

# Pupil premium strategy statement

Skegness Infant Academy

This statement details our academy use of pupil premium (and recovery premium) to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year's spending of the pupil premium had within the academy.

## School overview

Detail	Data
School name	Skegness Infant Academy
Number of pupils in school	303
Proportion (%) of pupil premium eligible pupils	52%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Rona Pryme
Pupil premium lead	Rona Pryme
Governor / Trustee lead	Emma Nuttall

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216,473
Recovery premium funding allocation this academic year	£ 20,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£237,353</b>

# Part A: Pupil premium strategy plan Statement of intent

Skegness Infant Academy is a happy school with a hardworking, enthusiastic, and dedicated staff team. We have a well-established senior leadership team and a school ethos of high expectations with children and staff at the heart of all we do.

We are a large, three form entry Infant Academy in Lincolnshire an area of significant deprivation and we believe early intervention is crucial.

We strongly believe our curriculum aims to provide the knowledge, skills, and opportunities to improve the life chances for all our educationally disadvantaged pupils and our aim is to ensure that all pupils including those who are young carers or have a social worker, are not disadvantaged as a consequence of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential and aim to ensure equality in access to quality first teaching.

We focus on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. Additional enrichment opportunities built within the curriculum aims to build on children's existing cultural capital to broaden their horizons.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak about our ambition for **all** our pupils and they understand the part they play in addressing educational disadvantage.

Through this strategy, we strive to develop a clear, shared understanding of strategic milestones and goals for our learners through-

- Clarity of communication to ensure the profile of the disadvantaged strategy remains high.
- Use of high quality CPD for staff from a range of evidence-based sources including the EEF to ensure targeted interventions effectively address the identified needs of children. These will be from a range of data sets including written assessment, observation, and discussion. This will include whole class, groupwork and 1:1 tuition.
- An unwavering focus on QFT to ensure those most in need have access to the most experienced staff.
- Targeted pastoral support to ensure pupils have the appropriate interventions to manage their emotional wellbeing and social development.
- Above all to ensure quality assurance is purposeful, transparent, and focussed on the main thing, improving teaching and learning.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Outcomes</b></p> <p>Our assessments and observations indicate that disadvantaged pupil's achievement is below that of non- disadvantaged pupils in EYFS for GLD. The areas outline below indicate the greatest gaps in attainment where focus needs to be -</p> <ul style="list-style-type: none"> <li>• Listening attention and understanding</li> <li>• Speaking</li> <li>• Comprehension</li> <li>• Word reading</li> <li>• Writing</li> <li>• Number</li> <li>• Numerical pattern</li> <li>• Past and present</li> <li>• People culture and communities.</li> </ul> <p>Phonic results for the PP cohort indicate they are -6% behind non pp in attainment and it is important to continue the focus on this area. Poor phonic skills can negatively impact disadvantaged pupils' development as readers and their ability to comprehend. Our end of KS statutory assessments 2023 indicate the performance of disadvantaged pupils is higher than their NPP counterparts in reading and writing. This is not the case in maths where NPP pupils have outperformed their PP counterparts by 3.4%. We will continue to work hard to accelerate progress for all our pupil premium and educationally disadvantaged pupils this year, ensuring consistently high-quality classroom practice.</p>
2	<p><b>Attendance</b></p> <p>Attendance data indicates that attendance has dropped below the national expectation with an increase in PA. Our overall attendance for 2022/23 was 92% lower than the years preceding Covid with PA at a high rate of 34.1%</p> <p>Attendance for all our pupils needs to significantly improve which is why whole school attendance and persistence absenteeism remains a focus and features on our school improvement plan for 23-24. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p><b>Verbal expression and vocabulary</b></p> <p>Observation and discussion with pupils indicate children have limited vocabulary and oral skills. This can be through restricted life experiences/lack of communication at home and can impact their ability to express themselves with ease.</p>

4	<p><b>Multiple deprivation</b></p> <p>Many children in our pupil premium cohort face a range of challenges we class as multiple deprivation. There has been an increase in DV incidents and others requiring agency intervention. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect the disadvantaged cohort, including their attainment. Pupils' contexts impact their ability to self-regulate in an age-appropriate way and can manifest in certain behaviours.</p>
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## 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
PP cohort make good progress across RWM from their starting points to diminish/close the gap in attainment between PP v non-PP	<p>Engagement in lessons, book scrutiny and ongoing formative assessment and other data provides evidence of improvements for disadvantaged pupils. Pupil data from the end of EYFS and KS1 shows an upward trend for PP pupils at the December data point in 2023 and beyond.</p> <p>Pupils have been supported in all lessons and receive a high % of QFT evidenced through pupil progress and data meetings discussion and pupil conference.</p>
Improve oral language skills and vocabulary among disadvantaged pupils.	<p>Activities through Nursery, EYFS and KS1 focus on oracy development. Pupils in Y1 have successfully engaged with the Infant Oracy Programme. Observations and pupil discussion indicate improved oral language among disadvantaged pupils. Other sources of evidence, including engagement in lessons, book scrutiny (writing outcomes) and ongoing formative assessment also evidence this by the December data point and beyond.</p>

<p>Pupils with multiple deprivation have their needs addressed and can self-regulate their emotions in an age-appropriate way to promote well-being.</p>	<p>In house and outside agency pupils' data shows progress across identified areas. Data for dis children with multiple deprivation clearly identifies the level of need and ensures they are appropriately addressed. Those accessing SEN and /or social/emotional intervention including Theraplay, Lego play, ELSA, BOSS show impact through improved behaviours and regulation.</p> <p>Engagement with the mental health support team accurately identifies pupils who need additional support.</p> <p>Identified families receive targeted support from FKW, Senior Attendance officers and others with impact data to evidence timelines and outcomes for the families.</p>
<p>Pupils have good attendance and punctuality</p>	<p>All Pupils have closed the gap in attendance to be nearer the national benchmark of 95%+ pre- Covid levels of attendance as a cohort with PP attendance improved to nearer NA for individuals and as a group. PA has reduced for this group.</p> <p>Hard to engage families have been well supported by FKW and Senior Attendance Officer to reduce barriers and attendance with these families has improved.</p> <p>PA is improved and more in line with national.</p>

## 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: £120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue and develop the Write Stuff approach to support writing across the academy in each year group focussing on building stamina and ensure that QFT is consistent for every child.</p> <p>Embed high quality adult/child interactions in the early years and across the school.</p> <p>Continue to enhance our language rich learning environments</p> <p>Provide opportunities for internal skills sharing and modelling/ coaching/collaborative planning with EYFS leader/ English lead /subject leads, experienced teachers.</p> <p>Purchase resources and fund ongoing teacher training (Early Excellence, Alex Bedford)</p>	<p>EEF supports evidence-based programmes to support CPD for QFT.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children">https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidenceinformed-strategies-to-promote-high-quality-interactions-with-young-children</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&amp;utm_source=/early-years-evidence-store/communication-and-language&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p>Vocabulary training to deepen knowledge-</p> <p><a href="https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/">https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/</a></p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Collaborative learning approaches EEF</p>	<p>1, 3</p>
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<p>Visit other schools/academies to skills share/view best practice</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Early Excellence – ‘Navigating a sea of Talk’ <a href="https://earlyexcellence.com/latest-news/pressarticles/navigating-the-sea-of-talk/">https://earlyexcellence.com/latest-news/pressarticles/navigating-the-sea-of-talk/</a></p>	
<p>Continue to embed training for phonics/early reading through Little Wandle.</p> <p><a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils particularly those entering y3 and with SEND. This approach will ensure consistency from EYFS, KS1 through to children moving to SJA into KS2.</p> <p>Purchase resources and fund ongoing teacher training to support updates, books to enrich the reading scheme.</p> <p>Regular refresher training through staff release for phonic updates.</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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Targeted phonic interventions have been shown to be more effective when delivered as regular sessions over a 12-week period. Where teaching assistants are experienced, well-trained and supported to deliver a structured intervention, this has greatest impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><a href="https://www.marcrhayes.com/post/the-dfe-s-reading-framework-update-2023">https://www.marcrhayes.com/post/the-dfe-s-reading-framework-update-2023</a></p> <p><a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p>	<p>1,3</p>

<p>Visit other schools/academies to skill share.</p>		
<p>Fund teacher release time to embed key elements of guidance in school in line with EEF and DFE guidance and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Build in opportunities for internal skills sharing and modelling/ coaching/collaborative planning with maths leaders/experienced teachers</p>	<p>The DfE non-statutory guidance in conjunction with the National Centre for Excellence in the Teaching of Mathematics, draws on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">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: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>1</p>

<p>Improve the quality of social and emotional (SEL) learning and support through CPD and training for staff</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (PSHE Curriculum, E-Tips, RSE)</p>	<p>Improved outcomes at school and in later life can be linked to quality support in developing social and emotional skills in childhood (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Extensive evidence can be found here  <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	4
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £55,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Engaging with the DFE School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils including disadvantaged</p>	<p>Targeted support for specific needs and knowledge gaps can be an effective method for supporting low attaining pupils or those falling behind, both one-to-one and small groups. Teachers to deliver a higher percentage of learning to those most in need.  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3,</p>
<p>Purchase of PIXL programme to support RWM skills for all pupils in Y1 and Y2 including disadvantaged.</p>	<p>Small groups and 1 to 1 intervention can have a positive impact in supporting those children falling behind.  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Implement Boomreader app to support extending learning while children are offsite and allow families to support their children in an engaging, easily accessible manner.</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	<p>1,2,3,</p>

Target identified children to attend learning provision	Small groups and 1 to 1 intervention can have a positive impact in supporting those children falling behind. <a href="#">Small group tuition</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a>	1,
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing/family support for targeted families and children Provide 1:1 and group counselling/ELSA &amp; art therapy sessions for vulnerable pupils led by trained/skilled professionals both within school and externally.</p> <p>Focus building and maintaining positive, trusting and beneficial relationships with all our children and families understanding where they are coming from and that all behaviour is communication.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/social-and-emotional-learning</a></p> <p><a href="#">Behaviour interventions</a>   <a href="#">EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Training sessions from Behaviour Outreach Services <a href="https://services.family-action.org.uk/s/BOSS-training-registration">https://services.family-action.org.uk/s/BOSS-training-registration</a></p> <ul style="list-style-type: none"> <li>• Escalation and de-regulation</li> <li>• Attachment and Trauma</li> <li>• ADHD</li> <li>• Demand Avoidance</li> <li>• Behaviour as Communication</li> <li>• Supporting Children with SEND</li> </ul>	4

Provide ongoing CPD for staff and our mental health lead		
Subsidised visits, visitors and Breakfast Club provision	<p>Many pupils do not have access to activities which promote cultural capital. Provision of good nutrition in the morning promotes a healthy start to the day.</p> <p>EEF (+2/3 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magicbreakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magicbreakfast</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillsenrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillsenrichment</a></p>	1,2,3,4
<p>To embed the principles of good practice set out in the DFE advice to improve attendance and reduce PA. Release time for staff to develop and implement new procedures.</p> <p>Continue to make the best use of our Attendance Officer, Family Key worker to work with our vulnerable families to improve attendance.</p>	<p>Senior Attendance Officer, as dedicated staff member, supports families, monitors progress and feeds back to SLT (including sending personalised letters and texts as this can support attendance improvement.) Site based Attendance officers work in liaison with Senior Attendance Officer and SLT to focus on improvements.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/attendance-interventions-rapidevidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/attendance-interventions-rapidevidence-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</a></p> <p><b><u><a href="#">Improving School Attendance</a></u></b></p>	2

Contingency fund for acute issues. This could be additional support, uniform, trip costs including transport, specific items for families.	Our experience shows that we will need to set aside an amount to respond to unmet needs that we may not yet be familiar with. This could be additional training for staff such as HLTA, equipment buying, provision buying including clothing.	All
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**Total budgeted cost: £240,000**

## **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.

**2022/23**

	School	National	PP	Non	GAP to non pp
GLD	62.5	67.3	55.3	80	-24.7
Phonics (Y1)	85.6	78.9	83	89	-6
Phonics (Y2)	88	88.6	66.7	63.6	+3.1
Y2 Reading	71.1	68.3	71.7	70	+1.7
Y2 Writing	62.2	60.1	63.3	60	+3.3
Y2 Maths	74.4	70.4	73.3	76.7	-3.4
Combined KS1	62	40.1	61.7	60	+1.7

**Commentary-**  
**EYFS**

Significant gaps in attainment between PP and Non-PP in EYFS  
Detailed analysis shows seven areas where children were broadly in line with PP –

Self-regulation  
Managing self  
Building relationships  
Gross Motor skills  
Fine motor skills  
Creating with materials  
Being imaginative and expressive

The areas below require understanding/retention and application of skills and define the differences in attainment between the pp v non pp cohort as being more significant –

Listening attention and understanding  
Speaking  
Comprehension  
Word reading  
Writing  
Number



Numerical pattern  
 Past and present  
 People culture and communities.

The focus will be on these pupils moving into Y1 and on EYFS children this year to ensure a continued rise in attainment. Children in EYFS are achieving **14.6%** lower than the **national non-Disadvantaged** cohort at **69.9%** however we are **+3.3% ahead of the disadvantaged cohort nationally.**

### Year 1 phonics

Phonic outcome is above NA at 78.9% with PP cohort showing -6% difference V non-PP at Skegness Infant Academy. Phonics continues to be a focus across with the successful introduction of Little Wandle during last academic year, implemented following a robust package of training. Phonic intervention takes place with a highly skilled and experience HLTA. To raise standards, phonics will be streamed with the least able working with SLT on a daily basis in Year 1. The academy's **school's gap to non-Disadvantaged pupils nationally has improved by 15.4%** from -15.6% in 2021/22, to -0.2% in 2022/23.

Our Year 1 Disadvantaged cohort's **Phonics Expected Standard has increased by 18.5%** from 63.5% in 2021/22, to 82.0% in 2022/23.

### Year 2 phonics

The y2 cohort have attained in line with national and the PP cohort is 3.1% ahead of the non dis cohort.

**The academy's gap to non-Disadvantaged pupils nationally has improved by 26.9%** from -22.3% in 2021/22, to +4.6% in 2022/23.

Our Year 2 Disadvantaged cohort's **Phonics Expected Standard has increased by 41.7%** from 25.0% in 2021/22, to 66.7% in 2022/23.

### KS1 SATS

#### **Reading**

**The academy's gap to non-Disadvantaged pupils nationally in reading has improved by 14.2%** from -15.3% in 2021/22, to -1.1% in 2022/23.

Our Disadvantaged cohort's **Reading Expected Standard has increased by 15.6%** from 56.1% in 2021/22, to 71.7% in 2022/23.

Our PP cohort is attaining +1.7% ahead of non pp cohort in reading.

#### **Writing**

The academy's **gap to non-Disadvantaged pupils nationally has improved by 21.7%** from -23.4% in 2021/22, to -1.7% in 2022/23.

Our Disadvantaged cohort's **Writing Expected Standard has increased by 24.3%** from 39.0% in 2021/22, to 63.3% in 2022/23.

Our PP cohort is attaining +3.3% ahead of non pp cohort in writing.

#### **Maths**

The academy's **gap to non-Disadvantaged pupils nationally has improved by 19.3%** from -21.0% in 2021/22, to -1.7% in 2022/23.

Our Disadvantaged cohort's **Maths Expected Standard has increased by 22.1%** from 51.2% in 2021/22, to 73.3% in 2022/23.

Our PP cohort is attaining -3.4% behind non pp cohort in maths. These data sets show the continued improvement and upward trends for our pupils.

Our end of KS statutory assessments 2023 indicate the performance of disadvantaged pupils is higher than their NPP counterparts in reading and writing. This is not the case in maths where NPP pupils have outperformed their PP counterparts by 3.4%. We will continue to work hard to accelerate progress for all our pupil premium and educationally disadvantaged pupils this year, ensuring consistently high-quality classroom practice.

### **Attendance**

Attendance for all our pupils needs to improve which is why whole school attendance and persistence absenteeism remains a focus of this current plan and continues to feature on our academy improvement plan for 23-24. Attendance is central to any academy improvement strategy for disadvantaged pupils because we know pupils experiencing success in the classroom is key to improving their life chances. In 2022/23 overall attendance was recorded as 92% at the end of the year. This is 0.5% below national. Our data for authorised absence sits at 5.3% last year, 0.3% greater than national and lower than the previous year at 5.5%. Unauthorised absences are at 2.6%, 0.1% greater than the NA and 0.4 up on the previous year.

#### **For the disadvantaged**

Authorised absence is **5.6%**, **0.6% lower than** the national percentage of **6.2%**. This is also **0.3% lower than** the percentage of the previous year of **5.9%**.

Unauthorised absence is **3.1%**, **1.5% lower than** the national percentage of **4.6%**. This is also **0.4% greater than** the percentage of the previous year of **2.7% for the academy**.

Attendance for the dis cohort was at **91.3%**, **2.1% greater than** the national percentage of **89.2%**. This is **0.2% lower than** the percentage of the previous year at **91.5%**.

PA continues to be a focus. This figure sits at **32.4% for the disadvantaged cohort**, however the proportion of persistent absence is **35.2% nationally for the disadvantaged cohort**, **2.8% greater than** within the academy.

### **Pupil behaviour and wellbeing**

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health continue to need a focus for the next three years. Pupil behaviour, attitudes and wellbeing is a key strand on our school improvement plan 23-24.

At Skegness Infants, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to this approach. ELSA trained staff are in tune with pupil needs and our parent carer community appreciates the support they receive from the academy.

## 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 Hub
Charanga	Charanga Music
1Decision/Jigsaw	1Decision/Jigsaw
Twinkl resources	Twinkl

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- developing effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
  - offering a wide range quality extracurricular activity to boost wellbeing, behaviour, attendance, and aspiration, etc. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
  - Engagement with the Royal Shakespeare Company as lead school with the cluster

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents/carers, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We have engaged with training from the DFE and within the Trust including reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us refine our strategy. Our plan will be evaluated over the course of its duration and will continue to adjust our plan over time to secure better outcomes for pupils.

Finally, we will focus on keeping our approach **simple and effective**. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.