

Beeston Fields Flying High Academy's Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2025-2026 academic year.

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	326
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kristabel Beeley
Pupil premium lead	Laura Clark
Governor / Trustee lead	Jeff McColl

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£206,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£206,040

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy is driven by a desire to provide opportunities and experiences, which will empower all pupils to achieve across all areas of the curriculum.

At Beeston Fields, we believe that every child, despite any early, adverse childhood experiences and current challenging circumstances, can reach their full potential. As a school, we strive to mitigate the barriers and challenges our disadvantaged pupils face to ensure that any gaps identified between pupils eligible for pupil premium and those who are not are addressed promptly, enabling all pupils' needs to be fully met and giving pupils the opportunity to achieve their aspirations.

At Beeston Fields, we believe that all disadvantaged pupils warrant a culture of high expectations as a fundamental principle. We are aware that some of the pupils eligible for pupil premium at Beeston Fields face challenges that are unique to them, including: low early language levels; low levels of aspiration; social and emotional needs and reduced parental involvement. As well as the aforementioned challenges, we also acknowledge that some of our pupils have not had the same life experiences afforded to their peers and do not have access to the same opportunities outside school as many of their peers. Our highest priority for our pupils in receipt of pupil premium funding is that they receive quality first teaching, which meets their academic needs, and support for their social and emotional needs. This will not only benefit pupils in receipt of pupil premium, but also those non-pupil premium pupils who face similar barriers.

We vow to ensure that pupils identified as high achieving are challenged and targeted towards greater depth, as well as providing the support required for those who do not meet the age expected standard. Within our assessment practices, disadvantaged pupils are at the forefront of professional discussions and evaluations, enabling all pupils to reach their potential.

Challenges

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

Challenge number	Detail of challenge
1	Gap between children eligible for pupil premium and children who are not eligible for pupil premium is considerable in certain year groups across maths, reading and writing.
2	Gap between children eligible for pupil premium and children who are not eligible for pupil premium is considerable for children taking the Multiplication Tables Check (MTC).
3	Gap between children eligible for pupil premium and children who are not eligible for pupil premium is considerable when looking at whole word reading in terms of both ELG (F2) and PSC (Y1).
4	Want to create a culture of belonging so that all children feel valued, engaged with school and learning and want to come to school every day.

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
<p>Close the gap between children eligible for pupil premium and children who are not eligible for pupil premium across maths, reading and writing. [Focusing primarily on Y2 & Y4]</p>	<ul style="list-style-type: none"> • Targets will be set early on in the year so pupils can be supported to achieve their full potential throughout the academic year. • Pupils who are not on track to achieve age related expectations will be targeted with more pre-teaches, more verbal feedback in lessons and more response interventions when needed. • Quality first teaching will enable children to be successful through the implementation of our recently launched reading programme and transcriptional fluency. • These pupils will be tracked regularly and conversations will be had in pupil progress dialogues around the best support they can be offered. • Pupils will have adequate access to resources to support learning such as high-quality, language rich texts which they will also be able to take home. • Scaffolded work will be appropriately provided. • High quality resources will be implemented in lessons.
<p>Close the gap between children eligible for pupil premium and children who are not eligible for pupil premium for children taking the Multiplication Tables Check (MTC). [Focusing on Y4, Y5 & Y6]</p>	<ul style="list-style-type: none"> • Targets will be set early on in the year so pupils can be supported to achieve their full potential throughout the academic year. • Quality first teaching will enable children to be successful through the teaching of times tables and rehearsal of key facts. • Support will be carefully planned in to meet the needs of these children. • These pupils will be tracked regularly and conversations will be had in pupil progress dialogues around the best support they can be offered. • School agreed strategies for multiplication tables to be implemented. • In class opportunities (e.g. environmental, routines, assemblies) will be provided to maximise the opportunities for pupils to practice the skills needed (maths fluency) • High quality resources will be implemented in lessons. • Parent events will be planned across different year groups detailing the importance of certain events and the support both school and parents can offer to pupils.

