

Mablethorpe Primary Academy

Pupil premium strategy statement 2023-24

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	Mablethorpe Primary Academy
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	57.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years alongside current recovery plan for this academic year.
Date this statement was published	18 th December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	S Hodgson Principal
Pupil premium lead	S Hodgson
Trustee lead	Darren Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,745
Recovery premium funding allocation this academic year	£27,564
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
Total budget for this academic year	£290,309

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM), those looked after (or previously looked after) by the local authority and children of armed service personnel.

Ultimately, the intended impact of this funding is to accelerate progress, raise attainment and improve both academic and non-academic outcomes for disadvantaged pupils at Mablethorpe Primary Academy.

Common barriers to learning for disadvantaged children can be less support at home, poor language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and have good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including improving or maintaining progress for those who are already high attainers.

The challenges are varied, and we recognise there is no 'one size fits all.' We will be mindful of this whilst at the same time recognising that the number of pupils who are identified as Disadvantaged are in the majority in our academy - this means that sometimes a strategy identified as a priority for this group will become a 'whole school' approach as we might have identified common challenges. This strategy is an integral part of our wider school improvement planning. Benefits and effective strategy for this group of pupils is also, almost always, good practice for all other pupils too. We also seek to meet individual and personal need where necessary.

Our approach will be rooted in systematic diagnostic assessment and a thoroughly rounded review of the pupils needs in order to avoid working to 'assumptions' of what disadvantage means. High-quality teaching is at the heart of our approach, ensuring a focus on areas in which disadvantaged pupils require the most support. The EEF amongst other research organisations recognise that it is proven to have the greatest impact on closing the disadvantage attainment gap.

The key aims behind our Pupil premium strategy mirror our overall curriculum intent which is for our pupils to:

- be independent and resilient; displaying a thirst for learning
- be able to use a wide variety of challenging vocabulary in their everyday lives
- aspire for the future and know that these can be reached through hard work and determination
- be able to participate in a wide variety of culturally enriching opportunities
- acquire the skills and confidence to enable them to be independent thinkers and learners and ultimately secondary school ready.

Challenges

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

Challenge number	Detail of challenge
1	High Deprivation factors – Mablethorpe is the 7 th most deprived area in the country (with populations of over 10,000) with an IMD score of 47.7 and the 4 th most deprived town. (Based on 2019 data)
2	High numbers of below age-related expectations entry data.
3	Poor literacy skills especially linked to limited vocabulary and poor levels of communication and language on entry to school.
4	Poor Maths skills especially linked to low baselines.
5	Ensuring bespoke curriculum provides a range of experiences to counteract isolated nature of community.

6	Poor learning skills. E.g. organisation, commitment, resilience.
7	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
8	Below National Attendance figures
9	Poor Parental support and engagement for academic support. Parents are supportive of join-ins and audience-based engagement but parents' evenings and homework support are not as well supported
10	Low aspirations about what can be achieved, how to be successful and limited access to positive role-models. Poor transport links make this a particularly isolated community.

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 continue to deploy Read Write Inc. as a learning tool throughout KS1 and lower KS2	Pupils make accelerated progress towards age-related expectations. Children who are falling behind will be targeted through tutor-led intervention.
Toe by Toe and Fresh Start to continue to be used in Upper KS2 to develop accelerated reading progress	Pupils make accelerated progress towards age related expectations Pupils with SEND will be supported through small steps within the programmes. Pupils who are significantly below their peers will be supported to make accelerated progress to close the gap.

To ensure appropriate assessments and advice provide bespoke targeted support based on specific educational need. E.g. dyslexia, autism, dyscalculia	Use of external assessment for SEND (Karen Ashdown). Pupils make accelerated progress towards age related expectations
To ensure targeted work provided for specific interventions to accelerate progress towards age related expectations - in conjunction with recovery premium programme	Caz James – 1 hour x 5 days a week with Y3/4 and 1 hour x 5 days with Y6 for intervention. Jude – 1 hour x 5 days a week in Y6 for reading intervention Amanda – 1 hour x 5 days a week in Y5 Pupils make accelerated progress towards age related expectations
Greater Depth PP pupils have access to aspirational activities to develop knowledge, skills and confidence to progress to University.	Greater depth pupils have access to aspirational activities Y5 11+ tutoring Y6 club linked to aspirations for children with GD Visiting speakers Rhubarb Theatre Company visit – production and workshops. Holocaust days – visiting immersive experience. History immersive days focusing on current History topics for all year groups (Jed) Careers week
To ensure Pupil Premium pupils who are on track for age related expectations have opportunities for enrichment and extension activities	Residential experience in KS2. Y6s residential to Nottingham/Leicester Trips and visits throughout the year. Cost of experiences not a barrier to pupil premium access to activities
To provide additional social opportunities through clubs to enhance social and emotional development.	Cost of clubs not a barrier to pupil premium access to activities Dancing and singing classes with Donna JB Sports Coaching for PE, Choir club, Story club, Newspaper club, Art club, Card –making club, DT club, Handwriting and phonics clubs.

Free breakfast provision for pupils every morning from 8:30 onwards	Children provided with appropriate breakfast to start the day
	To support engagement and positive start to the school day to facilitate "learning readiness" and attendance.
To continue to improve pupil attendance, pupil attention and facilitate family support to facilitate engagement in learning and combat pupil and family mental health issues.	Appropriate support and guidance provided and signposted to families to facilitate outcomes. Family Support worker Educational Welfare Officer

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.

In order to supplement our tutor-led funding, we will fund the other half of the money needed from our Pupil Premium budget.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £37,529.49

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Refresher training for RWI programme for all teaching and support staff who deliver the RWI programme</i>	RWI is a government approved programme we have used to successfully accelerate the phonics and literacy skills of pupils below ARE. The updated programme now also targets fluency as well as decoding and the online virtual classroom allows parents greater support to aid understanding of the phonics process and how to support their children at home. EEF – Reading comprehension strategies +6	2,3
<i>RWI CPD to develop teaching and support staff who deliver the RWI programme skills and competencies</i>	RWI Phonics programme is a government approved programme we have used to successfully accelerate the phonics and literacy skills of pupils below ARE. The updated programme now also targets fluency as well as de-coding and the online virtual classroom allows parents greater support to aid understanding of the phonics process and how to support their children at home. Staff have now been trained in delivering the Story book part of the lessons. On-site mentoring, coaching and monitoring from RWI co-ordinator. Online Portal to be accessed by all staff and phonics lessons to be put on website to promote parental understanding and confidence.	2,3,10

	CPD 2 development days from RWI consultant to be delivered after Christmas. EEF – Reading comprehension strategies +6	
<i>Smaller class sizes</i>	An extra teacher has been employed in Year 2 to offer 2 classes per year group in KS1.	
<i>Learning Alliance staff CPD</i>	We have signed up to the Learning Alliance which offers a range of CPD for staff to access and as a result, this supports quality first teaching. Katie Levitt is coordinating this.	
<i>Additional people visiting school to deliver CPD.</i>	We have experts visiting to deliver quality CPD in different areas: Jeannie Bulman – Literacy consultant	
<i>To ensure high ratio of first quality teaching necessitated by demands of National Curriculum.</i>	CPD organised as required for staff on an individual basis both 'in house' and through the Learning Alliance (see box above). Performance management across the school to support teachers to meet their targets and to move forward with their teaching practice. Monitoring & Evaluation cycle in each subject. Identifying key children and tracking their progress, as well as looking with extra support/interventions need to be put in place. Support given to staff where needed to move children learning forward.	1,3,4,5

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

Budgeted cost: £ 125,096.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriate assessments and advice provided for bespoke targeted support based on	Educational support and Assessments from Local Authority Specialist Teacher and Psychology Service (STAPS)	2,3,4

specific educational needs. E.g dyslexia, autism, dyscalculia	TA SEND support provided to children with EHCPs and also through TA support in classrooms for children on the SEND register who don't have a 1:1 TA. STAPS Assessments to ensure TA intervention targets SEND needs appropriately to accelerate progress and support any further additional needs referrals and requests for EHCP support. Wider Strategies – Disadvantaged Strategy – EEF	
Assessments for PP chn to close gaps in learning using Pixl gap analysis and monitoring and evaluation, bespoke tutoring will be given to PP children	Pixl gap analysis completed following each Pixl paper in Reading and Maths. Monitoring and Evaluation cycle Targeted intervention to close the gaps in learning.	
To ensure RWI phonics programme is able to run with targeted group support focussing on individual phonics needs of highly differentiated groups	New phonics lead put in place (DC) Received RWI training to lead the subject effectively. New package/gap analysis is already identifying sound gaps and focus children who are being targeted through tutoring EEF – Small group tuition – moderate impact/low cost +4	3,4
To boost Maths and English in pupils who have been identified as being at risk of not achieving age related expectations.	Pixl gap analysis for Reading and Maths Groups of children receive bespoke intervention in English and Maths. EEF – Small group tuition – moderate impact/low cost +4	3,4
Accelerated reading progress for UKS2 below ARE pupils through Fresh Start and Toe-by Toe programmes	Prior intervention programmes showed impact on statutory results when last undertaken. EEF – Small group tuition – moderate impact/low cost +4	3,4

Ninja comprehension is also being used to accelerate children's reading skills.		
Greater Depth PP pupils have access to aspirational activities to develop knowledge, skills and confidence to progress.	Clubs run by teaching staff to support and challenge their understanding and aspirations. Wider Strategies – Disadvantaged Strategy – EEF	5, 11

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

Budgeted cost: £100,119.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve attendance in line with Government targets	EWO support and attendance administration support to monitor and feedback information to Principal and EWO for attendance meetings, support and any actions required to improve attendance. Wider Strategies – Disadvantaged Strategy – EEF	9
To provide pastoral and safeguarding support to families and pupils through access to a Family Support Worker	Isolated nature of Mablethorpe as a community often means it is difficult for families to access additional support. Family Support worker contact can signpost families to additional help but more often provide single agency support and guidance and also provide a positive link to other agencies for anxious families. Pastoral intervention in the afternoons (NB) Employing two additional staff to provide nurture group for children with specific emotional and behavioural needs. Sensory room to be established for children with SEND/PP and specific needs.	8,9

	Wider Strategies – Disadvantaged Strategy – EEF	
To provide children with quality literature to develop a love of reading.	Provide every child with a reading book for Christmas and enhance class libraries to support home reading.	3,10,11
To provide children with appropriate enrichment resources to facilitate communication, social, mental and physical well-being	Lego therapy, club and playtime resources Providing lunchtime clubs ELSA groups 1:1 support using the reflection room	1,7.8,11
Free breakfast club pastoral lunch clubs and after school provision for all pupils	Free breakfast provision from 8:30 every morning supports attendance, ensures pupils are receiving an appropriate breakfast and supports child-care for low earning families. Our other breakfast and after school clubs provide a range of sport, creative and enrichment activities which would not otherwise be available in the area as well as developing social and emotional provision. Alongside PP provision before and after school tutoring is being used to support accelerated progress through the School-led Tutoring Grant. EEF +2	8.9
To ensure all pupils have access to enrichment activities throughout the year and free access to enrichment visits and trips	The cost of all trips including residential trips for Y6 pupils and additional transport costs for swimming provision paid for all PP pupils. History immersive workshops run by Jed after Christmas Historians – Holocaust days Camping on the school field Trips for pupils with PP funded with the PP money Visiting authors First aid qualification	.5
	Contingency for in year interventions/ CPD/ support	

Total budgeted cost: £ 262,745

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 2022 to 2023 academic year.

We largely targeted our additional pupil premium funding on extra staffing, extra intervention and free before and after school clubs.

The extra teaching interventions enabled us to follow up learning with individuals and small groups when a need had been identified. This was through the use of targeted groups and individual programmes throughout the day and was complemented by the additional support provided by recovery premium funding.

Mablethorpe Primary Academy uses Pixl assessments to gauge progress. The question level analysis tool associated with this programme enabled us to focus specifically on gap filling based on outcomes and this continues to be a focus for our use of pupil premium funds.

Our Insight Assessment tool allows for effective monitoring and evaluation of intervention programmes to ensure value for money and acceleration of progress.

Pupil Outcomes:

EYFS	June/July
GLD (all)	50%
GLD (PP)	45%

The gap between disadvantaged and non-disadvantaged has closed.

Year 1	July
Phonics (all)	59%
Phonics (PP)	47%

Phonics will continue to be a focussed area. The gap has narrowed but it will continue to be a school focus.

Year 2	July 23
Reading (all)	53%
Reading (non PP)	48%
Reading (PP)	57%
Writing (all)	40%
Writing (non PP)	47%
Writing (PP)	33%
Maths (all)	38%
Maths (PP)	43%
Maths (non PP)	32%

Pupil Premium are currently 9% higher in Reading than their non-Pupil Premium peers and they are 5% higher in Maths. The gap has narrowed in Writing and it will continue to be a focus to maintain the progress that has been made.

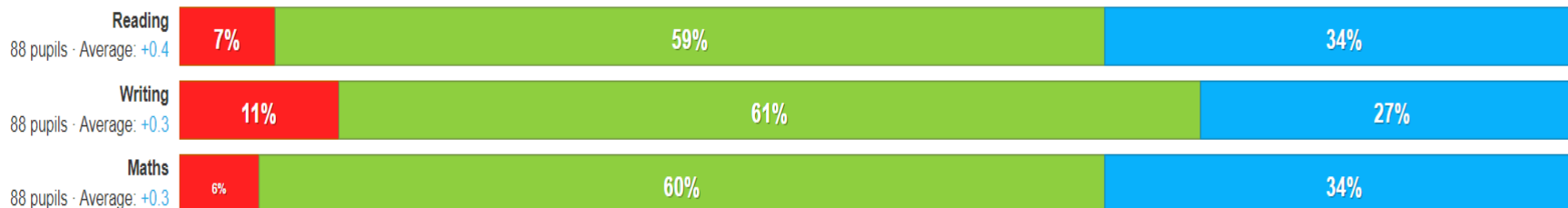
Year 6	July 2023
Reading (all)	53%
Reading (PP)	49%
Reading (non PP)	60%
Writing (all)	59%
Writing (PP)	48%
Writing (non PP)	75%
Maths (all)	57%
Maths (PP)	48%
Maths (non PP)	70%
Combined (all)	43%
Combined (PP)	34%
Combined (nonPP)	55%

For Pupil Premium Vs Non-Pupil Premium the gap is significant across all areas in attainment.

Priority for KS2 need to be closing the gap between Pupil Premium and Non-Pupil Premium in all areas including combined in attainment

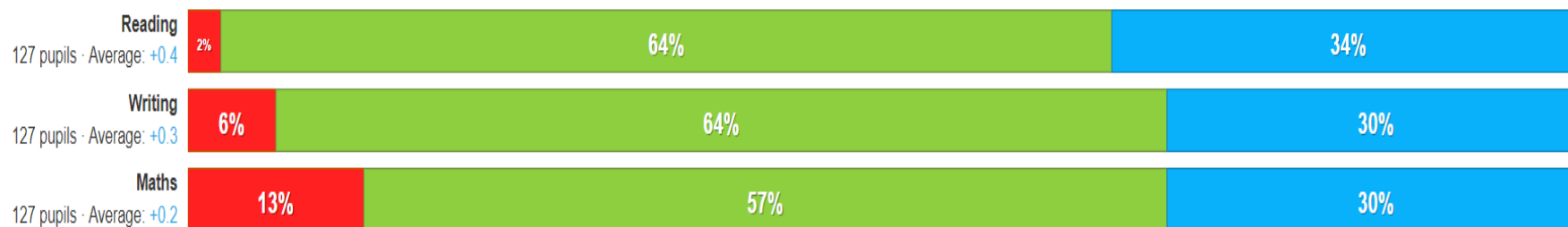
Not Disadvantaged

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



Disadvantaged

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected



The progress data for Pupil Premium Vs Non-Pupil Premium is a positive picture across the Academy. In reading and writing the progress made for pp is 5% higher than progress for non-Pupil premium.

Attendance for 2022-2023

Attendance	
All	92.01%
PP	91.06%
Persistent Absence	
All	25.36%
PP	17.1%

2021-22 Pupil Premium attendance was 90.35% so last years was an increase of 0.71%

Persistent absence for Pupil Premium has improved by 2.5%.

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
White Rose Maths	White Rose Maths
Times Tables Rockstars	TT Rockstars
Charanga Music	Charanga
RWI Portal for phonics and reading	Read Write Inc
My Maths to support Maths homework	My Maths
Hola Spanish to support Spanish teaching	JMB Education

Further information (optional)

MPA is working with the Lincolnshire Mental Health partnership to identify pupils who need additional mental health support but who would not necessarily qualify for referral to Healthy Minds. This work is also being supported by our Family Support worker undertaking a Mental Health support qualification.

In addition further support to facilitate progress has been outlined in the Recovery plan published in conjunction with this document.

Funding amount			How are we spending the money?
<p>Number of pupils on roll: 339</p> <p>Recovery premium</p> <p>2 TAs were appointed and will cost £22,148.36</p> <p>They will run a nurture group in the mornings, with small group of PP children. In the afternoons, they will run intervention groups: one adult will be based in KS1 and one adult will be based in LKS2.</p> <p>Funding estimate: £ 27,564</p>			<p>After initial baseline assessments, we decided to focus on reading and phonics until Christmas initially. In terms 3 and 5 we will concentrate on Maths catch up and in terms 4 and 6 we will concentrate on reading or Maths.</p> <p>Activities are detailed in appendix A</p>
Academic support			How are we spending the money?
Activity	Evidence that supports this approach	Challenge number(s) addressed	<p>There will be TA support to work with pupils from year 1/2 and year 5/6. TA is supporting Y3/4. Therefore all year groups are covered. They will be working with children who have been identified by class teachers as needing extra support (from Pixl</p>

One to one tutoring/ small group intervention for pupils delivered daily by TA for year 1 and 2 pupils. This will be mirrored in LKS2 classes.	Children who are not on track or fall behind will receive daily tutoring to make accelerated progress. EEF – Small group tuition – moderate impact/low cost +4	2,3	tests). They will work with the groups daily and they will assess at the end of the programme.
Small group reading comprehension for children not on track will be carried out daily	TA will use the PIXL therapies and will read with these groups of children daily from years 2 to 6. They will look at the PIXL analysis sheets EEF – Small group tuition – moderate impact/low cost +4	2,3	

Pastoral support	How are we spending the money?
<p>As always, we will continue to provide care for all our children pastorally. Teachers and teaching assistants will support individuals in classes as needed and as needs arise to ensure all children feel happy, safe and secure. Additional support will be provided as, when and if required by our pastoral lead and family support worker who will work in either 1:1 or in small group situations.</p>	<p>We have employed a family support worker, who is now working with our families to support them. We have increased the hours by an extra five hours a week to support pupils with emotional and pastoral needs. A total of 30 hours a week.</p>
<p style="text-align: center;">How we are addressing the impact of lost learning time.</p> <ul style="list-style-type: none"> • Nurture pastoral care that promotes positive mental health and wellbeing • Identify gaps in learning that need to be filled • Quality teaching • Carry out baseline assessments once children are settled back in school to help identify gaps. • Use PIXL and Data tracking to effectively track children's progress • Identify opportunities across the curriculum so that the children can read widely and develop their knowledge and vocabulary. • Ensure pupils are taught a full range of subjects over the year. 	