

Whipman Woods Flying High Academy

Pupil Premium Strategy Statement (reviewed)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024-2025 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
School name	Whipman Woods Flying High Academy
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	12% (11 pupils) <small>As a new school, there is a lag in funding. 21 (23%) children are now eligible for FSM but the school receives funding for 11</small>
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Pat Dubas
Pupil Premium Lead	Nicola Green (Pat Dubas)
Governor / Trustee lead	Neil Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,042

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 motivate all pupils to achieve across all areas of the curriculum. We expect our children to be ready, kind and safe. These expectations permeate our values and our curriculum.

At Whipman Woods, 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 Whipman Woods, 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 Whipman Woods face challenges that are unique to them, including: low early language levels; social and emotional needs and social and emotional needs stemming from arriving at the school from a variety of settings. 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 high 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. As a new school, we appreciate that all of our children are 'new to school' and as such need carefully structured opportunities to feel a sense of belonging. This is particularly pertinent to children who are new to the country and speak English as an Additional Language (EAL)

We 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	Attainment for pupils eligible for pupil premium to meet the same standard as pupils not eligible for pupil premium in reading, writing and maths by the end of KS2
2	Children are provided with the necessary foundations to ensure that attainment in the prime areas of learning in EYFS is secure, allowing children to progress confidently into KS1
3	Attendance for pupils eligible for pupil premium funding to meet the same standard as pupils not eligible for pupil premium funding, reducing persistent absence in the process.
4	To ensure pupils who require it, receive social and emotional support to ensure this is not a barrier to learning and that all children experience a sense of belonging

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>Raise attainment for pupils eligible for pupil premium to meet the same standard as pupils not eligible for pupil premium in reading, writing and maths by the end of KS2</p>	<ul style="list-style-type: none"> • 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. • These pupils will be tracked regularly and conversations will be had in pupil progress dialogues around the best support they can be offered. • Targets will be set early on in the year so pupils can be supported to achieve their full potential throughout the academic year. • High quality resources will be implemented in lessons. • 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. • Parents will receive positive communication regularly commending pupils' efforts. • 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. • Teacher techniques such as Walkthrus used to support the development of high quality first teaching • Specific, time-limited interventions planned for and evidenced in the school's provision-mapping system • Provision-mapping is in place for children who are new to English and may feel a sense of displacement
<p>Ensure that children are provided with the necessary foundations to ensure that attainment in the prime areas of learning in EYFS is secure, allowing children to progress confidently into KS1</p>	<ul style="list-style-type: none"> • Communication and Language • At the beginning of the year, all pupils will complete the NELI baseline assessment. • Data from this will inform interventions which are carried out in the provision to address gaps. • Pupils will be regularly assessed to ensure their needs are being met and they can achieve their full potential. • Additionally, pupils eligible for pupil premium are prioritised for phonics keep up where necessary. • In respect of PSED, children's executive functioning is developed through carefully planned continuous provision and carefully planned opportunities are in place to develop children's emotional literacy • Physical development is planned for through carefully structured indoor and outdoor provision

<p>Ensure that attendance for pupils eligible for pupil premium funding meets the same standard as pupils not eligible for pupil premium funding, reducing persistent absence in the process.</p>	<ul style="list-style-type: none"> • Attendance monitored weekly for all pupils across school. • Pupils who are identified as potentially becoming persistently absent, or who are already persistently absent, are identified and monitored. • Support offered to families through a number of different avenues in line with the school's tiered approach • Regular check in with families who need it to support and encourage good attendance, led by the school's attendance champion • 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. • There is no gap between Pupil Premium and non-Pupil Premium pupils at Whipman Woods Flying High Academy • Pupil Premium pupils to arrive for school on time. • Pupil Premium attendance to be supported by attendance team to engage positively with parents and families to increase attendance for Pupil Premium pupils. • A reduction in persistent absenteeism for Pupil Premium pupils, and for the school persistent absenteeism figure to reduce to at least the national average. • 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
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To ensure pupils who require it, receive social and emotional support to ensure this is not a barrier to learning and that all children experience a sense of belonging

- Staff will be nurturing and aware of individual's needs. They will use emotion coaching when dealing with pupils.
- Pupils will know who they can talk to if they have any concerns relating to other pupils.
- Early Help Assessment forms will be completed in a timely manner.
- Parents and pupils will be engaged in the process through a rigorous procedure, using the safety and well-being grid as a guide.
- Parents will be signposted to support groups, additional help and organisations as appropriate.
- Referrals to outside agencies will take place in a timely manner.
- An ELSA-trained teaching assistant is in post to support pupils' individual needs from the summer term
- The Boxall profile will be used to ensure an effective baseline and action plan can be monitored and evaluated.
- A team approach will be taken with solution circle strategies deployed when cases are complex and requiring new thinking.
- Assemblies will celebrate the school's values and children will be acknowledged for their effort towards these
- A newsletter will celebrate the school and children's achievements

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: £6642

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue the provision of quality first teaching by providing whole staff CPD. £2,000	EEF: Research tells us that high quality teaching can narrow the disadvantage gap. Teaching WalkThrus, linked to Dan Willingham's Learning model will be used to underpin the school's lesson design approach	1,2
To embed updated marking policy with a larger emphasis on feedback. £2,000	EEF: Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	1,2
To develop pupils' transcription and sentence construction skills through extensive practise. £642	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.	1,2
To effectively deploy teaching assistants to support with interventions where needed. £2000	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.	1,2

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pupil premium children in EYFS with 1:1 and small group intervention for early reading (NNPS interventions) and oracy	EEF: Small group tuition has an average impact of four months' additional progress over the course of a year.	1,2
Individual reading for children in receipt of Pupil Premium. £4,000 relating to class-based TA support	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
Pre and post teach and feedback sessions.	EEF: Feedback studies tend to show high effects on learning.	1,2

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

Budgeted cost: £5420

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO to hold meetings with teachers termly to identify support for targeted children. £2,420	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
Attendance team to meet regularly to identify support for targeted children and their families	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.	3
To use Pupil Progress Reviews termly to identify and plan actions for targeted children. £2,500	Pupil progress reviews will direct teachers to explore the key concepts, skills and knowledge required by pupils.	1,2,3,4
Nurture support and a nurture room is provided for those children who need it.	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
Provide financial aid so children who are eligible for pupil premium can attend school trips/extra-curricular clubs and uniform £500	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.	1,2,4

Total budgeted cost: £16,042

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 2024 to 2025 academic year.

As a newly established primary school, open for just over a year, the context in which this Pupil Premium strategy is reviewed must be clearly understood. Due to small cohort sizes, a high level of pupil mobility (a significant number of mid-year admissions), attainment and progress data is not yet sufficiently stable or reliable to draw meaningful conclusions about long-term impact or outright judgements about whether each challenge has been overcome. In recognition of this, this review does not seek to demonstrate impact through hard data at this stage. Instead, it focuses on the quality of strategic planning, the accuracy and timeliness of identifying disadvantaged pupils, the appropriateness and consistency of provision, and the early indicators of impact seen through engagement, attendance, and progress from individual starting points.

Outcome 1: Raising attainment (KS2 reading, writing, maths)

Despite the school's early stage of development and limited staffing capacity, the actions taken to address this challenge are beginning to have a positive impact on disadvantaged pupils' progress towards age-related expectations. While cohort-level attainment data is not yet reliable due to small numbers and pupil mobility, robust systems ensure that pupils eligible for Pupil Premium are identified quickly, tracked closely and supported effectively.

Identification of the specific barriers for pupils eligible for pupil premium ensures that provision is increasingly effective. Termly pupil progress meetings (with a clear focus on those pupils eligible for Pupil Premium) enable staff to review individual progress, respond to emerging gaps and provide targeted, time-limited support. Clear and aspirational targets are set early, ensuring high expectations are maintained for all pupils, including those joining mid-year from a range of educational settings.

Quality first teaching remains the primary driver of impact and is maintained through regular monitoring of teaching and learning, including the consistent use of WalkThrus and agreed teaching approaches. This ensures focused, engaging learning environments across reading, writing and maths. A strategic emphasis on foundational knowledge such as reading fluency, supported by carefully selected, language-rich texts, has strengthened pupils' vocabulary, comprehension and access to the wider curriculum.

Parental engagement (with a clear focus on families eligible for Pupil Premium) has further supported impact, with reading-focused events helping parents feel involved in their child's learning and invested in their school experience. Although the staffing constraints of a new school limit the scale of additional intervention, time-limited academic and pastoral support has improved pupils' readiness to learn. Collectively, these actions ensure that pupils eligible for Pupil Premium are well supported to make progress towards outcomes increasingly in line with their peers as cohorts stabilise.

Outcome 2: Securing EYFS Foundations (Communication, PSED, Physical development)

The Early Years Foundation Stage at Whipman Woods has been a significant focus for school development, ensuring that children experience high-quality, engaging teaching and learning from the earliest stages of education. Although the school's Nursery provision only opened in January 2025, early impact is already evident. This provision is oversubscribed, and parent surveys indicate strong confidence in the school's ability to welcome children into school life and support early learning effectively.

Clear assessment systems and processes on entry enable staff to identify all children's starting points quickly and monitor progress closely. This ensures that intervention is implemented promptly, resulting in emerging gaps being addressed before they widen. Weekly feeding forward meetings strengthen this approach by enabling staff to exercise their professional judgement from observations, identify gaps in pupils' knowledge and skills and tailor future provision to ensure the required progress is made. Aspirational

target-setting ensures that all pupils, with a clear focus on those eligible for Pupil Premium, are subject to high-expectations and are well-supported to achieve these as they move throughout the EYFS and beyond.

Language acquisition remains a key priority – NELI (Nuffield Early Language Intervention) baselines are carried out on entry to Nursery and Reception to identify pupils at risk of underachievement as a result of limited language. The programme is used both as a whole-class approach and with identified groups, ensuring that language development is consistently promoted whilst targeted support accelerates progress for those most at risk. Observations show that this is positively impacting pupils' vocabulary, listening skills and oral communication, improving engagement, enjoyment and access to learning across the curriculum.

Early reading outcomes are prioritised through the consistent use of the 'No Nonsense Phonics' programme. This ensures a systematic and coherent approach to phonics teaching. Where emerging gaps are identified, timely 'keep up' support ensures that these are addressed quickly and that all pupils (including those eligible for Pupil Premium) develop secure early reading skills.

Impact is also evident in pupils' personal development and readiness to learn. Carefully planned continuous provision (informed by ongoing formative assessment) ensures that a close focus on children's overall readiness for the next phase of their education is maintained. Despite the school still being in the early stages of its provision, children are increasingly well equipped with the foundational knowledge and skills that will ensure their success as they move through the school.

Outcome 3: Improving attendance and reducing persistent absence

While attendance for pupil premium pupils began the year relatively strong, it deteriorated slightly across the academic year, and the gap with non-PP pupils widened rather than narrowed. This indicated that the current approach did not yet meet the challenge of parity in attendance and reducing persistent absence.

The school's attendance data (still well above national figures) is impacted by an increase in pupil premium pupils joining the school mid-year, many of whom arrive with established patterns of low attendance. This has contributed to the widening gap and reinforces the need for early, targeted intervention.

In the year 25-26 the following approaches will support improvement:

- Earlier identification and intervention for PP pupils whose attendance begins to decline.
- More personalised attendance support, addressing barriers such as family circumstances, mental health, or engagement.
- Increased monitoring focus across the Spring and Summer terms, where decline was most pronounced.
- Evaluation of PP-funded strategies to ensure they are directly impacting attendance.

2024–25 data demonstrates that attendance for pupils eligible for pupil premium funding does not yet meet the standard of non-PP pupils. Closing this gap will remain a high-priority improvement focus, with targeted, sustained, and data-led interventions required to reverse the downward trend and secure improved outcomes.

Outcome 4: Ensuring emotional and social wellbeing

As a new school, Whipman Woods has placed a strong emphasis on developing a nurturing and inclusive culture where pupils' social and emotional needs are recognised and addressed as a foundation for learning. Staff understand the importance of a restorative and relational approach when supporting pupils, particularly where social and emotional needs present a barrier. Children are supported to recognise and name their feelings, enabling them to develop effective strategies to manage these with increasing independence.

Building a sense of belonging has been a key priority. Trusting relationships based on mutual respect are developing well, and pupils are taught the importance of talking to overcome worries. Key adults within school are clearly identified, alongside external agencies that can provide additional support when required. Parents are informed and involved wherever possible, ensuring a strong sense of community and shared care. Referrals to external agencies are made in a timely manner through a triangulated approach involving safeguarding staff, the SENCo, and teaching staff.

While the school has not yet appointed a member of staff with capacity to deliver ELSA support, a teaching assistant has been strategically deployed across the school to provide targeted intervention for identified pupils. This support is informed by a clear assessment process, including the use of Boxall Profiles, and is beginning to have a positive impact on pupils' emotional regulation and engagement.

Whole-school assemblies and PSHE lessons further reinforce the importance of inclusion and belonging. These are planned flexibly to respond to contextual issues and are delivered at whole-school, phase, group, or individual level as appropriate. Clear school rules and conduct expectations provide consistent boundaries and help pupils understand how to behave and belong, promoting a strong sense of identity through the 'Whipman Woods' Way'.

Overall, this area shows positive early impact, with systems and practice continuing to develop as the school grows. Further embedding of provision and capacity will strengthen consistency and long-term outcomes for pupils who require additional social and emotional support.

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
PSHE Programme	Jigsaw

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	