

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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	Spilsby Primary Academy
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	79 pupils 41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 to 2027
Date this statement was published	Sept 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matthew Nicholson Headteacher
Pupil premium lead	Matthew Nicholson Headteacher
Governor / Trustee lead	Sir Steve Lancashire, chair of Trustees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£113,960

## Part A: Pupil premium strategy plan

### Statement of intent

#### Statement of Intent

Our aim is for all pupils, regardless of their background, to make strong progress and achieve high attainment across the curriculum. We are particularly focused on supporting disadvantaged pupils to close the attainment gap between them and their peers. Research from the **Education Endowment Foundation (EEF)** indicates that high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. According to the EEF, "the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds, with these pupils gaining 1.5 years' worth of learning in a single school year with very effective teaching." Therefore, our strategy places a strong emphasis on high-quality teaching, which benefits both disadvantaged and non-disadvantaged pupils. The strategies we have outlined in this statement are designed to address academic, social, and emotional needs, with a particular focus on targeted interventions.

The **EEF's Teaching and Learning Toolkit** identifies small-group tuition and one-to-one support as high-impact strategies, offering up to five months of additional progress for disadvantaged learners. By addressing gaps in core skills—especially in mathematics and reading—we aim to close the attainment gap between disadvantaged pupils and their peers.

We recognize that disadvantaged pupils often face additional challenges, including lower attendance and social-emotional difficulties, which can impact their academic progress.

**EEF evidence** supports the importance of social and emotional learning (SEL), which can improve attainment by up to four months. This highlights the need for an integrated approach that combines academic support with social and emotional development.

This strategy aligns with our wider school recovery plans, aiming to provide support for pupils most impacted by the pandemic, particularly disadvantaged pupils. The **EEF** highlights that the COVID-19 pandemic has disproportionately affected disadvantaged pupils, widening the attainment gap. Therefore, our approach integrates recovery-focused strategies to ensure these pupils receive the necessary support to recover lost learning.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Social and Emotional Wellbeing:</b> Many disadvantaged pupils struggle with social and emotional issues that impact their learning and attainment.
2	<b>Mathematical Attainment:</b> There are gaps in mathematical attainment between disadvantaged and non-disadvantaged pupils.
3	<b>Reading and Phonics:</b> Disadvantaged pupils face challenges with phonics and reading, which affect their overall academic progress
4	<b>Oral Language and Vocabulary Gaps:</b> From early years through Key Stage 2, disadvantaged pupils demonstrate weaker oral language and vocabulary skills compared to their peers.
5	<b>Impact of School Closures:</b> The educational disruption due to COVID-19 has exacerbated learning gaps, particularly in disadvantaged pupils.
6	<b>Attendance:</b> Attendance rates are lower for disadvantaged pupils, and persistent absenteeism remains an issue.

## 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
To improve Social and Emotional Wellbeing	<ul style="list-style-type: none"> <li>Improved Social and Emotional Wellbeing</li> <li>Success Criteria: Improved wellbeing as demonstrated by pupil surveys, reduced suspensions, and increased participation in extracurricular activities.</li> </ul>

Improved Mathematics Attainment	Success Criteria: By the end of KS2, the attainment gap in mathematics will be reduced by 10%, with 60% of disadvantaged pupils meeting the expected standards.
Improve Reading and Phonics	Success Criteria: The reading attainment gap will decrease by 8%, with 65% of disadvantaged pupils achieving the expected standard in reading.
Improved Oral Language and Vocabulary	Success Criteria: Observations and assessments will show significant improvements in oral language, with disadvantaged pupils demonstrating stronger engagement and progress in class discussions and literacy tasks.
Improved Attendance	<ul style="list-style-type: none"> <li>Success Criteria: Overall attendance rates will rise to 95%, and persistent absenteeism among disadvantaged pupils will fall below 15%.</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: **£90,114**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of teaching and learning provision to ensure structured interventions, small group tuition and one to one support.</p> <p>To ensure classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>To ensure pupils consolidate basic skills</p> <p>To respond rapidly with targeted teaching for pupils at risk of underachievement.</p> <p><b>Strategy:</b> Employ additional teaching assistants (TAs) and pastoral staff to provide targeted interventions and small group instruction.</p>	<p>Additional adults mean pre-planned intervention groups can take place and also ad-hoc according to need.</p> <p>Research from the Education Policy Institute highlights that the disadvantage gap is around 40% by age 5. With early intervention/ screening in the early years, we aim to prevent the gap from widening.</p> <ul style="list-style-type: none"> <li>• <b>Rationale:</b> According to EEF research, targeted support delivered by well-trained TAs can lead to an additional 4 months of progress. The Sutton Trust also emphasizes that high-quality teaching has a greater impact on disadvantaged pupils, helping to close the attainment gap.</li> </ul> <p><b>Focus Areas:</b></p> <ul style="list-style-type: none"> <li>• Enhancement of math teaching and curriculum planning, incorporating elements of the "Teaching for Mastery" approach from the EEF's mathematics guidance.</li> <li>• Implementation of high-quality phonics interventions, as phonics approaches are shown to add up to 4 months of progress in reading development (EEF).</li> </ul>	2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
	<p>Both early years intervention and oral language interventions can add up to an additional +5 months of progress.</p>	

<p>Continue to develop whole class reading strategies, with explicit use of vocabulary and speaking and listening.</p>	<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> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF toolkit highlights that focusing on reading comprehension strategies and mastery learning can have an impact of +6 and +5 months of additional progress.</p> <p>EEF toolkit shows that phonics strategies can have up to +4 months of additional progress. This is based on extensive evidence and provides high impact for low cost.</p>	<p>3, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>1, 5</p>



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Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	3, 4

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

Budgeted cost: **£23846**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Contribution towards DSL/Well-being lead salary who works closely with families and leads on counselling, attendance, behaviour and social and emotional support, including providing well-being workshops to focus on mindfulness, anxiety and managing emotions.

EEF toolkit highlights that offering social and emotional learning can boost progress by an additional +4 months and behaviour interventions/parental involvement can add up to +3 months.

1, 5, 6

NFER research (2015) has identified that addressing behaviour and attendance is a key building block in raising disadvantaged pupils' attainment.

Addressing any attendance concerns is key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.

By informing parents regularly about attendance you can raise awareness of the implications of poor attendance and preempt possible attendance issues.



## Strategy Statement



Embedding principles of good practice set out in the DfE's [Improving School Attendance](#) advice.

This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.

The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.

<p>Subsidise breakfast/after school club, trips, experiences, visits and activities.</p>	<p>EEF randomised control trial (2016) has found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality.</p> <p>To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.</p> <p>An effective curriculum will be ambitious and designed to give all learners, particularly the most disadvantaged, the knowledge and cultural capital they need to succeed in life. Pupils' horizons will be broadened and they will learn more about culture, history and geography.</p> <p>Local deprivation- IDACI rating highlights that Spilsby is in the top 20% of most deprived neighbourhoods in the country (2019)</p>	<p>1, 5, 6</p>
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**Total budgeted cost: £113960**



# Pupil Premium Strategy Statement



## 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 2023-24 academic year.

In the 2023/24 external assessments, it was evident that disadvantaged pupils at Spilsby Academy continued to face challenges in performing at the same level as their non-disadvantaged peers in key areas of the curriculum. However, there was encouraging progress compared to previous years. The attainment gap between disadvantaged and non-disadvantaged pupils in both mathematics and reading narrowed further from the 2022 outcomes, reflecting sustained improvement in these areas. Notably, in 2019, there was a significant difference in achievement between these groups, particularly in combined reading, writing, and maths. By summer 2024, this gap had decreased further, highlighting the success of targeted interventions and improvements in teaching quality. These results are particularly promising given the continuing impact of pandemic-related disruptions.

The improvement in attainment reflects the positive impact of pupil premium-funded strategies, including enhanced teaching, small group tuition, and focused interventions aimed at closing the attainment gap. However, writing remains an area where further support is needed, as the gap between disadvantaged and non-disadvantaged pupils persisted in this subject.

Our assessments and observations during the 2023/24 academic year also indicated that pupil behaviour, wellbeing, and mental health continued to be areas of concern, particularly for disadvantaged pupils. Attendance issues and suspensions were more prevalent in this group, largely due to the lasting effects of the COVID-19 pandemic. To address these challenges, we used pupil premium funding to provide targeted wellbeing support, including mental health interventions and attendance initiatives. This has led to some improvement, but we recognize that more work is needed in this area, and we will build on these efforts through the activities outlined in our current plan.

