

# Pupil Premium Strategy Review Dec 2024

## Theddlethorpe Academy 2024/2025 – 2027/2028

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	Theddlethorpe Academy
Number of pupils in school	99 (including nursery)
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024/2025 2027/2028
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025 Dec 2026 Dec 2027
Statement authorised by	Andy Clark, Executive Principal
Pupil premium lead	Rachel Clarke, Principal
Governor / Trustee lead	Chloe Drew, Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,510 plus circa £2k LAC PP
Recovery premium funding allocation this academic year	£0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<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	£96,510

# 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 alongside the progress made by their disadvantaged peers.

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.
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	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non SEND peers, requires staff training and support to ensure achievement for all pupils.

## 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
Challenge 1 – Access to high quality teaching and a well sequenced and broad curriculum is offered across the full primary range.	<ul style="list-style-type: none"> <li>Pupils are required to attend all lessons, with interventions occurring outside of scheduled classes.</li> <li>Ensure that the material of the lesson is understood through the use effective strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teaching is of a high quality, as measured through outcomes and general monitoring of lessons and the quality of work.</li> <li>• Wherever they occur, interventions demonstrate that the PP group is starting from the right place and making good progress.</li> </ul>
<p>Challenge 2 – 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>Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The White Rose Maths programme will be implemented consistently throughout KS1 and KS2.</li> <li>• Additionally, the school will incorporate materials to assist with home reading that are aligned with in-school phonics teaching.</li> <li>• 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.</li> <li>• Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers.</li> <li>• GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023 - 24.</li> <li>• Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic.</li> <li>• A full CPD programme is in place offering a wide range of opportunities to further improve the quality of teaching.</li> <li>• Targeted pupils receive additional speech and language support and intervention.</li> </ul>
<p>Challenge 3 – Disadvantaged pupils gain cultural capital, helping them to participate in their studies, preparing them for next educational phase and life after school.</p>	<ul style="list-style-type: none"> <li>• A curriculum that is highly ambitious, knowledge and language-rich ensures that children know more, remember more, and understand more than they would otherwise.</li> <li>• 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.</li> <li>• Reading Plus, TT Rockstars, and online resources will be available to all KS2 pupils, both at home and at school.</li> <li>• It is planned to provide children with an extensive library that will include the most recent and highest-quality texts available.</li> <li>• Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP.</li> <li>• Activity leads are aware of the need to promote PP attendance to extracurricular activities and promote/invite/prioritise PP learners.</li> </ul>
<p>Challenge 4 – Pastoral Care ensures that our most vulnerable pupils are fully engaged in all parts of school life.</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Determine how to best use staff resources. Support personnel properly to challenge and lead children without over-dependence on adults.</li> </ul>
Challenge 5 – Success for pupils with SEND.	<ul style="list-style-type: none"> <li>• Individual assessment, where needed, tools, shows progress against personal targets.</li> <li>• Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE.</li> </ul>

## 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: **£13,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Lead – Embed Little Wandle phonics programme. Training for support staff. Resources and CPD for all Nursery – Y3 staff, Little Wandle reading material for Reception – Y3, free reading books for KS2.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonics   EEF</a></li> </ul>	1, 2,
Refine Whole Class Reading model (WCR) and Guided Reading (GR) model in Y3 – Y6 through the engagement with The Power of Reading including staff training on modelling of writing. Resources, staff training and English Lead resource time.	<p>On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. EEF:</p> <ul style="list-style-type: none"> <li>• <a href="#">Reading comprehension strategies   EEF</a></li> </ul>	1,2,3
Teachers to closely monitor and intervene when the achievement of PP is less than that of non-disadvantaged pupils or	<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>	1, 2, 3, 4,5

