> <p>Attendance incentives in place and to have an impact by increasing the attendance for Pupil Premium pupils and closing the gap with any non-Pupil Premium pupils.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A knowledge rich curriculum, delivered through an enquiry approach has been implemented to enable children to 'know and remember more'. A specific focus on the delivery and content of foundation subjects, which are integral to a balanced curriculum.</p> <p>The carefully planned enquiry's offer wider opportunities to provoke interests and learning.</p>	<p>Sherrington-Article.pdf (chartered.college)</p> <p>The importance of a knowledge-rich curriculum - GOV.UK (www.gov.uk)</p>	1, 2, 3, 5
The Feedback Policy is in place and, through book looks and pupil voice, is having a positive impact on learning.	Teacher Feedback to Improve Pupil Learning 2021 (EEF)	1, 2, 3, 4
CPL opportunities through trust-wide network meetings and moderations for staff to stay up to date with	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.	1, 2, 3, 5

current guidance to ensure high-quality teaching and learning is integral.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	
CPL given to all staff to further embed the 'Hucknall FHA Lesson Design' to support our teaching and learning approach and secure foundational aspects of learning key to their next stage of development.	Refining the Teaching and Learning approach so that there is a consistent approach throughout the school.	1, 2, 3, 5
Additional member of teaching staff employed to provide additional teaching capacity in Year 5 and 6.	2. Targeted academic support EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Additional member of support staff has been employed to provide targeted academic support.		1,2,3,5
Inclusion Lead capacity has been increased by 1 day a week; to 2, supporting with targeted support and interventions.	374 Implementing Inclusive Education.pdf (publishing.service.gov.uk)	1,2,3,4,5
Additional staffing capacity has been considered within the Early Years. The Nursery team in particular is over staffed, to ensure wider opportunities can be provided, alongside tailored learning and targeted support. Staffing has been	Statutory framework for the early years foundation stage (publishing.service.gov.uk) Changes to the early years foundation stage framework - GOV.UK (www.gov.uk)	1

considered with the changes to the new framework focusing the adults time of high-quality interactions.		
ECTs are provided with support, CPD, release time, mentor support, SLT support to begin their early career in teaching.	<i>We know that high-quality teaching is the thing that makes the biggest difference to young people's academic grades. Yet recruiting and retaining teachers – particularly2, to disadvantaged schools - is challenging.</i> 'Sir Kevan Collins Chief Executive of the EEF'	2,3,5

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Member of support staff to target early reading interventions with 1:6 children within KS1.	EEF – Small group tuition Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,5
Small group interventions for reading, writing and maths.	EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	1,2,3,5
1:1 Interventions for phonics	EEF – One to One Tuition - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1,2,3
Responding to marking and pre and post teaching	Teacher Feedback to Improve Pupil Learning 2021 (EEF) EEF – Small group tuition - The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	1, 2, 3, 5

Targeted direct work by ELSA in 1:1 setting.	Parental engagement EEF https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	4,6
NELI intervention continued. Additional staff have been trained to deliver the programme, alongside allocated and protected time.	EEF – Nuffield Early Language Intervention The Nuffield Early Language Intervention (NELI) is designed to improve listening, narrative and vocabulary skills. The Nuffield Early Language Intervention had a positive impact on the language skills of children in the trial. This is true for both the more expensive, 30-week version, starting in nursery, and the 20-week version, delivered only in school. Nuffield Early Language Intervention EEF (educationendowmentfoundation.org.uk)	1
The school have engaged with the 'Our Futures' project, in an aim to connect the children with volunteers and professions to discuss careers and raise aspirations.	Learn by Design - School Workshops in the UK STEM	5, 6
Phonics / Speech and language workshops for parents.	Previous success and a focus of need within our school community. Increasing parental engagement in primary and secondary schools had on average two to three months' positive impact...+2 – 3 months progress...EEF Toolkit.	1, 2, 3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two staff members undertook ELSA training and have implemented	EEF – Supporting Pupils Social and Emotional Needs Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	4, 8

<p>this into our school culture.</p> <p>These staff are timetabled and are able to provide additional emotional well-being support throughout the school day if and where needed by pupils.</p>	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Graduated response and attendance management plans in place and managed by the Family Support worker and Headteacher.</p>	<p>Research into how attendance can impact on attainment – The Key https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/ Improving Attendance – Plans and Case Studies – The Key https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/managing-absence-rates-case-studies/?marker=live-search-q-improving%20attendance-result-1</p>	<p>1,2,3,5,6</p>
<p>Strategies to engage parents including, reading breakfast with child in school, parental engagement with the authentic outcome of the enquiry, coffee and cake events.</p>	<p>Parental Engagement – EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,3,6</p>
<p>Mental Health First Aiders – a designated Hucknall FHA member of staff.</p>	<p>EEF - Prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	<p>4,6</p>

ELSA Support and ELSA sessions	EEF – Supporting Pupils Social and Emotional Needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4,6
Additional support to be used at home – homework packs/class texts/revision books	To provide additional concrete support items	1,2,3,5,6
Pupil Premium Champions. All members of the school team to be responsible for two pupil premium children to ensure their social and emotional needs are met.	EEF – Supporting Pupils Social and Emotional Needs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,4,6

Total budgeted cost: £ 53,075

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 2023 to 2024 academic year.

- Hucknall Flying High Academy achieved an 'Outstanding' rating from Ofsted.
- KS2 progress outcomes were in line with the top 1% schools nationally.
- 97% of pupils passed the Phonics Screen
- Multiplication Check outcomes were in line with the top 1% of schools nationally.
- All pupils in receipt of Pupil Premium achieved 100% in the Year 4 MTC.
- All pupils in Year 6 achieved at least ARE in KS2 SATs.
- A school focus on continued curriculum development and quality first teaching has enabled the school to get better at getting better – there has been a real drive to improve high quality first teaching in all classes.
- The Hucknall Flying High Academy 6As approach to the curriculum (academic rigour, active learning, assessment practices, adult connections, applied learning, authenticity) and the Hucknall FHA Lesson Design are in place enabling pupils to know and remember more over time. Using learning walks, pupil voice and book looks the evidence is showing that the gap between the Pupil Premium children and their peers is reducing.
- A focus on providing children with quality first teaching has enabled us to continue to ensure outstanding outcomes and progress for all children.
- Due to the management of interventions attainment for Pupil Premium children is good. All children made at least expected progress with a number making accelerated progress in reading, writing and maths. Pupil Premium children were also targeted for the after-school clubs which ran in the summer term.
- Inspirational learning environments support Pupil Premium pupils to build on and consolidate their learning within the classroom and be inspired in the aspirational shared learning environment.
- Due to the school pastoral offer now being established, the pupils that have received a support package are now better equipped to be able to manage strong emotions, be resilient to challenges & change. The impact is seen within the classrooms and during the unstructured times of the day. Positive comments from the parents have also been a factor.
- A 'Family Support Worker' has been appointed to support families across the community, with a focus on 'Pupil Premium' families.
- The Pupil Premium children are demonstrating a growth mindset evidenced from lesson observations, and work showing a greater level of challenge being achieved this is evident in the data, as there is a percentage of Pupil Premium children that are exceeding with their learning.
- Pupil premium attendance at the end of the 2023/2024 academic year was 93.5% compared to whole school attendance which was 95.6%. However, PP attendance had improved by 0.5%, when compared to the previous academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
	REAL Education