



## Pupil premium strategy statement 2023-26

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	Stanstead Flying High Academy
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	66 = 33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023 - 2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Tanya Smith
Pupil premium lead	Kerry Miller
Governor / Trustee lead	Debbie Inglis

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,990.00 PP £2630.00 (LAC)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£102,620.00

# Part A: Pupil premium strategy plan

## Statement of intent

*'Make every day count' underpins everything that we do and alongside our Trust core values (Confidence, Aspiration, Creativity, Enjoyment, Pride, Perseverance, Respect and Responsibility), this ethos helps all our children to achieve the best that they can in all areas of their learning. Our Stanstead Flying High Academy Curriculum vision is LEAD (Language Rich, Experiences, Aspirational and celebrating Diversity). Our curriculum is broad and balanced, engaging, and challenging. Our curriculum learning journey ensures children develop the knowledge, skills, experiences, attitudes, and beliefs to become confident and well-rounded individuals.*

*At Stanstead, we are passionate about ensuring we close the gap between children who are eligible for Pupil Premium funding and those who are not. All members of staff accept responsibility for ensuring the progress of all our children and are committed to meeting their needs, pastoral, social and academic within a nurturing environment. We hope that each child will develop a love for learning, and we are committed to ensure that all our children are given every chance to maximise their full potential.*

*We recognise that some of our children who are eligible for the Pupil Premium funding, face challenges, and we are determined to overcome these challenges to allow all children to thrive. The challenges for some children include lower levels of oracy and language on school entry, social and emotional needs, lower attendance, and issues with punctuality and lower aspirations for some pupils. We know that some children who are eligible for Pupil Premium funding may not have access to the same opportunities out of school as their peers. Therefore, our key activities and spending reflect that as set out below, with the priority of ensuring that we provide children with the very best education through quality teaching and support for their social and emotional development.*

*We champion all our Pupil Premium children and are passionate about their progress, achievement and personal development. We are determined to promote and support good attendance of children eligible for Pupil Premium. We celebrate good attendance and ensure that they develop good habits of attending school, we address any attendance issues swiftly.*

*Our aim for our pupil premium children is that they leave Stanstead, knowing and remembering more, are emotionally healthy, with an absolute belief in themselves and all they can achieve and are prepared, with all the tools that they need, to continue their learning journey onto secondary school.*

## Challenges

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

Challenge number	Detail of challenge
1	Lower language starting points for some of our Pupil Premium children
2	Attainment and progress particularly in reading
3	Achieving age related expectations in reading, writing and maths
4	The opportunity for accelerated progress and achievement of greater depth
5	Social and emotional wellbeing is factor for some of our children, particularly following the partial lockdown of schools during the last academic years
6	Levels of aspiration and positive attitudes for learning for some children
7	Attendance and punctuality of pupils eligible for Pupil Premium

## 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
<i>To close the gap between PP and non-PP children so more of our pupil premium children achieve the expected standard at KS2</i>	<p>The percentage of pupil premium children achieving ARE and above will match that of non-pupil premium children within Stanstead.</p> <p>Pupil discussions will show that our pupil premium children are knowing and remembering more in line with what has been taught and on par with their non pupil premium peers</p>
To ensure a greater number of children achieve Greater Depth	<p>There is a larger percentage of children achieving greater depth</p> <p>Levels of aspiration and children's expectation of themselves increases</p>
To prioritise early reading so that a greater number of pupil premium children pass their phonics screening in Year 1	<p>All pupil premium children pass their phonics screening in year 1.</p> <p>Children have the correct reading books and are progressing through the book bands.</p>
To ensure children feel emotionally well to be happy and successful in school	<p>Pupil questionnaires will show that children are emotionally happy and feel supported in developing their positive wellbeing.</p> <p>Pupils have strategies to cope with negative emotions and can self-regulate due to support put in place at school.</p> <p>The nurture room positively impacts on the children's wellbeing.</p>

	ELSA support impacts on children's attitude personally and educationally.
To ensure our pupil premium children attend school regularly to maximise learning opportunities	Attendance data will show that attendance among pupil premium children does not fall below that of non-pupil premium children.

