

Pupil premium strategy statement (primary)

1. Summary information					
School	Theddlethorpe Academy				
Academic Year	2017-18	Total PP budget	£23,760	Date of most recent PP Review	NA
Total number of pupils	89	Number of pupils eligible for PP	13	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	20%	67%
% making progress in reading	+1.80	0.3
% making progress in writing	-3.96	0.2
% making progress in maths	-0.52	0.3

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>)	
A.	Prior attainment – evidence of significant developmental deficits on starting school
B.	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 and aspiration
E.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attainment and progress of disadvantaged pupils has improved and the gap has narrowed	Progress rates of disadvantaged pupils at the end of KS1 and KS2 are closer in line with non-disadvantaged pupils The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths is closer in line to non-disadvantaged
B.	The self-awareness and confidence of disadvantaged pupils has improved	Confidence and aspirations of all PP children are raised
C.	Attendance is closer to national	All PP attendance rates are raised

5. Planned expenditure

Academic year

2017 - 2018

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 KS2 are closer in line with non-disadvantaged pupils</p> <p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths is closer to non-disadvantaged</p>	<p>Focus on improving outcomes for disadvantaged pupils continues to be a priority in the Academy business plan</p> <p>Purchase resources to develop English and Mathematical skills especially in 6 e.g. Talk4Writing and revision materials</p> <p>Talk4Writing training to be delivered to all staff</p> <p>Ensure performance management targets for all staff are rigorous and focused on improving outcomes for disadvantaged pupils</p> <p>Ensure teachers motivate and engage all</p>	<p>By the end of KS2, the proportion of disadvantaged reaching the expected standard is well below national whilst others are above which gives a disadvantaged gap significantly wider than national. In Writing only one of the five disadvantaged pupils reached the expected standard making a significantly wide disadvantaged gap. The gap between the attainment of Year 3 disadvantaged pupils and others is widest in Mathematics. The gap between the attainment of Year 4 disadvantaged pupils and others is widest in Writing. The gap between the attainment of Year 5 disadvantaged pupils and others is widest in Mathematics</p> <p>Giving additional support is a tried and tested way of addressing any shortfall in Mathematics and English skills.</p> <p>Analysis of data from previous years has shown that disadvantaged pupils are less likely to read at home. Ensuring</p>	<p>Half termly triangulation of lesson observations, book scrutiny and assessment data</p> <p>Pupil progress meetings, where the teacher is held to account for the outcomes of disadvantaged pupils in their class</p> <p>Co-ordinators to monitor to ensure resources are being used effectively</p> <p>Records of priority readers being heard daily</p> <p>Ensure any additional staff are being used effectively and efficiently</p> <p>All staff to champion the disadvantaged pupils to ensure they are at the forefront of learning in the Academy</p> <p>Regular checks to ensure resources purchased and</p>	<p>Principal</p> <p>Maths Lead</p> <p>English Lead</p>	<p>Termly with final review being in July 2018</p>

	<p>pupils but in particular disadvantaged children</p> <p>Ensure pupils have a say in planning what is to be learnt (pupil voice)</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>that disadvantaged are identified as priority readers and are heard daily ensures that they have the same opportunities as others.</p> <p>Over the year, the difference in progress rates between disadvantaged and others widened the most in writing in KS2.</p>	<p>strategies discussed during staff meetings are being implemented effectively</p>		
Total budgeted cost					£5450
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 KS2 are closer to non-disadvantaged pupils</p> <p>The proportion of disadvantaged pupils achieving the expected standard in reading, writing, maths is closer in line to non-disadvantaged</p>	<p>Maintain additional support staff to provide support to disadvantaged pupils</p> <p>Train staff and purchase resources to provide support for disadvantaged pupils who have emotional and behavioural needs</p>	<p>By the end of KS2 in 2017 the proportion of disadvantaged reaching this standard is well below national whilst others are above which gives a disadvantaged gap significantly wider than national. By the end of KS2, in Reading, disadvantaged pupils make significantly faster progress than others. In Writing, disadvantaged pupils make significantly slower progress than others. In Mathematics, disadvantaged pupils make slower progress than others with a gap wider than last year's national</p>	<p>Half termly triangulation of lesson observations, book scrutiny and assessment data</p> <p>Pupil progress meetings, where the teacher is held to account for the outcomes of disadvantaged pupil in their class</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 2018</p>

	<p>Offer 1:1 targeted support to Y6 disadvantaged pupils through a mentoring programme</p> <p>Provide catch up support for those disadvantaged pupils falling behind</p> <p>Use GL assessments to test and identify gaps in knowledge and understanding, in conjunction with the Academy's internal assessment and tracking system</p> <p>Organise 1:1 sessions and small group teaching for some pupils to support their progress in English and Mathematics</p>	<p>Giving additional support is a tried and tested way of addressing any shortfall in Mathematics and English skills.</p> <p>Analysis of data from previous years has shown that disadvantaged pupils are less likely to read at home. Ensuring that disadvantaged are identified as priority readers and are heard daily ensures that they have the same opportunities as others.</p> <p>Over the year, the difference in progress rates between disadvantaged and others widened the most in writing KS2</p>	<p>Regular checks to ensure resources purchased and strategies discussed during staff meetings are being implemented effectively</p>		
Total budgeted cost					£9743

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>Self-esteem has improved</p> <p>In turn, outcomes improve for all pupils</p>	<p>Continue to support emotional and educational needs</p> <p>Subsidise all educational visits to ensure they have been offered the same opportunities as the other children</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, in order to motivate children to learn</p> <p>Provide enrichment activities to promote aspiration and motivate learning by broadening horizons</p> <p>Specialist teachers in French, PE and music are used to promote positive attitudes</p>	<p>Much under achievement results not from low aspiration itself but from a gap between the aspirations that do exist and the knowledge and skills that are required to achieve them. 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>Termly meetings with staff will assess the impact of any extra enrichment provision and identify any further needs to implement.</p>	<p>Principal</p>	<p>Termly with final review being in July 2017</p>

Attendance is closer to national	<p>Track attendance of disadvantaged children daily</p> <p>Absences of disadvantaged children are challenged where appropriate, including the use of EWO</p> <p>Termly rewards for 100% attendance</p>	Attendance at the end of the year was 95.50% which was close to National of 96.10%. However, this will need to be closely monitored to ensure attendance stays in line with national. If pupils are not attending the Academy, they have less chance of achieving in line with their peers.	<p>Attendance of pupil premium children are tracked on a daily basis and suitable strategies implemented when necessary</p> <p>Tracking attendance through SIMS. Regular meetings with EWO. Discuss disadvantaged pupils</p> <p>EWO to visit family as soon as disadvantaged children are absent from the Academy</p>	Principal	Termly with final review being in July 2017
Total budgeted cost					£17,040

6. Review of expenditure				
Previous Academic Year		2016 - 2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<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</p>	<p>Additional staff worked with pupils using: Catch-up Literacy Toe by Toe Numicon</p> <p>Pupils made good progress</p> <p>Training was provided in using THRASS. 100% of pupils in Year 1 achieved the Phonics standard</p> <p>Training was provided in Catch up Literacy. Reading progress improved</p> <p>Reading and comprehension opportunities have increased pupils love of reading End of KS2 progress in Reading was above National</p> <p>Pupil voice informed Medium Term Planning engaging pupils in their learning</p> <p>Numicon and Talk4Writing resources were purchased and distributed throughout the Academy.</p>	<p>We will continue to offer a wide range of intervention strategies for groups and individuals. We do find these to be very useful and beneficial.</p> <p>We have and continue to develop ways to track these pupils.</p>	£8050

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<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>GL Assessments were purchased and gaps identified</p> <p>1:1 and group interventions were put in place. These were specific and have addressed gaps in knowledge and understanding across the Academy.</p> <p>There are no disadvantaged pupils in FS2 and Year 2.</p> <p>At the end of KS2, in Reading the proportion of disadvantaged pupils reaching the expected standard was well above national.</p> <p>In Mathematics, the proportion of disadvantaged pupils reaching the expected standard was similar to national.</p> <p>In SPAG, 80% of disadvantaged pupils reached the expected standard which was significantly higher than national.</p> <p>In Writing only one of the five disadvantaged pupils reached the expected standard whilst all the others did making a significantly wide disadvantaged gap.</p>	<p>Yes, we will continue with this approach with additional strategies.</p> <p>The provision for PP pupils continues to be very high profile throughout the academy and is a key theme throughout all areas e.g. the academy business plan and key priorities; planning; assessment; tracking; review meetings; performance management; training and staff meetings.</p> <p>There was a lot of success for our PP pupils across KS2 and gaps were narrowed in different areas. However, writing is a key area to focus on this year across all year groups in KS2.</p> <p>Linked to the above, we will look at further ways to support the PP pupils with additional needs, through internal and external support.</p>	£8050
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<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>Opportunities for visits and visitors have inspired and motivated pupils to learn. These were subsidised by the academy. The wider curriculum offering, funded through the pupil premium, provided experiences that nurture interests and talents.</p> <p>Free music and French tuition was provided.</p> <p>Attitudes to learning have improved.</p> <p>Behaviour throughout the academy has improved.</p> <p>Children, for whom the school receives pupil premium, leave the academy with ambitions and aspirations not dissimilar to those of their peers.</p>	<p>This approach will continue. We do feel that, for our pupils, these is a key area. Raising aspirations and confidence and boosting self-esteem is a very important area for the development of our pupils.</p>	<p>£17,380</p>
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk