

Pupil premium strategy statement (primary)

| 1. Summary information | | | | | |
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| School | Theddlethorpe Academy | | | | |
| Academic Year | 2019/20 | Total PP budget | £30,360 | Date of most recent PP Review | July 2019 |
| Total number of pupils | 92 | Number of pupils eligible for PP | 23 | Date for next internal review of this strategy | Jan 2020 |

| 2. Current attainment | | |
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| | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average)</i> |
| % achieving in reading, writing and maths | 17% | 70% |
| % making progress in reading | -1.89 | 0.2 |
| % making progress in writing | -1.02 | 0.1 |
| % making progress in maths | -6.08 | 0.2 |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| 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. | Pupil's self-esteem and perceptions of themselves as learners |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| C. | Lack of reading regularly at home and the need of additional in-school support |
| D. | Attendance |

| 4. Desired outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | Improve knowledge of assessment data and the use of gap analysis to close the gaps | <ul style="list-style-type: none"> Staff are using Provision Maps as an effective way to identify potential barriers to learning so that strategies can be put in place to overcome these barriers. Progress of disadvantaged pupils has been tracked and analysed on a half-termly basis and as a result support has been put in place where necessary. Provision for disadvantaged pupils has been regularly monitored through lesson observations, planning and book scrutinies and any areas for development have been addressed. The impact of interventions has been regularly assessed followed by any changes or amendments needed. |

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| B. | To increase the rate of children's progress and to close gaps between PP and non-PP by motivating them to learn | <ul style="list-style-type: none"> Teachers identified that the majority of pupil premium children who are not making expected progress also require, as a primary need, nurture support to raise their self-esteem before they can begin to see themselves as being successful learners The desired outcome is that pupil perceptions of themselves improve as learners and as a result they are more engaged in the learning process, can identify in an age appropriate way their strengths and what they need to improve at. As a result, greater proportions make expected or better than expected progress. |
| C. | Increase the enjoyment of reading outside the classroom | <ul style="list-style-type: none"> Monitoring of home reading records will whether the children are consistent in reading at home. School reading events will be targeted at specific parents. Working alongside parents effectively so the majority of these pupils complete the reading challenge. Working alongside local library to support identified pupils and the development of text-based units of work in class to further inspire reading for pleasure. The desired impact is that identified pupils show positive attitudes to reading and talk with excitement about the books they have read |
| D. | Pupil's attendance to be above national average and to reduce number of persistent absentees | <ul style="list-style-type: none"> Attendance of disadvantaged pupils has been tracked and appropriate support has been put in place to improve attendance. Through performance management targets, teaching assistants have identified reasons for poor attendance. All staff are fully aware of any potential barriers, leading to poor attendance to support the child and wider family. |

| 5. Planned expenditure | | | | | |
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| Academic year | | 2019 - 2020 | | | |
| 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? |
| At the end of KS1, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils. At the end of KS2, the disadvantaged gap relating to those | The focus on improving outcomes for disadvantaged pupils continues to be a key priority on the academy business plan. Further development of the tracking system to identify, monitor and address barriers to learning, through focused intervention activities. | Our pupil premium strategy is coincident with the detailed action plans that sit behind this page and our key deliverables are coincident with the desired outcomes of the pupil premium strategy. This means that the pupil premium strategy will be reviewed at least once a term in line with our termly reporting cycle. At the end of KS2 the proportion of disadvantaged pupils reaching the | Improving outcomes for Pupil Premium pupils continues to be a key priority on the academy's Business Plan. All staff will be fully aware of who their Pupil Premium children are and their prior attainment. The attainment and progress of Pupil Premium children will be tracked on a half termly basis and | Principal Maths and English Co-Ordinators | Termly, through analysis of data and through Pupil Progress meetings with final review July 2020. |

