

Pupil premium strategy statement

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	96
Proportion (%) of pupil premium eligible pupils	46.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Rachel Clarke Principal
Pupil premium lead	Rachel Clarke Principal
Governor / Trustee lead	Andrea Spink Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,373
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	£88.373

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, residential, 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.
6	Attendance for disadvantaged pupils is lower than their peers; this is an on-going challenge, both for disadvantaged pupils and their peers.

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>Challenge 1 –</p> <p>Access to high quality teaching and a well sequenced and broad curriculum is offered across the full primary range.</p>	<ul style="list-style-type: none"> • Pupils are required to attend all lessons, with interventions occurring outside of scheduled classes. • Ensure that the material of the lesson is understood through the use effective strategies. • Teaching is of a high quality, as measured through outcomes and general monitoring of lessons and the quality of work. • Wherever they occur, interventions demonstrate that the PP group is starting from the right place and making good progress.
<p>Challenge 2 –</p> <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>Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • 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. • The White Rose Maths programme will be implemented consistently throughout KS1 and KS2. • Additionally, the school will incorporate materials to assist with home reading that are aligned with in-school phonics teaching. • 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. • Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers.

	<ul style="list-style-type: none"> • GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2023-24. • Pupils will have regular/weekly opportunities to rehearse, practise and consolidate key skills in reading, spelling, handwriting and mental and written arithmetic. • A full CPD programme is in place offering a wide range of opportunities to further improve the quality of teaching. • Targeted pupils receive additional speech and language support and intervention.
<p>Challenge 3 -</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>	<ul style="list-style-type: none"> • A curriculum that is highly ambitious, knowledge and language-rich ensures that children know more, remember more, and understand more than they would otherwise. • 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. • Reading Plus, TT Rockstars, and online resources will be available to all KS2 pupils, both at home and at school. • It is planned to provide children with an extensive library that will include the most recent and highest-quality texts available. • Monitoring of extracurricular activity attendance to show that at least 20% of attendees are PP. • Activity leads are aware of the need to promote PP attendance to extracurricular activities and promote/invite/prioritise PP learners.
<p>Challenge 4 –</p> <p>Pastoral Care ensures that our most vulnerable pupils are fully engaged in all parts of school life.</p>	<ul style="list-style-type: none"> • Provide specialist support e.g. Educational Psychologist to help improve the results of our disadvantaged children through 1:1/small group work that focus

	<p>on friendships, child development, and social skills.</p> <ul style="list-style-type: none"> • Determine how to best use staff resources. Support personal properly to challenge and lead children without over-dependence on adults.
<p>Challenge 5 –</p> <p>Success for pupils with SEND</p>	<ul style="list-style-type: none"> • Individual assessment shows progress against personal targets. • Observations and attainment monitoring shows decreasing number of pupils working ‘below’ their year group ARE.
<p>Challenge 6 –</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> • Attendance for disadvantaged pupils to be in line with non-disadvantaged pupils

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: £42,661

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"> • Phonics EEF 	1, 2,
Refine Whole Class Reading model	On average, reading comprehension approaches deliver an additional six months’	1,2,3

(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>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"> • Reading comprehension strategies EEF 	
Teachers to closely monitor and intervene when the achievement of PP is less than that of non-disadvantaged pupils or less than that of their predicted attainment pathway.	<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>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"> • Special Educational Needs in Mainstream Schools EEF • Improving Social and Emotional Learning in Primary Schools EEF 	1, 2, 3, 4, 5
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>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"> • Feedback EEF • Metacognition and self-regulation EEF • Collaborative learning approaches EEF • EEF Personal Social and Emotional Development 	1, 2, 3, 4, 5
Numeracy Lead promotes mathematics, helps to identify and provide staff CPD. Maths White Rose training, resources and materials. Mastering Number at	<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"> • Collaborative learning approaches EEF • Improving Mathematics in the Early Years and Key Stage 1 EEF 	1, 2, 3, 5

KS2 training times and resources.	<ul style="list-style-type: none"> • EEF Early Mathematics Improving Mathematics in Key Stages 2 and 3 EEF 	
Curriculum support materials; CQ art, science, history geography. Kapow computing, Language Angels, PSHE Association. Reading plus, TTRS, The Power of Reading, Spelling Shed.	A wide range of high-quality resources that are relevant to pupils' requirements, but also demanding and wellsequenced, to enable excellent attainment across all subject areas.	1, 2, 3, 4, 5
Invest in an assessment system, to help identify gaps in learning, especially for disadvantaged pupils.	<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"> • Improving Mathematics in Key Stages 2 and 3 EEF 	1, 2, 3, 4, 5

