

Pupil premium strategy statement (primary)

1. Summary information					
School	Theddlethorpe Academy				
Academic Year	2016/2017	Total PP budget	£30360	Date of most recent PP Review	NA
Total number of pupils	72	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving at least expected standard in reading, writing and maths	0%	60%
Progress measure in reading	-3.54	
Progress measure in writing	Not reported	
Progress measure in mathematics	-5.05	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
	Learning – attainment and progress in reading, Writing and Mathematics
	Readiness to learn, motivation and confidence barriers for PP children are having a detrimental effect on their academic progress
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental support for learning and aspiration
	Attendance

4. Desired outcomes	
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
The attainment and progress of disadvantaged pupils has improved and the gap has narrowed	Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils

		The proportion of pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged
	The self-awareness and confidence of disadvantaged pupils has improved	Confidence and aspirations of all PP children are raised
	Attendance is closer to national	All PP attendance rates are raised

5. Planned expenditure

Academic year

2016/2017

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
------------------------	---------------------------------	--	--	-------------------	---

<p>Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils</p> <p>The proportion of pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged</p>	<p>Increased staffing to address shortfall in English and Mathematics skills</p> <p>Purchase resources to develop English and Mathematics skills - Guided Reading materials; Numicon; Talk4Writing materials and test papers</p> <p>Specific training in place to ensure teachers are able to teach maths and English to the best of their abilities</p> <p>Ensure teaching engages and motivates all children, but in particular PP children</p> <p>Ensure children have a say in what they want to learn</p> <p>Provide opportunities for reading aloud and discussing books, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension</p> <p>Introduce a structured approach to the</p>	<p>Pupil outcomes from 2016, prior to Theddlethorpe becoming an Academy shows that disadvantaged children did not make the expected standard in reading, writing and mathematics, with 0% of children achieving the standard in writing. In KS1 the disadvantaged children are making slower progress than non-disadvantaged children in all three areas.</p> <p>A new teaching staff have started at Theddlethorpe Academy in September 2016 and resources are limited. Numicon is a well-known resource which can be used to accelerate pupils' understanding of mathematics. Talk4Writing is a tried and tested structured way of developing children's writing skills and abilities.</p> <p>Additional staffing is needed to address the gaps in children's knowledge and understanding in all aspects of the curriculum.</p> <p>Reading for pleasure aids both personal development and supports learning in other areas of the curriculum. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. Reading for pleasure is an activity that has emotional and social consequences. The benefits of reading for pleasure also include: text comprehension and grammar, positive reading attitudes and increased general knowledge</p>	<p>Half termly triangulation of lesson observation, book scrutiny and assessment data</p> <p>Pupil progress meeting where teacher held to account for disadvantaged pupil outcomes</p> <p>Co-ordinators to monitor to ensure resources are being effectively</p> <p>Ensure additional staff member is being used efficiently and effectively</p> <p>Monitoring of success towards the Reading Challenge</p>	<p>Principal</p> <p>Maths Lead</p> <p>English Lead</p>	<p>Termly with final review being in July 2017</p>
---	---	---	---	--	--

Total budgeted cost					£8050
ii. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Progress rates of disadvantaged pupils at the end of FS2, KS1 and KS2 are closer in line with non-disadvantaged pupils</p> <p>The proportion of pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged</p>	<p>Identify barriers to learning of disadvantaged children through 1:1 discussions with them</p> <p>Test children using GL assessment diagnostic tests to identify gaps in knowledge and understanding</p> <p>Identify pupils who require intervention and teach to address gaps in knowledge and understanding</p> <p>Organise 1:1 sessions and small group teaching for some pupils to support their progress in English and Mathematics</p>	<p>Pupil outcomes from 2016, prior to Thedddlethorpe becoming an Academy shows that disadvantaged children did not make the expected standard in reading, writing and mathematics, with 0% of children achieving the standard in writing. In KS1 the disadvantaged children are making slower progress than non-disadvantaged children in all three areas.</p> <p>Through on-going teacher assessment and testing using practice papers, it is evident that the children have gaps in certain aspects of their learning. These gaps need to be addressed</p>	<p>Half termly triangulation of lesson observation, book scrutiny and assessment data</p> <p>Pupil progress meeting where teacher held to account for disadvantaged pupil outcomes</p> <p>Drop in on 1:1 or small group sessions to make sure children are responding to additional support</p>	<p>Principal</p> <p>Maths Lead</p> <p>English Lead</p>	<p>Termly with final review being in July 2017</p>

Total budgeted cost £5400

iii.Other approaches

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>The self-awareness and confidence of disadvantaged pupils has improved</p>	<p>First hand experiences have been provided to promote reflective writing</p> <p>Visits and visitors are being used to promote aspiration and to motivate learning by broadening horizons</p> <p>Specialist teachers in French and music are used to promote positive attitudes and aspiration</p> <p>Use TAs to support the more vulnerable children when needed</p>	<p>Much underachievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required achieve them.</p> <p>Exposing children to as many experiences as they can possibly have, not only spurs them on to learn more, but also gives them the context in which they are able to record that knowledge.</p> <p>Evidence shows that in some cases there is a positive link between music and spatial awareness. Wider benefits on attitudes to learning and well-being have also consistently been reported.</p>	<p>Evaluation of visits or visitors, with a focus on the impact their visit has had on children's motivation and confidence</p>	<p>Principal Maths Lead English Lead</p>	<p>Termly with final review being in July 2017</p>

Attendance is closer to national	<p>Track attendance of PP children daily</p> <p>Absences of PP children are challenged where appropriate, including the use of EWO</p> <p>Incentives are introduced for good attendance</p> <p>Termly rewards for 100% attendance</p>	Attainment of children with low attendance cannot be improved if they are not attending school	Tracking attendance through SIMS. Weekly meetings with EWO. EWO to visit family as soon as PP children are absent from the Academy	Principal Admin	Termly with final review being in July 2017
Total budgeted cost					£17380