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| <p>reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> <p>Pupil premium pupils are enthusiastic about their learning. They talk confidently about their strengths and have realistic and accurate views on the areas they need to work on.</p> <p>Teachers are planning for the needs and learning styles of individual pupils.</p> <p><i>Specific Links to Barriers A and B</i></p> | <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Greater priority given to the wider curriculum, through Theme lessons, to encourage and engage pupils in all aspects of the curriculum.</p> <p>Ensure curriculum leaders all strive to improve progress and outcomes for all pupils.</p> <p>Ensure Performance Management targets are purposeful and rigorous in continuing to improve progress and outcomes for disadvantaged pupils.</p> <p>Regular training and support in place to ensure teachers are able to teach to the best of their abilities and are providing Quality First Teaching (QFT) which engages and motivates all pupils, but particularly PP pupils.</p> <p>Continue to provide opportunities for pupils to have a say in what they want to learn.</p> | <p>expected standard for reading, writing and Mathematics was significantly below that of others.</p> <p>Progress in KS2 for disadvantaged pupils in Reading, Writing and Mathematics is below the 2018 National figure.</p> <p>In Reading, disadvantaged pupils made significantly slower progress than others which is the reverse of the previous year.</p> <p>In Writing, disadvantaged pupils made slower progress than others, slower than national, although there has been an improvement on last years' figures.</p> <p>In Mathematics, disadvantaged pupils made significantly slower progress than others, faster than national and an improvement on the previous year.</p> <p>Monitoring evidence and progress of some PP pupils identified the need to focus with teachers on specific learning strategies for individuals.</p> <p>Evidence shows that where TAs are most effective, they are well-trained, effectively directed and support pupils independent learning skills.</p> | <p>analysed against the progress of other groups by every teacher and the Principal.</p> <p>Termly Pupil Progress meetings will be held with teachers to analyse and discuss the progress of pupil premium children and to provide suitable intervention where required.</p> <p>Where needed, a mentor will be made available for pupil premium children to support them; liaise with parents and monitor their general progress and well-being.</p> <p>The progress of pupil premium children will be built into performance management targets and teachers will be required to provide evidence of provision made for pupil premium pupils on a termly basis.</p> <p>The attainment and progress of pupil premium children will be reported to governors on a termly basis.</p> <p>Whole school training will be provided for staff to support the progress of the children.</p> <p>Barriers to learning will be identified with all staff and strategies to overcome these barriers will be discussed and shared with staff.</p> <p>Meetings will take place throughout the year to monitor and address potential issues and share good practise.</p> | | |
| Total budgeted cost | | | | | £13,510 |

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? |
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| <p>Proportions of disadvantaged pupils making expected and better than expected progress are in-line with or above others.</p> <p>Progress of disadvantaged pupils in Maths matches that of progress in other subjects.</p> <p>Greater proportions of disadvantaged pupils achieve greater depth.</p> <p>Raise attainment of disadvantaged pupils at the end of KS2.</p> <p>Pupils who are both SEN and PP make at least expected progress from entry.</p> <p>To develop attitudes to reading for PP pupils across the school so that more read regularly at home.</p> <p><i>Specific Links to Barriers A, B and C</i></p> | <p>Further development of the tracking system to identify, monitor and address barriers to learning, through focused intervention activities.</p> <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Greater priority given to the wider curriculum, through Theme lessons, to encourage and engage pupils in all aspects of the curriculum.</p> <p>Provide catch up support for those children falling behind and provide a wide range of intervention programmes to support pupils with their learning.</p> <p>Regular training and support in place to ensure teachers are able to teach to the best of their abilities and are providing QFT which engages and motivates all pupils, but particularly PP pupils.</p> <p>Increased parental engagement by supporting them in understanding of how children learn in school, so they are able to support the children at home.</p> <p>Continue to provide opportunities for pupils to have</p> | <p>Our pupil premium strategy is coincident with the detailed action plans that sit behind this page and our key deliverables are coincident with the desired outcomes of the pupil premium strategy. This means that the pupil premium strategy will be reviewed at least once a term in line with our termly reporting cycle.</p> <p>At the end of KS2 the proportion of disadvantaged pupils reaching the expected standard for Reading, Writing and Mathematics was significantly below that of others.</p> <p>Progress in KS2 for disadvantaged pupils in Reading, Writing and Mathematics is below the 2018 National figure.</p> <p>QFT and an inclusive approach will help reduce barriers to learning.</p> <p>To work closely with parents enabling them to support their children's learning can be an effective way to raise aspiration in children and their parents.</p> <p>Parents who are engaged effectively in society are known to be more effective at raising aspiration and expectations with their own children, in turn enhancing progress and attainment.</p> | <p>Improving outcomes for Pupil Premium pupils continues to be a key priority on the academy's Business Plan.</p> <p>All staff will be fully aware of who their Pupil Premium children are and their prior attainment.</p> <p>The attainment and progress of Pupil Premium children will be tracked on a half termly basis and analysed against the progress of other groups by every teacher and the Principal.</p> <p>Children at risk of not making expected progress will be discussed at termly pupil progress meetings and meetings with their parents.</p> <p>The progress of pupil premium children will be built into performance management targets and teachers will be required to provide evidence of provision made for pupil premium pupils on a termly basis.</p> <p>Whole school training will be provided for staff to support the progress of the children.</p> <p>Parental engagement/attendance at meetings. Parental feedback via surveys.</p> <p>Barriers to learning will be identified with all staff and strategies to overcome these barriers will be discussed and shared with staff.</p> <p>Regular meetings will take place throughout the year to monitor and</p> | <p>Principal</p> <p>Maths and English Co-Ordinators</p> | <p>Termly, through analysis of data and through Pupil Progress meetings with final review July 2020.</p> |

