

Pupil premium strategy statement Theddlethorpe Academy 2022 - 23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 | Theddlethorpe Academy |
| Number of pupils in school | 90 |
| Proportion (%) of pupil premium eligible pupils | 38.9% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 2024/2025 |
| Date this statement was published | Dec 2022 |
| Date on which it will be reviewed | 1 July 2023 |
| Statement authorised by | Andy Clark, Executive Principal |
| Pupil premium lead | Susan Cook, Principal |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £48,475 |
| Recovery premium funding allocation this academic year | £5,945 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0.00 |
| 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 | £54,420 |

Part A: Pupil premium strategy plan

Statement of intent

It is our intention to ensure that all children and families are supported in attending school, managing the school environment, and making friends; that they are supported at home and in family life; and that they receive targeted support for any SEN, social emotional, or behavioural needs that may be a barrier to learning and attainment.

We want all pupils to have access to the well-sequenced, broad, and balanced primary education to which they are entitled, regardless of their background or other circumstances. We also want all teachers and teaching assistants to be setting high expectations, and implementing a diverse variety of evidence-based teaching practises that enhance learning.

High-quality teaching is at the centre of our strategy, with a particular emphasis on areas where disadvantaged pupils require the most assistance. This has been shown to have the greatest impact on bridging the achievement gap between disadvantaged and non-disadvantaged pupils in our school while also benefiting the non-disadvantaged students in our school. Our objective, outlined below, is that non-disadvantaged pupils' attainment will be maintained and improved in alongside with the progress made by their disadvantaged peers.

Our strategy is also a key component of wider school recovery plans, particularly in terms of providing targeted help through the School Led Tutoring Program for pupils whose education has been negatively impacted, including non-disadvantaged students.

Our long-term objectives are to:

- Remove barriers to learning posed by poverty, family circumstances, and background;
- Narrow achievement gaps between disadvantaged and non-disadvantaged pupils;
- Ensure that all pupils can read fluently and with good comprehension in order to access the full range of the curriculum;
- Develop confidence in their ability to communicate effectively in a variety of situations;
- Allow pupils to take care of their social and emotional well-being while also developing resilience;
- Have access to a diverse range of possibilities to expand their world knowledge and understanding.

Achieving our objectives:

- Provide all teachers with high-quality CPD to ensure that pupils receive effective high-quality teaching;
 - Provide focused intervention and assistance to quickly close identified learning gaps, including the utilisation of small group work and one-on-one tutoring sessions;
 - Allocation of funds to ensure that all pupils have access to field trips, residentials, and other first-hand learning experiences;
 - Make it possible for all pupils to participate in enrichment activities, including sports on a regular basis;
- Provide appropriate nurture assistance to pupils so that they can access learning both inside and outside the classroom.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low attainment: On average, Pupil Premium children have lower attainment and make slower progress rates than their peers. Overall, PP children have knowledge gaps and find it difficult to retain/recall prior knowledge. The impact of COVID-19 has meant that this gap has widened for a number of PP children. Lack of access to appropriate technology during the COVID-19 pandemic has resulted in a significant widening of the attainment gaps for some Pupil Premium children as they were unable to access daily learning. |
| 2 | Low vocabulary: Some children enter Theddlethorpe Academy with lower levels of literacy and, more specifically, vocabulary skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary and reading opportunities. |
| 3 | Low aspirations: Some children in receipt of Pupil Premium have had limited life experiences outside of their home and immediate geographical area, resulting in a 'cultural capital' disadvantage compared to their peers at school. In addition, they may have limited access to literature, libraries, and technological resources such as computers, iPads etc. |
| 4 | Social, emotional or behavioural difficulties: A lack of self-confidence, determination, and perseverance in some Pupil Premium pupils prevents them from being socially and emotionally prepared to participate in school activities. Many pupils struggle with self-reflection and evaluation, and they lack the self-motivation and confidence to continue their education. Some underprivileged children come at school unprepared to learn because of high levels of hardship, a variety of child safety difficulties, such as parents who have mental health issues, domestic violence, and a lack of parental engagement. |
| 5 | Lack of parental engagement: Limited parental engagement in school and learning resulting in reduced homework completion, a lack of reading, a lack of readiness for school and, for some, reduced ambition. |