## 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: £51,310.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching is a priority and leadership time is given to the teaching and learning lead to support staff in ensuring this	EEF - Ensuring a quality teacher is in front of the class is a key ingredient	1,2,3,4
CPL and networks to enable teachers to further develop their practice	<a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	1,2,3,4
Continue to develop the curriculum to ensure the children know and remember more	<a href="https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf">https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</a>	1,2,3,4
Lesson Design model in place which supports modelling and metacognition  Teachers receiving CPL on metacognition and modelling	EEF - The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress),  Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting, and developing metacognitive talk related to lesson objectives.	1,2,3,4
Quality texts to be used throughout the curriculum to enhance	The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and	1,2,3

teaching and exposure to a range of texts	support children to become motivated and independent readers	
Language rich environment	Creating a language-rich environment supports children's natural linguistic development, provides them with opportunities for language learning and challenges them to use language in everyday life.	1,2,3
Staff meeting focusing on challenge throughout the lesson	Challenge throughout the lesson has a greater impact on outcomes than creating an 'add on' task at the end of the lesson	2,3,4
Writing sequence training undertaken by all teaching staff	English skills impact on a child's further progress and academic achievement in their later learning	2,3,4
Work with the No-Nonsense Hub to ensure the teaching of the phonics and reading is strong	Our phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year	1,2,3
Early reading Lead to provide workshops for teaching staff and teaching assistants	Our phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year	1,2,3
Early Reading support from a NNPS (No-Nonsense Phonics Hub Skills) phonics Specialist	Reading is key and levels of reading is evidenced to have clear impact on progress and achievements in later life	1,2,3

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

Budgeted cost: £25,655.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide speech and language interventions to identified children	Speech and language interventions have been proven to help young children overcome language difficulties	1,2,3
Provide Phonics interventions for children in EYFS and KS1	Our phonics progress and successes following these activities during the last academic year have guided us to continue this activity this academic year.	1,2,3

Provide pupil premium children in KS1 with 1:1 and small group intervention for early reading	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year. These include targeted interventions during the school day and as after-school boosters. Home-school links developed to support in phonics.	1,2,3
Provide KS2 children with targeted interventions	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year.	2,3
Individual reading for children in receipt of Pupil Premium who have been identified as being in the lowest 20%	EEF- One to one is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.	1,2,3
Pre and post teach and feedback sessions	EEF - Feedback studies tend to show high effects on learning.	2,3,4
Individualised feedback to support the progression in writing	EEF - Feedback studies tend to show high effects on learning.	2,3,4

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

Budgeted cost: £25,655.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide nurture support and a nurture room for individual children when they need it	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.	5
Weekly counselling service provision within school	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.	5
ELSA provision daily	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.	5
Provide therapy sessions including Lego therapy and draw and talk, to identified children	Evidence that supports this approach	5

Staff 'champion' individual children eligible for Pupil Premium)	Having a staff member matched to individual pupils raises the profile of children who are eligible for the pupil premium. An extra connection can only have a positive impact	5 and 6
A clear, robust graduated response to attendance	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.	7
Celebrating attendance Attendance prizes Attendance class trophy	EEF- Addressing the most significant non-academic barriers to success – attendance, behaviour, and social and emotional support  Attendance is one of the most significant non-academic barriers to success.	7
School contribution to residential and class visits	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. 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.	5,6

**Total budgeted cost: £102,620.00**

## 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 2025 to 2026 academic year.

1: The introduction of 'No Nonsense Phonics' has had a positive impact on language development – at the end of the academic year 83% of PP children achieved GLD with communication and language.

2: NNPS has had also improved progress in early reading and phonics in KS1, 71% of children eligible for pupil premium passed the phonics screening check, the remaining 29% were disapplied due to having significant additional needs and accessing a bespoke curriculum in the Starshine Room.

3: Achieving ARE expectations in Reading, Writing and maths:

At the end of the academic year, children at the end of KS1 and eligible for Pupil Premium scored 82% R, 73% W and 73% M, and 73% combined. These percentages were slightly below children not eligible for PP. At the end of the academic year, the percentage of children at the end of KS2 who are eligible for pupil premium was slightly below that of children not eligible for pupil premium in Reading, Maths and combined.

4: At the end of the academic year, the percentage of children eligible for pupil premium achieving GDS in KS2 was higher than that of children who are not eligible for pupil premium in all areas except writing, where there was a 1% difference.

5: Social and emotional wellbeing is addressed through pastoral provision within school and also through children accessing Casy Counselling.

6: Staff aspirations are high for all children, children who are eligible for PP (and identified as in the lowest 20%) are always targeted through daily reading and small group/1:1 intervention.

7: Attendance: PP attendance is slightly below that of non PP attendance. PP 93.5% Non PP 94.5%