| | a say in what they want to learn. | | address potential issues and share good practise. | | |
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| Total budgeted cost | | | | | £11,718 |
| 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>All children who are eligible for the pupil premium will be supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.</p> <p>The self-awareness and confidence of disadvantaged pupils has improved.</p> <p>There is an improvement in the self-esteem of disadvantaged pupils.</p> <p>Additional support in place for those pupils with social, emotional or behavioural needs.</p> <p><i>Specific Links to Barrier A</i></p> | <p>Subsidise all educational visits to ensure disadvantaged pupils have access to the same opportunities as other children.</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, to motivate children to learn.</p> <p>Provide enrichment opportunities to ensure disadvantaged children have high aspirations and can achieve in non-academic areas as well.</p> <p>Specialist teachers e.g. music to promote positive involvement and aspiration in these areas.</p> <p>Access the academy counsellor to support emotional and educational needs as required.</p> | <p>Exposure to as many experiences as they can possibly have, provides children with a context in which they can learn and transfer knowledge to other areas, as well as providing that initial spark which will make them want to learn more.</p> <p>Some of the Academy's pupil premium children have emotional needs and require additional support to enable them to access their learning.</p> | <p>Termly meetings with all staff will assess the impact of any extra enrichment provision and identify further needs to implement.</p> | <p>Principal</p> <p>Maths and English co-Ordinators</p> | <p>Termly, through analysis of data and through Pupil Progress meetings with final review July 2019.</p> |

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| <p>Attendance of disadvantaged pupils to remain close to non-disadvantaged pupils and closer to national.</p> <p><i>Specific Links to Barrier D</i></p> | <p>Through discussion with TA's on the child's return to school, reasons for absence can be identified along with any patterns.</p> <p>Track the attendance of disadvantaged pupils and address any areas of concern.</p> <p>Through provision mapping, where attendance has been identified as a barrier to learning, suitable interventions are put in place and the issues are addressed.</p> <p>Ensure teachers and TAs are fully aware of emerging problems to address with parents on an informal basis.</p> <p>Absences of disadvantaged pupils are challenged and where appropriate using the EWO.</p> <p>Identify disadvantaged pupils who have poor punctuality and ensure procedures are followed to improve punctuality rates.</p> <p>Termly rewards and incentives for good and improved attendance.</p> | <p>Attendance rates for disadvantaged pupils over the year 2018 – 2019 was 94.8% Authorised absence was 4.65% Unauthorised absence was 0.43% Late before register closes was 0.03%</p> <p>Attendance rate for non-disadvantaged pupils over the year 2018 – 2019 was 95.8% Authorised absence was 3.24% Unauthorised absence was 0.74% Late before register closes was 0.18%</p> <p>Although there is not a huge difference between them the Academy would like to see them above the national figure of 96%.</p> <p>A pupil's academic attainment may be compromised if they are not attending.</p> <p>Improved attendance ensures progress, builds confidence and allows pupils to fully engage in school life.</p> <p>Parents are aware of the importance of pupils attending school regularly and are aware of the consequences.</p> | <p>Principal to liaise regularly with EWO to ensure provision is in place for targeted pupils.</p> <p>EWO to provide termly reports showing the attendance of targeted groups.</p> | <p>Principal</p> | <p>Termly, through analysis of data and through Pupil Progress meetings with final review July 2019.</p> |
| Total budgeted cost | | | | | £5,130 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2018/2019 | | |
| 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>At the end of KS1, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> <p>At the end of KS2, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> | <p>The focus on improving outcomes for disadvantaged pupils continues to be a key priority on the academy business plan.</p> <p>Further development of the tracking system to identify, monitor and address barriers to learning, through focused intervention activities.</p> <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Greater priority given to the wider curriculum, through Theme lessons, to encourage and engage pupils in all aspects of the curriculum.</p> <p>Ensure curriculum leaders all strive to improve progress and outcomes for all pupils.</p> <p>Ensure Performance Management targets are purposeful and rigorous in continuing to improve progress and outcomes for disadvantaged pupils.</p> <p>Regular training and support in place to ensure teachers are able to teach to the best of</p> | <p>Pupil premium children identified and targeted in lessons with teacher's having a secure understanding of pupils needs.</p> <p>75% of pupils in Year 1 achieved the expected standard in Phonics.</p> <p>Additional staff have been deployed to meet the needs of pupils in specific year groups during Literacy and mathematics to offer interventions.</p> <p>By the end of KS2 the proportion of pupils reaching the expected standard in reading, writing and mathematics had decreased from previous year and the proportion of disadvantaged reaching this standard is below national at 33.3% giving a significant disadvantaged gap</p> <p>By the end of KS2, disadvantaged pupils are making slower progress than others in reading, slower progress in writing and significantly slower progress to others in mathematics with a gap that is widening than last year's national figures</p> | <p>Teachers are aware of who the disadvantaged pupils in their classes are. Continue with this action, but develop it by expecting teachers to implement strategies to accelerate the progress of disadvantaged learners.</p> <p>Continue with targeted interventions as part of the commitment to quality first teaching, build on the success by ensuring all pupils have made expected progress.</p> <p>The provision for PP pupils continues to be a key priority throughout the Academy. It is included again in the Academy business plan and priorities.</p> <p>Tracking PP pupils forms a large part of the Academy's analysis of assessment; review meetings and professional development for all staff.</p> <p>Focused learning outcomes will continue to be an emphasis for achieving a higher percentage of quality first teaching and this approach will be part of the 'non-negotiable' on the teacher checklist.</p> <p>Some of the Academy's PP pupils have external barriers, which have had a detrimental impact on their academic achievement. We are looking at further ways to support these pupils with both internal and external support.</p> | £5450 |

| | <p>their abilities and are providing QFT which engages and motivates all pupils, but particularly PP pupils.</p> <p>Continue to provide opportunities for pupils to have a say in what they want to learn.</p> | | | |
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| 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>At the end of KS1, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> <p>At the end of KS2, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> | <p>Further development of the tracking system to identify, monitor and address barriers to learning, through focused intervention activities.</p> <p>Provision in place for disadvantaged pupils to be clearly indicated in planning and marking scrutinies as well as observations, particularly those who are also identified as SEN/LAE pupils.</p> <p>Greater priority given to the wider curriculum, through Theme lessons, to encourage and engage pupils in all aspects of the curriculum. Provide catch up support for those children falling behind.</p> <p>Provide a wide range of intervention programmes to support pupils with their learning.</p> <p>Test children using GL assessment diagnostic tests to identify gaps in knowledge, alongside the academy's internal assessment and tracking system.</p> | <p>By the end of KS2 the proportion of pupils reaching the expected standard in reading, writing and mathematics had decreased from previous year and the proportion of disadvantaged reaching this standard is below national at 33.3% giving a significant disadvantaged gap</p> <p>By the end of KS2, disadvantaged pupils are making slower progress than others in reading, slower progress in writing and significantly slower progress to others in mathematics with a gap that is widening than last year's national figures</p> <p>Additional staff have been deployed to meet the needs of pupils in specific year groups during Literacy and mathematics to offer interventions.</p> | <p>The provision for PP pupils continues to be a key priority throughout the Academy. It is included again in the Academy business plan and priorities.</p> <p>Tracking PP pupils forms a large part of our analysis of assessment; review meetings and professional development for all staff.</p> <p>The Academy will continue with targeted interventions as part of the commitment to QFT, build on the success by ensuring all pupils have an enjoyable learning experience.</p> <p>Planning by teachers for disadvantaged pupils within lessons where there are higher numbers of PP pupils, activities should be precise, effective and consider individual needs.</p> <p>Link with other primary academies/schools to ensure effective evaluation of intervention strategies and resources to support disadvantaged pupils.</p> | £9743 |