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 |
|---|---|
| Access to high quality teaching and a well sequenced and broad curriculum is offered across the full primary range. | <p>Pupils are required to attend all lessons, with interventions occurring outside of scheduled classes.</p> <p>Ensure that the material of the lesson is understood through the use effective strategies.</p> <p>Teaching is of a high quality, as measured through outcomes and general monitoring of lessons and the quality of work.</p> <p>Wherever they occur, interventions demonstrate that the PP group is starting from the right place and making good progress.</p> |

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| <p>When compared to their individual starting places, disadvantaged pupils make at least predicted progress across the curriculum, and more specifically in the core subjects of Reading, Writing, and Mathematics (RWM).</p> | <p>Pupils who need to make rapid progress across key subjects and in phonics will receive targeted small group and one-on-one intervention, as well as additional support.</p> <p>The White Rose Maths programme will be implemented consistently throughout KS1 and KS2.</p> <p>Additionally, the school will incorporate materials to assist with home reading that are aligned with in-school phonics teaching.</p> <p>High-quality class literature will be sourced in order to align with the curriculum objectives. These will be used in all of the daily reading lessons going forward.</p> <p>Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</p> <p>A full CPD programme is in place offering a wide range of opportunities to further improve the quality of teaching.</p> <p>Targeted pupils receive additional speech and language support and intervention.</p> |
| <p>Disadvantaged pupils gain cultural capital, helping them to participate in their studies, preparing them for next educational phase and life after school.</p> | <p>A curriculum that is highly ambitious, knowledge and language-rich ensures that children know more, remember more, and understand more than they would otherwise.</p> <p>Children will get an understanding of the greater world outside of their local community through well-planned visits that are aligned with the school curriculum.</p> <p>Reading Plus, TT Rockstars, and Mangahigh online resources will be available to all KS2 pupils, both at home and at school.</p> <p>It is planned to provide children with an extensive library that will include the most recent and highest-quality texts available.</p> <p>Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP.</p> <p>Activity leads are aware of the need to promote PP attendance to extracurricular activities and promote/invite/prioritise PP learners.</p> |
| <p>Pastoral Care ensures that our most vulnerable pupils are fully engaged in all parts of school life.</p> | <p>A programme of education for social responsibility to equip year 6 pupils with the skills/develop resilience so to safeguard their own mental health and well-being.</p> <p>Provide specialist support e.g. Educational Psychologist to help to improve the results of our disadvantaged children through 1:1/small group work with children programmes that focus on friendships, child development, and social skills.</p> <p>Determine how to best use staff resources. Support personnel properly to challenge and lead children without over-dependence on adults.</p> |

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| <p>Parental engagement is high for PP pupils and teachers foster connections and interest in pupils' wellbeing and academic achievement.</p> | <p>To improve pupil support at home, parental engagement will be developed. Parents will be educated on the objectives for their year groups and individuals, as well as how they may help at home.</p> <p>PP families respond to targeted support and inclusion offers such as:</p> <ul style="list-style-type: none"> • Funded enrichment club places; • Teacher/Parent face to face meetings; • Attendance at celebration and other school performance events. <p>Parent Surveys indicate satisfaction with Theddlethorpe's education and pastoral offer.</p> |
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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: £33,740

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embed the 'Little Wandle Letters and Sounds' scheme throughout the Academy and deliver it consistently.</p> <p>Ensure all staff (including new employees) have undergone training in order to effectively deliver the phonics curriculum.</p> <p>Ensure that spelling is taught explicitly and according to the plan in all year groups.</p> | <p>Academy data shows that disadvantaged pupils struggle to convert to a GDS at the end of KS2.</p> <p>Speed of fluency reading is a barrier to this.</p> <p>In house phonics data for the end of Y1 has sat below the figure for national.</p> <p>Phonics screening especially up in KS2 to ensure all pupils are decoding at ARE.</p> <p>EEF Evidence document Literacy KS1 and KS2: https://educationendowmentfoundation.org.uk/school-themes/literacy/</p> | <p>1, 2, 3</p> |
| <p>Purchase of standardised diagnostic assessments, - training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | <p>1,2,4</p> |
| <p>Teachers to closely monitor and intervene when the achievement of PP is less than that of non-disadvantaged pupils</p> | <p><i>"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils."</i> EEF guide to the Pupil Premium.</p> <p>Positive engagement and HQT teaching strategies should be promoted by teachers with PP pupils.</p> | <p>1, 2, 3, 4,5</p> |