<p>Close the gap between children eligible for pupil premium and children who are not eligible for pupil premium when looking at whole word reading in terms of both ELG (F2) and PSC (Y1). [Focusing on F2, Y1, Y2 & Y3]</p>	<ul style="list-style-type: none"> • Targets will be set early on in the year so pupils can be supported to achieve their full potential throughout the academic year. • Quality first teaching will enable children to be successful through the teaching of phonics and regular rehearsal of sounds. • Support will be carefully planned in to meet the needs of these children. • These pupils will be tracked regularly and conversations will be had in pupil progress dialogues around the best support they can be offered. • School agreed strategies for word reading, transcriptional fluency and multiplication tables to be implemented. • In class opportunities (e.g. environmental, routines, assemblies) will be provided to maximise the opportunities for pupils to practice the skills needed (word reading, transcriptional fluency) • High quality resources will be implemented in lessons. • Parent events will be planned across different year groups detailing the importance of certain events and the support both school and parents can offer to pupils.
<p>Create a culture of belonging so that all children feel valued, engaged with school and learning and want to come to school every day. [Team responsibilities; attendance]</p>	<ul style="list-style-type: none"> • Embed children's opportunities for leadership roles within school. • Look at wider curriculum to see where children could make a difference within the local community. • Run events in school such as EMPOWER day and Belonging at Beeston so children understand the culture within school. • Nurture intervention groups will provide strategies, which pupils will then be able to apply to home and classroom situations. • Casey counselling is provided to those pupils who have been identified as needing extra support. • The family support worker will engage with families who need extra support. • Staff will be nurturing and aware of individual's needs. They will use emotion coaching when dealing with pupils. • A team approach will be taken with solution circle strategies deployed when cases are complex and requiring new thinking. • A team approach will be taken to attendance. • Support plans will be put in place for families who require them to offer support as and when necessary. • Family Support Worker will attend local attendance networks to gain key information and updates.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue the provision of quality first teaching by providing whole staff CPD. <i>[particular focus on the coaching model, phonics training for new staff in KS1, visiting other schools to discuss MTC]</i> £30,000	EEF: Research tells us that high quality teaching can narrow the disadvantage gap.	1,2,3
To develop pupils' transcription and sentence construction skills through extensive practise. £5,000	EEF: Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.	1
To effectively deploy teaching assistants to support with interventions where needed. <i>[particular focus on phonics intervention]</i> £10,000	EEF: Effective deployment of TAs is enhanced by training, self-assessment and monitoring of impact of TAs. Deployment should be measured, planned for and evaluated to have impact.	1,3
Limit class sizes to a maximum of 25. £65,000	EEF: Research shows smaller class sizes have a positive impact on progress made	1,2,3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide children with 1:1 and small group intervention for phonics £10,000	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	3
Small handwriting interventions focusing on letter formation to aid with transcriptional fluency. £7,000	EEF: Feedback studies tend to show high effects on learning.	1
Small times table interventions focusing on fact recall to aid with times table fluency. £7,000	EEF: Feedback studies tend to show high effects on learning.	2
Forest schools £1,000	Qualified practitioners carefully facilitate programmes which are uniquely tailored to the needs of the individuals within the group and have the fundamental aim of building participants' self-esteem, confidence, independence and creativity.	4

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

Budgeted cost: £71,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO to hold meetings with teachers termly to identify support for targeted children. £3,500	In order to carefully track the progress of children with SEN, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.	1,2,3,4
To use Pupil Progress Reviews termly to identify and plan actions for targeted children. £3,500	Pupil progress reviews will direct teachers to explore the key concepts, skills and knowledge required by pupils.	1,2,3,4
Attendance team to meet regularly to identify support for targeted children and their families £5,000	In order to carefully track the progress of children who are at risk of being persistently absent, it will be necessary to specifically identify and target these children, with strategies agreed and put in place.	1,2,3,4
Nurture support and a nurture room is provided for those children who need it. £20,000	EEF: 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
Wrap around care funded for by school for vulnerable, disadvantaged children £3,000	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.	4
0.8 Family support worker in school £26,040	To support and provide early intervention to vulnerable pp families resulting in less SC referrals and increased attendance/reduction in persistent absenteeism.	4
Provide financial aid so children who are eligible for pupil premium can attend school trips/extra-curricular clubs £10,000	Qualified practitioners carefully facilitate programmes which are uniquely tailored to the needs of the individuals within the group and have the fundamental aim of building participants' self esteem, confidence, independence and creativity.	4

Total budgeted cost: £206,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome 1:

Raise attainment for children working at the expected standard in GPS and combined at the end of KS2.