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| | <p>Ensure curriculum leaders all strive to improve progress and outcomes for all pupils.</p> <p>Ensure Performance Management targets are purposeful and rigorous in continuing to improve progress and outcomes for disadvantaged pupils.</p> <p>Regular training and support in place to ensure teachers are able to teach to the best of their abilities and are providing QFT which engages and motivates all pupils, but particularly PP pupils.</p> <p>Continue to provide opportunities for pupils to have a say in what they want to learn.</p> | | | |
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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 |
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| <p>At the end of KS1, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line to non-disadvantaged pupils.</p> <p>At the end of KS2, the disadvantaged gap relating to those reaching the expected standard in all three subjects will be closer in line</p> | <p>Subsidise all educational visits to ensure disadvantaged pupils have access to the same opportunities as other children.</p> <p>Enhance curriculum enrichment by inviting more visitors to school and arranging more visits, relevant to the curriculum, to motivate children to learn.</p> <p>Provide enrichment opportunities to ensure disadvantaged children have high aspirations and can</p> | <p>Behaviour throughout the academy is good.</p> <p>The academy is providing support to families to ensure the culture and learning environment for disadvantaged pupils is stimulating and provides challenge and opportunity (speakers, events, trips).</p> <p>The academy has provided free Music and French tuition.</p> <p>A certain number of enrichment opportunities were offered by external providers, visitors and trips; therefore, it is the Academy's aim to increase internal opportunities and explore the validity of 'after' school clubs.</p> | <p>The Academy will continue to provide weekly Music tuition to offer opportunities for pupils who may not access these otherwise.</p> <p>The Academy also looks to enhance the curriculum this year with visitors to school and to support external visits.</p> <p>Further Internal enrichment opportunities including 'after' school clubs to be explored and discussed with the pupils. To gain the voice of the pupils through the school council / pupil voice.</p> | <p>£6850</p> |

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| <p>to non-disadvantaged pupils.</p> <p>The self-awareness and confidence of disadvantaged pupils has improved.</p> <p>There is an improvement in the self-esteem of disadvantaged pupils.</p> <p>Additional support is in place for those pupils with social, emotional or behavioural needs.</p> | <p>achieve in non-academic areas as well.</p> <p>Specialist teachers provided for Music and French to promote positive involvement and aspiration in these areas.</p> <p>Access the academy counsellor to support emotional and educational needs as required.</p> | | | |
| <p>Attendance of disadvantaged pupils to remain close to non-disadvantaged pupils and closer to national</p> | <p>Through discussion with TA's on the child's return to school, reasons for absence can be identified along with any patterns.</p> <p>Track the attendance of disadvantaged pupils and address any areas of concern.</p> <p>Through provision mapping, where attendance has been identified as a barrier to learning, suitable interventions are put in place and the issues are addressed.</p> <p>Ensure teachers and TAs are fully aware of emerging problems to address with parents on an informal basis.</p> <p>Make attendance a target for PM for TA's.</p> <p>Absences of disadvantaged pupils are challenged and</p> | <p>Attendance rates for disadvantaged pupils over the year 2018 – 2019 was 94.8%</p> <p>Attendance rate for non-disadvantaged pupils over the year 2018 – 2019 was 95.8%</p> <p>Although there is not a huge difference between them the Academy would like to see them above the national figure of 96%.</p> <p>The Academy is providing support to families to ensure the culture and learning environment for disadvantaged pupils is stimulating and provides challenge and opportunity (speakers, events, trips).</p> | <p>Continue to make use of the services provided by the EWO.</p> <p>Good attendance will be incentivised, rewarding those who have improved their attendance, as well as those achieving 100%.</p> | <p>£3846</p> |

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| | <p>where appropriate using the EWO.</p> <p>Identify disadvantaged pupils who have poor punctuality and ensure procedures are followed to improve punctuality rates.</p> <p>Termly rewards and incentives for good and improved attendance.</p> <p>Maintain current provision of good practice between EWO and Principal.</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.