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| or less than that of their predicted attainment pathway. | Teachers keep track of the development of PP pupils and communicate with the PP lead in order to identify areas that require specific intervention. | |
| Literacy Lead promotes literacy, helps to identify and provide staff CPD. Additionally monitors and supports reading interventions. | Reading is a critical factor in determining academic performance. Improved confidence, more engagement, and improved outcomes are all benefits of closing the reading gap. | 1, 2, 3, 4 |
| Numeracy Lead promotes mathematics, helps to identify and provide staff CPD. Additionally monitors and supports reading interventions. | When it comes to academic and professional performance, as well as financial ability in adulthood, numeracy is essential. | 1, 2, 3, 4 |
| Curriculum support materials; CQ art, science, history geography. Kapow computing, Language Angels, PSHE Association. Reading plus, TTRS, Mangahigh, Spelling Shed. | A wide range of high-quality resources that are relevant to pupils' requirements, but also demanding and well-sequenced, to enable excellent attainment across all subject areas. | 1, 2, 3, 4, 5 |
| Invest in the CQ assessment system, including add-ons, to help identify gaps in learning, especially for disadvantaged pupils. | Use assessment to build on pupils' existing knowledge and understanding Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 | 1, 2, 3, 4, 5 |

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

Budgeted cost: £11,972

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| 1:1 tutoring and small group work | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. | 1, 2, 3, 4 |
| Additional phonics sessions targeted at disadvantaged | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the | 1, 2, 3, 4 |

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| pupils who require further phonics support. Regular monitoring and screening to track progress and provide additional support, where necessary. | development of early reading skills, particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | |
| NELI (Nuffield Early Language Intervention) | Demand for Speech and Language support with Speech Therapy. | 1, 2 |
| 1:1 pupil progress meetings between targeted PP and teachers/SLT | Allowing time for continuous professional talks about further care for these children will assist in maintaining this as a priority. There is a collective responsibility for the progress of PP children in order to speed progress. Staff will understand who they are, their educational and emotional needs, and any strategies necessary to meet those needs. | 1, 2, 3, 4, 5 |

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

Budgeted cost: £8708

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| A variety of enrichment clubs across KS1 and KS2. | Developing cultural capital and wider curricular development. After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/arts-education https://www.artshealthresources.org.uk/docs/impact-of-arts-education-on-the-cognitive-and-non-cognitive-outcomes-of-school-aged-children-a-review-of-evidence/ | 3, 4, 5 |
| Mental Health lead - Providing a listening service for pupils who may be experiencing difficulties | Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners. | 3, 4, 5 |
| Parent workshops, stay and play, | Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home. | 1, 2, 3, 4, 5 |
| Promoting wellbeing and resilience. | Y6 pupils are motivated, by means of increased responsibility and whole school promotion via leadership of the School Council and support activities in other year groups, showing increased resilience, attendance and stamina for school life. | 3, 4, 5 |

Total budgeted cost: £ 54,420

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 2020 to 2021 academic year.