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

Budgeted cost: £33,740

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</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"> • One to one tuition EEF • Small group tuition EEF 	1, 2, 3, 4, 5

lesson and in department intervention.		
<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"> • Phonics EEF <p>Oral language interventions EEF</p>	1, 2, 3, 4, 5
1:1 pupil progress meeting 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: £11,972

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in a full enrichment programme, including after school clubs and external visitors to widen interests; motive and discover and encourage new talents.	There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. Generally, we feel that any engagement in such activities will help to build confidence and 4 12 club. Member of staff to participate in Forest School accreditation. self-esteem to support learning and raise aspirations.	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
Continue to provide opportunities for parents and carers to engage with the academy, including through workshops and stay and play sessions.	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 • Parental engagement EEF	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
In conjunction with the Sports Premium funding, ensure there is a vast array of opportunities for disadvantaged pupils to improve their health and fitness and to be involved in a wide range of sporting opportunities, alongside the opportunity to attend a residential trip.	There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils' access to high quality physical activity for the other benefits and opportunities it provides. Physical activity EEF (educationendowmentfoundation.org.uk)	3, 4
The academy recognises that pupils have an early start to the day and many arrive without breakfast, so continue to offer breakfast club. WAC after school continues to be offered through Smartie Pants Nursery.	Trussell Trust Research News and research Trussell Survey conducted by National Survey conducted by National Education Union showed that poverty and low income were having a detrimental effect on a child's education.	1, 2, 3, 4, 5

Total budgeted cost: £88,373

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 2024 to 2025 academic year.

The following summarises the attainment outcomes for Year 6 pupils, based on test scores and teacher assessment for writing:

Key Stage 2 Outcomes (based on teacher assessment)	All pupils	Disadvantaged pupils	Non-disadvantaged pupils
% of pupils achieving the expected standard in reading, writing and mathematics	63%	70%	50%
% of pupils achieving the expected standard in reading	69%	60%	67%
% of pupils achieving the expected standard in writing	62%	70%	50%
% of pupils achieving the expected standard in mathematics	69%	70%	67%
% of pupils achieving the expected standard in GPS	63%	70%	50%
HIGHER STANDARD			
% of pupils achieving the higher standard in reading	44%	40%	50%
% of pupils achieving the higher standard in writing	6%	10%	0%
% of pupils achieving the higher standard in maths	31%	20%	33%
% of pupils achieving the higher standard in GPS	31%	30%	33%

- Achievement Gap: Disadvantaged pupils consistently perform above non-disadvantaged peers at the expected standard, other than in reading.
- Strongest Subject: Reading and mathematics has the highest proportion of pupils meeting the expected standard (69% overall). Disadvantaged pupils performed better in mathematics (70% vs 67% for non-disadvantaged pupils) but non-disadvantaged pupils performed better in reading (67% vs 60%).
- **Higher Standard Trends:**
- Writing favours disadvantaged pupils (10% vs 0%)

- Maths shows the widest disparity at the higher standard (20% disadvantaged pupils vs 33% non-disadvantaged pupils)
- **Overall Combined Performance:** 70% of disadvantaged pupils achieved the expected standard in reading, writing and maths combined, which is 20% more than non-disadvantaged pupils. 63% of all pupils achieved the combined expected standard, which is higher than the national average of 62%
- Attendance overall for 2024-25 was 93.2%. For disadvantaged pupils this was 92.6%.

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
Play Therapy	Fortis Therapy
Educational Psychologist	Lincolnshire Psychology Service
Languages support resources	Language Angels
Reading resources	Spelling Shed, Little Wandle, Reading Plus
Phonics resources	Little Wandle
Times Tables support	TT Rockstars
Spelling and Maths Shed resources	Ed Shed
Maths resources	Third Space Learning, White Rose, Learning by Questions, Testbase
Music Tuition	Lincolnshire Music Service
Music resources	Kapow
Sports fixtures and programme	Wolds Schools Sports Partnership
Outdoor Learning	OPAL Play

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)

In conjunction with other funding, general strategies to also enhance provision for all pupils, including disadvantaged pupils:

- Invest in time for curriculum leaders to improve provision and monitoring of their subject areas to further improve outcomes across the curriculum.
- Facilitate time for teachers to consider and identify individual barriers to learning and consequent learning needs for pupils to ensure strategies are put in place for individuals.
- Work collaboratively across the Trust to generate and share ideas and implement joint strategies to enhance learning.
- Ensure there are multiple opportunities to share and celebrate achievement with pupils and the wider Theddlethorpe Academy family through assemblies, social media and in person presentations