

Whipman Woods Flying High Academy

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 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	123 (F2-Y6) 149 (including F1)
Proportion (%) of pupil premium eligible pupils	15% (19 pupils) <small>(actual number of PP eligible pupils: 26). As a new school, Pupil Premium funding lags behind need due to reliance on historic FSM data and mid-term admissions that occur after census points.</small>
Academic year/years that our current pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Nicola Green
Pupil premium lead	Nicola Green
Governor / Trustee lead	Neil Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34,045
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	£34,045

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 eligible for pupil premium attain broadly in line with non-pupil premium pupils in reading, writing and mathematics by the end of KS2, with no consistent attainment gaps across subjects. • All pupil premium pupils make at least expected progress from their individual starting points, with evidence of accelerated progress where gaps are identified. • Attendance and engagement of pupil premium pupils are in line with, or improving towards, those of non-pupil premium pupils, taking individual circumstances into account. • Teaching and targeted support for pupil premium pupils are well matched to need and regularly reviewed, with clear evidence of impact on learning.
<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"> • Every child eligible for pupil premium achieves Expected in: Communication and Language, Physical Development and Personal, Social and Emotional Development. • If this is not fully achieved, any PP child not achieving Expected: <ul style="list-style-type: none"> - has an identified need recorded on entry and shows documented improvement across the EYFS year in the relevant prime area - AND no PP child enters Year 1 with more than one prime area assessed as below expected. • Transition records confirm that all pupils eligible for pupil premium can access the KS1 curriculum without gaps in prime areas being the primary barrier.
<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 for pupils eligible for pupil premium matches or exceeds that of non-pupil premium pupils, with no persistent absence. • Every pupil eligible for pupil premium has attendance of 95% or above, unless absence is medically authorised. • No pupil premium pupil is persistently absent (below 90% attendance).

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

- Every pupil eligible for pupil premium with identified SEMH needs has:
 - an identified adult responsible for monitoring wellbeing, and a support plan outlining agreed strategies used in class
and
 - For each pupil eligible for pupil premium with SEMH needs: universal or targeted strategies are implemented consistently for a minimum of one term.
- Behaviour and engagement records show:
 - no increase or a reduction in SEMH-related incidents compared with the baseline term, or
 - improved engagement (e.g. increased time on task, reduced dysregulation episodes).
- Pupil voice (or other measures) confirm:
 - every pupil eligible for pupil premium can identify a trusted adult in school, and reports feeling safe and supported at school.

Supportive (universal or targeted) strategies can include:

- Named, key adult for check ins
- Regular, brief check-ins – start and end of day
- Visual timetables/task lists
- Clear behaviour expectations reinforced consistently
- Pre-teaching of transitions/changes
- Movement breaks
- Calm spaces within classrooms
- Use of emotion check-ins/scales
- Clear strategies agreed with the pupil
- De-escalation strategies used before sanctions
- Focus on (and support to do so) repairing relationships
- Consistent use of praise and recognition
- Strategies used by all adults – consistent approach

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: £17,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments to support accurate identification of learning gaps and effective monitoring of pupil progress.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic Assessment Tool.pdf	1
Staff CPL focused on effective instruction, scaffolding and feedback, particularly in mixed-age and small-group contexts.	EEF research shows that high-quality, sustained professional development improves teaching quality and pupil outcomes, particularly when it is well designed and carefully implemented over time. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1
Adaptive teaching in reading, writing and maths, using formative assessment to identify and address gaps promptly for all pupils with a sharp focus on vulnerable groups	Evidence from the EEF Teaching and Learning Toolkit shows that formative assessment and high-quality feedback are highly effective in improving attainment. These approaches enable teachers to adapt teaching in reading, writing and maths by identifying and addressing gaps promptly, with particularly strong benefits for disadvantaged and vulnerable pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2
High-quality adult interaction in EYFS, with a strong focus on communication and language, PSED and physical development through	Evidence shows that high-quality adult interaction has a strong impact on children's communication and language development, particularly for disadvantaged pupils. Structured play and routines enable adults to model language, support PSED and physical development, and help close early gaps in learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-years	1,2

structured play and routines.	Communication and language approaches EEF	
Teachers provide timely, specific feedback focused on clear next steps, with structured opportunities for pupils to respond, reflect and address misconceptions.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1
To develop pupils' transcription and sentence construction skills through extensive, high-quality practice to support improved writing outcomes.	<p>EEF guidance emphasises the importance of developing transcriptional fluency - secure handwriting, spelling, and sentence construction - so pupils can focus on meaning and composition. Strengthening these foundational skills through high-quality teaching and targeted support is shown to be particularly effective in improving literacy outcomes for disadvantaged pupils.</p> <p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF The writing framework</p>	1,2
To deploy teaching assistants to provide focused small-group and one-to-one interventions to address identified gaps in learning, supporting pupils to make accelerated progress.	<p>Evidence shows that teaching assistants are most effective when trained to deliver targeted, structured interventions to small groups or individuals. This approach can lead to four to six months' additional progress and has been chosen to supplement high-quality teaching and help close gaps in learning for disadvantaged pupils.</p> <p>Teaching Assistant Interventions EEF</p>	1

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

Budgeted cost: £9,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To assess all pupils and deliver and oracy interventions in EYFS, to ensure that any language deficit is tackled through targeted intervention to secure strong early literacy and language outcomes.</p>	<p>Evidence from the shows that targeted oral language interventions, including early language programmes, can lead to around four to six months' additional progress. By developing pupils' spoken language, vocabulary, and listening skills, this early, structured approach is particularly effective for vulnerable pupils and helps prevent gaps in literacy and learning from widening.</p> <p>Nuffield Early Language Intervention EEF Oral language interventions EEF</p>	<p>1,2</p>
<p>To provide targeted small-group and individual phonics intervention, tailored to identified needs, to accelerate pupils' decoding and early reading skills.</p>	<p>Evidence shows that explicit, systematic phonics teaching supports pupils to develop decoding skills and make significantly more progress in reading. Targeted small-group or individual phonics support matched to pupils' current phonemic awareness and letter-sound knowledge helps to close gaps more quickly, particularly for disadvantaged pupils who often enter with weaker early reading skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2</p>
<p>To identify additional needs early through observation and baseline assessment, followed by targeted small-group or individual support.</p>	<p>Evidence indicates that early identification of additional needs, followed by targeted support, can improve outcomes for young children, particularly those at risk of falling behind. Using observation and baseline assessment to pinpoint needs and deliver small-group or individual support ensures timely, focused intervention that helps close early gaps in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/early-years-interventions</p>	<p>1,2,3</p>
<p>To target pastoral and social-emotional support (e.g. mentoring, emotional check-ins, ELSA-style support) for where need is identified as a barrier to learning.</p>	<p>EEF Foundation Social and Emotional Learning evidence shows that targeted SEL approaches can improve pupils' wellbeing, behaviour and engagement, particularly where social-emotional needs are barriers to learning. Providing pastoral and social-emotional support where need is identified helps pupils to regulate emotions, engage positively in learning and make stronger academic progress.</p> <p>Social and emotional learning EEF</p>	<p>1,4</p>

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

Budgeted cost: £7,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To create and maintain a consistent, inclusive classroom culture with clear routines and strong relationships between staff and pupils.</p>	<p>EEF guidance emphasises that a consistent, inclusive classroom culture built on clear routines and positive relationships supports better behaviour and engagement. Predictable expectations and strong staff-pupil relationships help pupils feel safe, supported and ready to learn, reducing low-level disruption. This approach is particularly beneficial for vulnerable pupils, enabling them to engage more consistently with learning and make stronger progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-behaviour-in-schools</p> <p>Behaviour in Schools - Advice for headteachers and school staff Feb 2024</p>	<p>1,4</p>
<p>To work in partnership with parents/carers to support early language development, routines and positive learning behaviours at home.</p>	<p>EEF Parental Engagement evidence shows that effective partnership with parents and carers can positively impact children's learning and development, particularly in early language and behaviour. Supporting families to develop consistent routines and positive learning behaviours at home helps reinforce learning beyond the classroom. This approach is especially beneficial for disadvantaged pupils, helping to reduce early gaps and support sustained progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,2,4</p>
<p>To establish a regular attendance team review process to identify pupils at risk of persistent absence and coordinate targeted support for children and their families, with agreed actions to address barriers and improve attendance.</p>	<p>Evidence shows a strong link between attendance and attainment, with persistently absent pupils significantly less likely to achieve expected standards. Regular attendance team reviews support early identification of pupils at risk and enable schools to understand and address individual barriers to attendance. This targeted, coordinated approach helps improve attendance, engagement and outcomes, particularly for disadvantaged pupils.</p> <p>Attendance interventions rapid evidence assessment EEF</p> <p>https://www.gov.uk/government/publications/link-between-attendance-and-attainment</p>	<p>3,4</p>
<p>Hold regular pupil progress meetings to review assessment, identify barriers to learning and agree targeted</p>	<p>Accurately diagnosing pupils' needs and using assessment information to inform targeted support. Regular pupil progress meetings provide a structured opportunity to review progress, identify barriers and adjust provision in a timely way. This approach supports more effective use of resources and helps ensure disadvantaged pupils receive the right support to close gaps and improve outcomes.</p>	<p>1,4</p>

support for all pupils, with a sharp focus on vulnerable groups.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/using-pupil-premium	
To use individual pupil support plans or case studies to identify barriers to learning and review impact regularly.	Evidence shows that individualised instruction, tailored to each pupil's needs and regularly reviewed, can lead to improved attainment, with approaches often yielding around 4 months' additional progress on average compared to standard teaching practice. Individual support plans and case studies help schools systematically identify specific barriers to learning, target precise interventions and regularly assess their impact, ensuring provision is responsive and effective for disadvantaged and vulnerable pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,4
To remove practical barriers to participation (e.g. access to trips, clubs and resources) for all pupils, especially vulnerable groups to ensure equitable access to enrichment and learning opportunities.	Pupils from disadvantaged backgrounds are less likely to access sports clubs, trips and enrichment activities due to financial and practical barriers, limiting their opportunities for social, physical and academic development. Providing free or affordable access to trips, clubs and essential resources ensures that all pupils can benefit from these experiences, supporting engagement, confidence and broader development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.gov.uk/government/publications/barriers-and-enablers-to-participation-in-youth-activities-research/barriers-and-enablers-to-participation-in-youth-activities-executive-summary	4

Total budgeted cost: £34,045

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.

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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

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?	