

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	257
Proportion (%) of pupil premium eligible pupils	43.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025/2026/2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026

Statement authorised by	Jo French
Pupil premium lead	Jo French
Governor / Trustee lead	Darren Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,439
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£212,439

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>Outcomes</p> <p>Our assessments and observations indicate that within our academy, at the end of FS2 and KS1 disadvantaged pupils' attainment is below that of non-disadvantaged pupils.</p>
2	<p>Attendance</p> <p>Whilst attendance is improving for disadvantaged pupils, overall PP attendance is lower than Non-PP and persistence absence figures for PP are higher than non-PP.</p>
3	<p>Verbal expression and vocabulary</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>Parental Engagement Parental engagement is inconsistent but overall parental supporting reading and other key aspects of learning is declining.</p>
5	<p>Multiple deprivation 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>

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 to achieve in-line with their peers PP cohort make good progress across RWM from their starting points to diminish/close the gap in attainment between PP v non-PP	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 improving trajectory for PP pupils, with gaps diminishing.

<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Engagement in oracy project has improved language skills of pupils. Oracy is high profile in all year groups and throughout the curriculum Impact and improvements can be evidenced.</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>Effective multi-agency working has been effective in support pupils. Robust data analysis has been used to provide targeted support which has improved outcomes for pupils. Behaviour data analysis demonstrates an improving picture with a reduction in behaviour logs, suspensions and exclusions.</p>
<p>Pupils have good attendance and punctuality.</p>	<p>PP attendance is in line with their peers (overall attendance and PA) Punctuality is improving and is comparative to Non-PP.</p>

Parental engagement has improved and is supporting pupils with their achievement at school.	Attendance at school events has improved. Improved parental engagement is also evidence through outcomes and pupil voice.
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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: £105,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Continue and develop our writing approaches 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) Drawing Club, Scribble Club, Widget training</p>	<p>EEF supports evidence-based programmes to support CPD for QFT.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</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>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidencehttps://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=/early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Vocabulary training to deepen knowledge-</p> <p>https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/</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>1, 3</p>
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<p>Visit other schools/academies to skills share/view best practice</p>	<p>Collaborative learning approaches EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Early Excellence – ‘Navigating a sea of Talk’ https://earlyexcellence.com/latest-news/presshttps://earlyexcellence.com/latest-news/press-articles/navigating-the-sea-of-talk/articles/navigating-the-sea-of-talk/</p>	
<p>Continue to embed training for phonics/early reading through Little Wandle.</p> <p>DfE validated Systematic Synthetic Phonics programme 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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.marcrhayes.com/post/the-dfe-s-reading-framework-update-2023</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	1,3

<p>Regular refresher training through staff release for phonic updates.</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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1

<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 EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
<p>Improve the effectiveness of key middle leaders through coaching ensuring a robust system of school improvement through effective data analysis, high-quality CPD, rigorous monitoring and evaluating.</p>	<p>Precise use of assessment and accurate use of data improves the effectiveness of teaching in all curriculum subjects. Importance of accurately diagnosis of pupil need.</p> <p>The EEF Guide to the Pupil Premium EEF Literacy KS1 Guidance Report 2020.pdf EEF Maths EY KS1 Guidance Report.pdf</p>	1,3

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

Budgeted cost: £42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific identified interventions to provide a targeted tuition for pupils including disadvantaged in EY to support closing the gap between PP and non PP in GLD attainment	<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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,
Purchase of PIXL programme to support RWM skills for all pupils in Y1 and Y2 including disadvantaged. Group interventions/QLAs to inform, alongside daily teacher assessment.	<p>Small groups and 1 to 1 intervention can have a positive impact in supporting those children falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3
Target identified children for phonics and oracy support- Wellcomm, Elkan, Little Wandle	<p>Small groups and 1 to 1 intervention can have a positive impact in supporting those children falling behind.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,

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 & 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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Training sessions from Behaviour Outreach Services https://services.family-action.org.uk/s/BOSS-training-registration</p> <ul style="list-style-type: none"> • Escalation and de-regulation • Attachment and Trauma • ADHD • Demand Avoidance • Behaviour as Communication • Supporting Children with SEND 	<p>4,5</p>

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>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magichttps://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillshttps://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	1,2,3,5
<p>To embed the principles of good practice set out in the DFE advice to improve attendance and reduce PA.</p> <p>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</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>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessmenthttps://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF Parental Engagement Guidance Report.pdf</p> <p>Improving School Attendance</p>	2, 4

vulnerable families to improve attendance.		
To embed and continue to use Skills Builder to increase aspirations and develop life skills. - Implementation of development days as focus for 'aspiration' element of school intent.	CDI Framework based on research.	4
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

Total budgeted cost: £212,439

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 2024 to 2025 academic year.

2023-2025

	All Pupils				PP Pupils				Non-PP Pupils				Academy	Nat.	Academy	Nat.
	2023-24		2024-25		2023-24		2024-25		2023-24		2024-25		2023-24		2024-25	
	Academy	Nat.	Academy	Nat.	Academy	Nat.	Academy	Nat.	Academy	Nat.	Academy	Nat.	PP-NPP gap	PP-NPP gap	PP-NPP gap	PP-NPP gap
GLD	60%	68%	65%	68%	46%	51.5%	53%	51.3%	80%	72%	77%	72.5%	34%	20.5%	24%	21.2%
Y1 Phonics	80%	80%	77%	80%	73%	68%	68%	67%	96%	84%	89%	84%	23%	16%	21%	17%
Y2 Phonics	92%	89%	93%	89%	92%		90%		91%		100%					
Y2 Reading	72%	71%	76%	72%	67%		69%		80%		95%					
Y2 Writing	68%	62%	70%	64%	60%		61%		80%		95%					
Y2 Maths	76%	72%	80%	73%	73%		73%		80%		100%					
Y2 Combined	68%	58%	69%	59%	60%		53%		80%		96%					

Commentary-

Gaps remain between PP and Non-PP (with some reducing) but PP outcomes in terms of GLD and Y1 Phonics are above PP national outcomes.

Gaps increasing at end of KS1 with PP outcomes remaining broadly static, whereas non-PP outcomes have continued to improve. More precise use of assessment, high-quality CPD alongside robust monitoring and evaluation will ensure that gaps reduce and attainment improves.

Attendance

Overall Attendance				
	2023-24		2024-25	
	Academy	National	Academy	National
All pupils	94%	92.9%	95.3%	94.8%
PP Pupils	92.6%	89%	94.7%	89.4%
NPP Pupils	95.9%	94.2%	96.2%	94.6%
Gap PP - NPP	-3.3%	-5.2%	-1.5%	-5.2%

Persistent Absence				
	2023-24		2024-25	
	Academy	National	Academy	National
All pupils	15.3%	14.6%	10.7%	13.5%
PP Pupils	23.6%	34.8%	13.6%	31%
NPP Pupils	6.6%	14.1%	5%	11.9%
Gap PP - NPP	+17%	+20.7%	+8.6%	-19.1%

Commentary

2 year improving trajectory for overall absence and also for PA. Gaps between PP and Non-PP for overall and PA have reduced.

PP overall attendance 5.3% above National PP % for 2024-25

PP PA figure for 2024-25 17.4% better than National PP PA figure.

	Suspensions		Permanent Exclusions	
	23/24	24/25	23/24	24/25
All	6	13	0	0
PP	5	13	0	0
Non-PP	1	0	0	0

Increase in suspensions due to one child going through a process of diagnosis which has since led to medication being prescribed. No further suspensions have been issued for this child.

Moving forwards-

Priority will be given to developing the EY environment, oracy and phonics development and closing the gap between PP and non-PP in EY.

In KS1 our priority is to close the gap between PP and non-PP with focus on R and W.

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 and timely focused interventions.

PP attendance is below non PP within the academy. The focus will be on reducing the gap further.

Pupil behaviour and wellbeing

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health continue to need a focus over the next academic year.

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
1Decision/Jigsaw	1Decision/Jigsaw
Twinkl resources	Twinkl
Kapow	Kapow resources
Scribble and drawing club	https://www.canigoandplaynow.com/drawing-club.html

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 activity undertaken last year and the degree of impact.

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.