The following summarises the attainment outcomes for Year 6 pupils, based on their SATs outcomes.

| Key Stage 2 Outcomes (based on teacher assessment) | All pupils (15) | Disadvantaged pupils (5) | Non-disadvantaged pupils (10) |
|---|-----------------|--------------------------|-------------------------------|
| % of pupils achieving the expected standard in reading, writing and mathematics | 47% | 60% | 40% |
| % of pupils achieving the expected standard in reading | 60% | 60% | 60% |
| % of pupils achieving the expected standard in writing | 60% | 60% | 60% |
| % of pupils achieving the expected standard in mathematics | 80% | 100% | 70% |
| % of pupils achieving the expected standard in GPS | 67% | 100% | 50% |
| HIGHER STANDARD | | | |
| % of pupils achieving the higher standard in reading | 27% | 40% | 20% |
| % of pupils achieving the higher standard in writing | 0% | 0% | 0% |
| % of pupils achieving the higher standard in maths | 20% | 40% | 10% |
| % of pupils achieving the higher standard in GPS | 20% | 40% | 10% |

- Overall outcomes were very pleasing for the 2021 - 22 cohort as the overall attainment in RWM had increased from an averaged scale score of 96 to 103.3; which is more inline with the national average.
- Out of the whole cohort of 15 pupils, 5 were Pupil Premium, (33.3%) which is 4% above national.
- In terms of attainment, all five pupils achieved expected which is significantly above the national average for Mathematics and Grammar, Punctuation and Spelling.
- Though attainment in Reading was lower, progress in Reading was positive with 2 (40%) PP children achieving higher standard in reading.
- In addition, progress was significantly less in Writing in both PP and Non-PP cohorts. No child achieved the higher standard.
- Across reading and maths the PP cohort made the most points of progress at +1.7 average scaled score.
- Mathematics score was outstanding; 100% of the PP children achieved expected with 2 children achieving the higher standard; this equates to a scaled score of +3.1.

- The average mathematics scaled score for PP children was 107.7 compared to 101.6 for non-PP.
- In comparison with last year's outcomes, the gap had narrowed in maths and in GPS, which is pleasing.
- Pupils have strong friendships, good relationships with their class teacher and are increasingly able to express their emotions effectively.
- Pupils can show resilience and determination when completing their work. Overall, they have a positive attitude towards attending school and love of learning.
- All enrichment experiences, educational visits and clubs that were able to run were funded for disadvantaged pupils who needed support.
- Disadvantaged pupils were given support to fund residential visits by the pupil premium grant, where appropriate and they have benefitted from a wide range of opportunities to build on their personal development and cultural capital.
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School-led tutoring:

- In all, a tutor worked with nine (3 PP) students in Years 5 and 6.
- The length of sessions was usually 60 minutes.
- The majority of pupils had an average of 17 hours tutoring.
- The tutor and the teacher collaborated closely to present the lessons in accordance with the pupils' needs.
- The tutor gave the teachers regular feedback and progress reports.
- The tutor provided 161 more hours of one-on-one teaching in total, and we discovered that this approach had the most impact.

In addition

- A new behaviour policy has been written based on the research from EEF.
- Interventions have been continuously reviewed and modified by teachers.
- Provision maps have been utilised frequently.
- Disadvantaged children were a clear focus of pupil progress meetings. Teachers were requested to analyse data in order to identify any pupils who are not achieving or making progress consistent with their ability. Teachers discuss any issues with senior leaders after identifying their approaches to support the children.
- In our Development Plan, one of our main focuses was developing strategies to improve results, and we regularly assessed and updated the governors accordingly.
- To promote catch-up, targeted support was implemented, and resources and additional support were invested in; this included the National Tutoring Program.
- Significant funding was allocated to a number of projects to improve engagement and outcomes, such as sensory items and the outdoor area.
- Our methods for reaching out to parents underwent tremendous improvement, particularly with the usage of Microsoft Teams and other media platforms, which helped to highlight parental participation and engagement.
- Further development of our values; PACE, which started to have an impact and will be continue to have an impact this year.
- Substantial modifications were made to how the overall curriculum is delivered, improvements that will start to show results this year.
- Overall attendance for 2020/21 was good at 94.6% which was in line with national expectations.

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 |
|-------------------------------------|--|
| Reading Plus Intervention Programme | Reading Solutions |
| Maths Resources | Third Space Learning, White Rose, Manga High, Testbase |
| Times Tables support | TT Rockstars |
| Phonics Resources | Little Wandle |
| Spelling Shed | Ed Shed |
| Music Tuition | External Individual |
| Music resources | Charanga |
| Languages support resources | Language Angels |

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? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.