<p>less than that of their predicted attainment pathway.</p>	<p>Positive engagement and HQT teaching strategies should be promoted by teachers with PP pupils. Teachers keep track of the development of PP pupils and communicate with the PP lead in order to identify areas that require specific intervention.</p> <ul style="list-style-type: none"> <li>• <a href="#">Special Educational Needs in Mainstream Schools   EEF</a></li> <li>• <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></li> </ul>	
<p>Literacy Lead promotes literacy, helps to identify and provide staff CPD. Implement CPD program to develop reflection skills and embed new skills introduced in training.</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes - EEF.</p> <ul style="list-style-type: none"> <li>• <a href="#">Feedback   EEF</a></li> <li>• <a href="#">Metacognition and self-regulation   EEF</a></li> <li>• <a href="#">Collaborative learning approaches   EEF</a></li> <li>• <a href="#">EEF   Personal Social and Emotional Development</a></li> </ul>	<p>1, 2, 3, 4, 5</p>
<p>Numeracy Lead promotes mathematics, helps to identify and provide staff CPD. Maths White Rose training, resources and materials. Mastering Number at KS2 training times and resources.</p>	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress:</p> <ul style="list-style-type: none"> <li>• <a href="#">Collaborative learning approaches   EEF</a></li> <li>• <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></li> <li>• <a href="#">EEF   Early Mathematics</a></li> <li>• <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></li> </ul>	<p>1, 2, 3, 5</p>
<p>Curriculum support materials; CQ art, science, history geography. Kapow computing, Language Angels, PSHE Association. Reading plus, TTRS, The Power of Reading, Spelling Shed.</p>	<p>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.</p>	<p>1, 2, 3, 4, 5</p>
<p>Invest in an assessment system, to help identify gaps in learning, especially for disadvantaged pupils.</p>	<p>Use assessment to build on pupils' existing knowledge and understanding</p> <p>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.</p> <ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></li> </ul>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: **£32,072**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 tutoring and small group work</p> <p>Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This teaching to identify key individuals, leading to in lesson and in department intervention.</p>	<p>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.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to-one and in small groups:</p> <ul style="list-style-type: none"> <li>• <a href="#">One to one tuition   EEF</a></li> <li>• <a href="#">Small group tuition   EEF</a></li> </ul>	<p>1, 2, 3, 4, 5</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Regular monitoring and screening to track progress and provide additional support, where necessary.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <ul style="list-style-type: none"> <li>• <a href="#">Phonics   EEF</a></li> <li>• <a href="#">Oral language interventions   EEF</a></li> </ul>	<p>1, 2, 3, 4, 5</p>
<p>1:1 pupil progress meeting between targeted PP and teachers/SLT</p>	<p>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.</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: **£50,688**

Activity	Evidence that supports this approach	Challenge number(s) addressed
A variety of enrichment clubs across KS1 and KS2.	<p>Developing cultural capital and wider curricular development.</p> <p>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.</p> <ul style="list-style-type: none"> <li>• <a href="#">Arts education   EEF</a></li> </ul>	3, 4, 5
Mental Health lead - Providing a listening service for pupils who may be experiencing difficulties.	<p>Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners.</p>	3, 4, 5
Parent workshops, stay and play,	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. - EEF</p> <ul style="list-style-type: none"> <li>• <a href="#">Parental engagement   EEF</a></li> </ul>	1, 2, 3, 4, 5
Promoting wellbeing and resilience.	<p>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.</p>	3, 4, 5
Minibuses to enable enrichment offer.	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge.</p> <ul style="list-style-type: none"> <li>• <a href="#">Outdoor adventure learning   EEF</a></li> </ul> <p>Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation)</p> <ul style="list-style-type: none"> <li>• <a href="#">Metacognition and self-regulation   EEF</a></li> </ul>	3, 4



Subsidised residential offer Y6 and subsidised educational visits N – Y6.	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge.</p> <ul style="list-style-type: none"> <li>• <a href="#">Outdoor adventure learning   EEF</a></li> </ul> <p>Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also Metacognition and self-regulation)</p> <ul style="list-style-type: none"> <li>• <a href="#">Metacognition and self-regulation   EEF</a></li> </ul>	3, 4
Staffing of free breakfast club (16 places) 8.00-8.45	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance.</p> <ul style="list-style-type: none"> <li>• <a href="#">Magic Breakfast - trial   EEF</a></li> </ul>	1, 2, 3. 4. 5

**Total budgeted cost: £ 96,510**

## 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 2023 to 2024 academic year.

<p>The following summarises the attainment outcomes for Year 6 pupils, based on their SATs outcomes.</p> <p>Children sit SATs during May in Reading, Mathematics and Grammar, Punctuation and Spelling. Writing is based purely on teacher assessment. A combined score is given, showing those who achieved the expected standard in Reading, Writing and Mathematics.</p> <p>A further column has been added as two pupils did not take the tests due to the following reasons – One pupil still on the KS1 curriculum and one child moved from the area, just before Easter. Therefore, the end column shows the statistics for 12 pupils rather than 13.</p>
--