	GPS		Combined	
	Children eligible for pupil premium	Children not eligible for pupil premium	Children eligible for pupil premium	Children not eligible for pupil premium
2023-2024	73%	89%	64%	86%
2024-2025	80%	84%	55%	74%

Impact:

Attainment for children eligible for pupil premium working at the expected standard for grammar, punctuation and spelling rose from last year by 7%. In addition, the gap between children eligible for pupil premium and children not eligible for pupil premium in GPS shrank by 12% (16% → 4%).

However, attainment for children eligible for pupil premium working at the expected standard for combined decreased from last year by 9%. The gap between children eligible for pupil premium and children not eligible for pupil premium in combined shrank by 3% (22% → 19%).

Next steps:

Knowing that the weakest area in combined was writing, next year's pupil premium strategy will have a focus on writing across school to strengthen outcomes for all.

Intended outcome 2:

Raise attainment for higher achieving pupils across reading, maths and GPS at the end of KS2.

	Reading		Maths		GPS	
	Children eligible for pupil premium	Children not eligible for pupil premium	Children eligible for pupil premium	Children not eligible for pupil premium	Children eligible for pupil premium	Children not eligible for pupil premium
2023-2024	23%	43%	23%	47%	32%	56%
2024-2025	20%	42%	30%	58%	30%	58%

Impact:

More children eligible for pupil premium achieved the higher standard in maths than in the previous year. For both reading and grammar, the result was around the same as last year.

Next steps:

Knowing that there is still a considerable difference in attainment between children eligible for pupil premium and children who are not eligible for pupil premium funding, next year's pupil premium strategy will look at closing these gaps earlier on in school.

Intended Outcome 3:

Raise attainment for pupils achieving GLD in Early Years.

	GLD	
	Children eligible for pupil premium	Children not eligible for pupil premium
2023-2024	65%	72%
2024-2025	56%	80%

Next steps:

Knowing that GLD is still not where we want it to be for pupils eligible for pupil premium, this will continue to be a focus during the 2025-2026 academic year. We are aware of the importance of children having strong foundational skills and the impact this has on setting them up for success later in life. We will expand this to include the PSC.

Intended outcome 4:

Raise attendance for pupils eligible for pupil premium.

	<u>Whole school attendance</u>	<u>Pupil Premium attendance</u>	<u>Whole school persistent absenteeism</u>	<u>Pupil Premium persistent absenteeism</u>
2022-2023	93.72%	93.22%	20.77%	26.44%
2023-2024	92.91%	91.65%	22.86%	27.01%
2024-2025 (inc. under 5s)	94.2%	92.4%	13.3%	22.2%

Impact:

Attendance is continuing to increase for children eligible for pupil premium and reduce in terms of persistent absenteeism.

Next steps:

Nationally, attendance has still not returned to pre-pandemic levels so attendance will continue to be a focus for the pupil premium strategy 2025 – 2026.

Intended Outcome 5:

To ensure children are happy in school and at home and are able to regulate their emotions.

Impact:

This year, children have been given the opportunity to have leadership responsibilities within school. These roles have been offered to all, but roles have been distributed based on the school's context. A number of children who have had leadership responsibilities have shared their enjoyment from participating, and shared the positive impact it has had on them wanting to attend school, as well as making them value school in a different way. Alongside this, our nurture provision has supported children in recognising and regulating their emotions, and our CFSW (children and family support worker) has worked closely with parents referring children/parents to courses as needed.

Next steps:

This will continue to be a priority within our school as we are aware that children's needs and emotions change over time and we want to be a constant support to those who need it.

Intended Outcome 6:

Provide early help to families where a social worker has been or is allocated and to those requiring an early help assessment.

Impact:

Many families have benefitted from this support.

Next steps:

This will continue to be a priority within our school as we are aware that families' needs change over time and we want to be a constant support to those who need it.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils