

PUPIL PREMIUM STRATEGY STATEMENT

Spilsby Primary Academy

2026 to 2029 strategy period

This statement explains how we use pupil premium funding to improve educational outcomes for disadvantaged pupils, including how funding will be used this academic year and how impact will be evaluated.

School overview

Detail	Data
School name	Spilsby Primary Academy
Number of pupils in school	175
Proportion of pupil premium eligible pupils	71 pupils, 41%
Academic years covered by this strategy	2026 to 2029
Date published	September 2026
Review date	July 2027
Statement authorised by	Matthew Nicholson, Headteacher
Pupil premium lead	Matthew Nicholson, Headteacher
Governor / Trustee lead	Sir Steve Lancashire

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129 005
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£129 005

Part A: Pupil premium strategy plan

Statement of intent

At Spilsby Primary Academy, we believe that disadvantage must never determine a child's destination. Our ambition is that every disadvantaged pupil experiences success, feels that they belong, attends regularly and achieves well across a broad and ambitious curriculum.

Our strategy is rooted in high expectations and precise diagnosis. We will not assume that all pupil premium pupils face the same barriers. Leaders will use assessment, attendance information, pupil and parent voice, SEND information and professional knowledge to identify individual and cohort needs, then select evidence-informed approaches that are most likely to improve outcomes.

High-quality, inclusive teaching is the foundation of the strategy. Our central academic priority is to narrow the gap in reading, writing and mathematics, with a particular focus on strong early language, fluent reading, high-quality writing instruction, secure number knowledge, responsive teaching and effective use of assessment. Targeted support will be additional to, not a substitute for, excellent classroom provision.

Inclusion and belonging are explicit priorities. Disadvantaged pupils, including those with SEND or social, emotional and mental health needs, should be known well, listened to and supported to participate fully in school life. We will strengthen relational practice, adaptive teaching, pastoral support, pupil voice and access to enrichment so that pupils feel safe, valued and ready to learn.

Attendance remains essential. We will continue to increase attendance and reduce persistent absence through an inclusive whole-school culture, early identification, respectful partnership with families, robust monitoring and personalised support. Our approach recognises that sustainable improvements depend on understanding and removing the barriers affecting each pupil.

The strategy follows the Department for Education menu of approaches and the Education Endowment Foundation tiered model: high-quality teaching, targeted academic support and wider strategies. Implementation will be carefully planned, monitored termly and evaluated against clear academic, attendance and belonging outcomes.

- High expectations for all, with no deficit assumptions about disadvantaged pupils.
- High-quality inclusive teaching as the first and most important response.
- Accurate diagnosis before selecting interventions or allocating resources.
- Early action, particularly in language, reading, writing, mathematics and attendance.
- Strong relationships with pupils and families, built on trust, dignity and consistency.
- A sharp focus on implementation, monitoring, evaluation and sustained improvement.

Challenges

The following challenges have been identified through assessment, attendance analysis, pupil and parent voice, SEND information, behaviour and safeguarding records, and professional knowledge of the school community.

Challenge	Priority	Detail of challenge
1	Inclusion and belonging	Some disadvantaged pupils, particularly those with SEND, SEMH needs or disrupted experiences, can experience difficulties in feeling fully included in classroom learning, enrichment and the wider life. This can affect engagement, self-regulation, relationships and readiness to learn.
2	Combined attainment in reading, writing and mathematics	The proportion of disadvantaged pupils achieving the expected standard in combined reading, writing and mathematics remains below that of other pupils. Writing is a particular area of focus, alongside reading fluency, comprehension, mathematical fluency and reasoning.
3	Early language, phonics and vocabulary	A number of disadvantaged pupils enter school with less-developed communication, language and vocabulary. Gaps in phonics, reading fluency and academic language can limit access to the wider curriculum if they are not identified and addressed quickly.
4	Attendance and persistent absence	Attendance for disadvantaged pupils is lower than the school ambition and persistent absence remains disproportionately high. Barriers are varied and may include anxiety, health, family circumstances, transport, routines, low engagement or unmet additional needs.

Challenge	Priority	Detail of challenge
5	Social, emotional and behavioural needs	Some disadvantaged pupils need additional support to understand emotions, regulate behaviour, resolve conflict and sustain learning. Without timely relational and pastoral support, these needs may contribute to lost learning, suspensions or reduced access to the curriculum.
6	Access to enrichment and family partnership	Financial, practical and confidence-related barriers can reduce access to clubs, trips, residential, wider experiences and home learning support. Some families require more personalised communication and support to engage confidently with school.

Intended outcomes

These outcomes are intended to be achieved by the end of the 2026 to 2029 strategy period. Annual milestones will be reviewed and reset each year.

Intended outcome	Success criteria
A strong culture of inclusion and belonging for disadvantaged pupils	- At least 85% of disadvantaged pupils report that they feel safe, listened to and that they belong at school. - Pupil voice, learning walks and book scrutiny show disadvantaged pupils participating fully in learning and school life. - Participation in clubs, leadership, sport, arts, trips and residential experiences increases and is broadly representative of the pupil premium cohort. - Suspensions and repeated behaviour incidents for disadvantaged pupils reduce, with successful reintegration and support plans where needed.
The attainment gap in combined reading, writing and mathematics narrows	- The gap between disadvantaged and other pupils achieving the expected standard in combined RWM reduces substantially across the strategy period, with an ambition to halve the current gap. - Termly assessment shows a rising proportion of disadvantaged pupils on track for age-related expectations and making strong progress from their starting points. - Writing outcomes improve through stronger transcription, sentence construction, composition, vocabulary and independent application across the curriculum. - Disadvantaged pupils with SEND make measurable progress towards personalised outcomes and curriculum end points.
Improved reading, language and mathematical fluency	- Phonics outcomes for disadvantaged pupils improve and pupils who fall behind receive rapid, regular and well-matched support. - Reading fluency and comprehension assessments show sustained progress, with more pupils reading accurately, automatically and with understanding. - Diagnostic assessment demonstrates improved number fluency, arithmetic accuracy and confidence in mathematical reasoning. - Classroom talk and written work demonstrate increasingly precise vocabulary and confident explanation.
Attendance rises and persistent absence reduces	- Overall attendance reaches at least 96%, or improves by at least 1.5 percentage points from the confirmed baseline. - The attendance gap between disadvantaged and other pupils reduces by at least half across the strategy period. - Persistent absence among disadvantaged pupils reduces by at least 30% from the confirmed baseline, with an ambition to bring it below 10%. - Individual attendance plans demonstrate that barriers are identified early and support is timely, proportionate and reviewed.
Improved readiness to learn and emotional regulation	- Pupil, staff and parent evidence shows improved emotional literacy, regulation and resilience. - Pupils receiving pastoral or targeted SEMH support demonstrate improved engagement, relationships and time in class. - Repeated incidents, internal removals and suspensions reduce for identified pupils. - Reintegration and support plans result in sustained successful access to mainstream learning wherever possible.

Intended outcome	Success criteria
Stronger partnership with families and equitable access to opportunity	• Families report that communication is respectful, accessible and helps them support attendance and learning. • Disadvantaged pupils are not prevented from participating because of financial hardship. • Engagement with workshops, reviews and targeted family support improves. • Pupils develop wider knowledge, confidence and cultural capital through a planned enrichment entitlement.

Activity in the 2026/27 academic year

The activities below align with the current Department for Education menu of approaches. Costs should be finalised once the academy's allocation and staffing commitments are confirmed.

Teaching

Budgeted cost: £[insert amount]

Activity	Evidence and rationale	Challenges addressed
Strengthen high-quality inclusive teaching through a sustained CPD programme focused on adaptive teaching, explicit instruction, modelling, scaffolding, questioning, retrieval practice, feedback and checks for understanding. Coaching, learning walks, book scrutiny and pupil voice will support implementation.	High-quality teaching is the central priority in the DfE and EEF tiered approach. Effective professional development and careful implementation improve classroom practice and benefit disadvantaged pupils, including those with SEND.	1, 2, 3, 5
Improve the teaching of writing across the school through a clear progression in transcription and composition, shared pedagogical routines, high-quality modelling, sentence-level instruction, purposeful vocabulary development and regular moderation.	Explicit instruction, modelling, feedback and structured opportunities for practice support pupils to acquire complex literacy skills. A consistent approach reduces variation in classroom experience.	2, 3
Continue to strengthen early reading, phonics and reading fluency through fidelity to the school's validated SSP programme, staff coaching, frequent assessment, rapid keep-up and decodable reading practice.	Systematic synthetic phonics and targeted support for pupils who fall behind are included in the DfE menu of approaches. Accurate implementation and assessment are essential.	2, 3
Develop reading comprehension and vocabulary across the curriculum through high-quality texts, explicit vocabulary instruction, structured discussion, fluency practice and responsive assessment.	EEF evidence identifies oral language and reading comprehension approaches as promising when teaching is explicit, purposeful and linked to the curriculum.	2, 3
Enhance mathematics teaching through mastery-informed practice, strong number sense, representations, mathematical talk, diagnostic assessment, deliberate practice and responsive intervention.	The DfE menu supports mastery-based approaches and diagnostic assessment. Secure foundational knowledge supports later reasoning and problem solving.	2
Protect leadership and teacher time for assessment, moderation, curriculum review, coaching and evaluation of disadvantaged pupils' provision and outcomes.	The DfE guidance emphasises accurate diagnosis, successful implementation, monitoring and evaluation. Release time supports disciplined implementation rather than isolated initiatives.	1, 2, 3, 4, 5, 6

Targeted academic support

Budgeted cost: £[insert amount]

Activity	Evidence and rationale	Challenges addressed
Provide structured, time-limited one-to-one and small-group tuition for pupils with identified gaps in reading, writing and mathematics. Teaching will be closely linked to classroom learning and reviewed at least half-termly.	The DfE menu includes one-to-one and small-group tuition. Support is most effective when it is diagnostic, well targeted, delivered by trained adults and connected to normal teaching.	2, 3
Deliver rapid phonics keep-up, reading fluency and comprehension interventions for pupils identified through regular assessment.	Targeted literacy interventions are supported within the menu of approaches. Frequent assessment prevents pupils remaining on programmes after they have secured the intended learning.	2, 3
Use carefully selected mathematics interventions for number fluency, arithmetic and identified conceptual gaps, including pre-teaching and same-day response where appropriate.	Targeted numeracy interventions can support pupils when they address precise gaps and do not replace access to high-quality whole-class teaching.	2
Deploy teaching assistants through evidence-informed routines: in-class scaffolding that promotes independence, targeted structured interventions and planned feedback to teachers.	The DfE menu specifically includes effective TA deployment and structured interventions. Training, planning and communication with teachers are essential to impact.	1, 2, 3, 5

Activity	Evidence and rationale	Challenges addressed
Provide personalised academic support for disadvantaged pupils with SEND, linked to assess-plan-do-review cycles and curriculum goals.	The DfE menu includes targeted interventions and resources to meet the needs of disadvantaged pupils with SEND. Provision will be based on assessed need, not label alone.	1, 2, 3, 5

Wider strategies

Budgeted cost: £[insert amount]

Activity	Evidence and rationale	Challenges addressed
Implement a relational inclusion and belonging approach, including regular pupil voice, trusted-adult systems, restorative practice, inclusive classroom routines, transition support and review of participation in wider school life.	Inclusive culture, strong relationships and individualised support can improve engagement and are central to addressing barriers to attendance and learning. Belonging will be monitored, not assumed.	1, 4, 5, 6
Continue a graduated attendance strategy: first-day response, accurate coding and analysis, early meetings, attendance plans, home visits where appropriate, regular family communication, multi-agency work and recognition of improved attendance.	Current DfE guidance includes supporting attendance within the menu of approaches. Recent EEF evidence stresses that there is no single solution and that effective practice combines inclusive culture with targeted, individualised support.	1, 4, 5, 6
Fund pastoral, learning leader and SEMH support, including emotional literacy, regulation, friendship work, check-ins, reintegration and referrals to specialist services where required.	Supporting social, emotional and behavioural needs is included in the DfE menu. Support will be linked to clear goals, reviewed regularly and designed to increase successful classroom participation.	1, 4, 5
Support breakfast club, uniform, equipment, transport or other practical barriers where this is necessary to secure readiness to learn and regular attendance.	The DfE menu includes breakfast provision and allows schools to address acute practical barriers where necessary. Decisions will be based on identified need.	4, 6
Subsidise trips, residential, clubs, music, sport, arts, outdoor learning and other enrichment so that disadvantaged pupils have equitable access to the school's wider offer.	The DfE menu includes extracurricular and co-curricular enrichment. Participation will be tracked to ensure funding creates genuine access rather than only making offers available.	1, 6
Strengthen communication and support for parents through accessible workshops, individual meetings, home-school planning and signposting to relevant services.	Communicating with and supporting parents is included within the menu of approaches. Partnership is particularly important when attendance or engagement barriers are complex.	1, 3, 4, 5, 6

Total budgeted cost: £[insert sum of the three sections]

Implementation, monitoring and evaluation

Frequency	Action
Half-termly	Review attendance, persistent absence, assessment, intervention entry and exit data, behaviour, suspensions, pastoral caseloads and participation. Identify pupils requiring changed or intensified support.
Termly	Report to governors and the Trust on progress against milestones. Conduct pupil voice, book scrutiny, learning walks and case-study reviews. Evaluate implementation quality as well as outcomes.
Annually	Evaluate the strategy using published and internal outcomes, compare disadvantaged pupils with relevant benchmarks, identify unintended consequences, update challenges and reallocate spending.
Ongoing	Maintain a named-pupil overview so that academic, attendance, SEND, safeguarding, pastoral and enrichment information is considered together. Protect confidentiality and avoid public labelling.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils in 2025/26

During 2025/26, the academy continued to prioritise high-quality teaching, targeted support, attendance and pastoral provision for disadvantaged pupils. Evaluation drew on statutory and internal assessment, phonics and reading information, attendance and persistent absence data, behaviour and suspension records, intervention reviews, pupil voice, parent feedback and participation in enrichment.

Academic outcomes were mixed. Disadvantaged pupils made positive progress in Year 1 and Year 6 supported by enhanced TA support and intervention. However, the proportion achieving the expected standard in combined reading, writing and mathematics remained below. Writing continued to be the most significant whole-school academic priority because however attainment rose in all year groups. Reading fluency, vocabulary and mathematical fluency also remained barriers for identified pupils.

Attendance improved steadily and PA slightly reduced. Casework showed that barriers were varied and that the strongest improvements occurred where early contact, trusted relationships, personalised planning and multi-agency support were combined. Attendance therefore remains a central priority for the next strategy period.

Pupil voice and pastoral evidence showed strengths in supporting the whole child holistically and this made a real difference to pupil attendance and progress. While a group of pupils continued to experience barriers linked to belonging, regulation, SEND, relationships or confidence. Targeted pastoral support had a positive impact for those pupils who were previously open to services. Monitoring also showed the need for clearer outcome measures and stronger links between pastoral support and successful participation in classroom learning.

Access to trips, clubs and wider experiences increased through subsidy and proactive encouragement. In 2026/27, participation will be monitored more systematically so that leaders can identify groups who remain under-represented and evaluate the impact on belonging, confidence and engagement.

Overall, the previous strategy established important foundations, particularly in reading and attendance. The new strategy sharpens the focus on inclusion and belonging, combined RWM attainment, writing, attendance and persistent absence. It also places greater emphasis on precise diagnosis, implementation quality, measurable milestones and the evaluation of whether additional provision is improving pupils' day-to-day experience and long-term outcomes.

Externally provided programmes

Programme	Provider
Little Wandle Letters and Sounds Revised	Wandle Learning Trust / local English Hub
White Rose Maths	White Rose Education
Jigsaw PSHE	Jigsaw Education Group
Thrive Scan / Thrive Assessment	Thrive

Further information

This strategy is integrated with the School Improvement Plan, SEND development priorities, attendance strategy, safeguarding arrangements, curriculum development and the academy's work on wellbeing and behaviour. It is reviewed with governors and the Trust. The pupil premium is not treated as an individual budget for each eligible pupil; spending decisions are based on diagnosed need and may include whole-class or whole-school approaches where these are expected to improve outcomes for disadvantaged pupils.

Key evidence sources used in developing this strategy include the Department for Education's Using Pupil Premium guidance and menu of approaches, the Education Endowment Foundation Guide to the Pupil Premium, relevant EEF guidance reports and toolkits, the DfE Working Together to Improve School Attendance guidance, and the academy's own assessment, attendance and pupil voice evidence.