**KS2 COMBINED RWM – Expected and Higher Standard:**

RWM	TH 2021	TH 2022 15	TH 2023 11	TH 2024 2/13	TH 2024 2/12
Expected standard	47%	47%	36%	15%	17%
National		59%	60%	61%	61%
Greater Depth		0%	0%	0%	0%
National		7%	8%	8%	8%

**KS2 READING – Expected and Higher Standard:**

READING	TH 2021	TH 2022 15	TH 2023 11	TH 2024 7/13	TH 2024 7/12
Expected standard	46%	60%	55%	54%	58%
National		75%	73%	74%	74%
Greater Depth	15%	27%	18%	0%	0%
National		28%	29%	28%	28%

**KS2 WRITING– Expected and Higher Standard:**

WRITING	TH 2021	TH 2022 15	TH 2023 6/11	TH 2024 4/13	TH 2024 4/12
Expected standard	46%	60%	55%	31%	33%
National		69%	71%	72%	72%
Greater Depth	7%	0%	0%	0%	0%
National		13%	13%	13%	13%

**KS2 MATHS– Expected and Higher Standard:**

MATHS	TH 2021	TH 2022 15	TH 2023 11	TH 2024 3/13	TH 2024 3/12
Expected standard	46%	80%	55%	23%	25%
National		71%	73%	73%	73%
Greater Depth	7%	20%	0%	8%	8%
National		23%	24%	24%	24%

**KS2 GRAMMAR – Expected and Higher Standard:**

SPAG	TH 2021	TH 2022 15	TH 2023 11	TH 2024 4/13	TH 2024 4/12
Expected standard	46%	67%	55%	31%	33%
National		72%	72%	72%	72%
Greater Depth	7%	21%	9%	15%	17%
National		28%	30%	31%	31%

**Attainment of disadvantaged pupils at Key Stage 2:**

	All pupils (12) Inc EA Exc DC	Disadvan- taged pupils (7) <i>EA, HB, LC, FC, RP, MP, OR</i>	Non-disadvan- taged pupils (5)	Gap
Reading, Writing and Mathematics	17% (2)	14% (1)	14% (1)	0
Reading	58% (7)	71% (5)	40% (2)	+31%
Writing	33% (4)	43% (3)	20% (1)	+23%
Mathematics	25% (3)	14% (1)	40% (2)	-26%
Grammar, Punctuation and Spelling	33% (4)	28% (2)	40% (2)	-12%

- Theddlethorpe Academy is a small school with teachers that know every child well.
- We undertake continuous appraisal of all children (including PP) termly looking at issues, barriers, actions and monitoring progress.
- Every subject leader knows every PP child.
- Teaching assistants used to deliver targeted interventions.
- We use the EEF-supported techniques in how to undertake the interventions.
- We have 2 staff working with the English Hub, so there is high quality expertise in the school to aid phonics and reading.
- There is a strong EYFS, meaning we can bridge the gap early.
- We focus on the whole of a pupil, including their academic, social interactions and well-being. The development of oracy skills has been a focus throughout school and children are using skills which have been more explicitly taught. There have been more opportunities to present in assemblies, to visitors and meet with subject leaders and feedback from staff and visitors has been that children are more confident when talking and presenting.
- Out of 12 children there were 7 PP children. 1 pupil was working below the key stage and had highly differentiated curriculum to meet need. Other children with barriers did meet the national standard.
- 5 PP children out of the 7 achieved reading and 3 achieved writing.
- The curriculum promotes a range of activities to promote health and well-being. Children have experienced a focus on outdoor learning and lessons, access to healthy living e.g. safety in the sun, how to look after yourself and keep clean and health, diet and healthy living.
- The Mental Health lead works across the school and with specific groups of children to support well-being, anxiety and self-regulation.

- Children who struggle are well supported with strategies and space to use to help them with well-being and calming down.
- We have worked rigorously to address any attendance issues throughout the year.
- Parents are told when children are close to PA or their attendance is a concern. We send regular letters and hub messages to parents and involve our EWO if there is no improvement. We issue penalties for holidays and talk regularly with parents of children of concern.
- Pupils can show resilience and determination when completing their work. Overall, they have a positive attitude towards attending school and love of learning.
- Pupils have strong friendships, good relationships with their class teacher and are increasingly able to express their emotions effectively.
- 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.

**In addition**

- 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 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.
- Further development of our values; PACE, which started to have an impact and will be continuing 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 2023/2024 was good at 95% 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*

<b>Programme</b>	<b>Provider</b>
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	Kapow
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.*