



SKEGNESS ACADEMY

Pupil Premium Strategy
Including Recovery Funding
2023-2026

Skegness Academy- Pupil Premium Strategy Statement

Schools and Academies receive a Pupil Premium grant to support their work in tackling underachievement by disadvantaged students. The Pupil Premium allocation is received for each child who has been registered for free school meals within the last six years, for each child who has been in continuously looked after care for six months and for each service child within the past four years.

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual students. It is for schools to decide how the Pupil Premium, allocated to schools per free school meals (FSM) student, is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility. (DFE website)

School Overview

Detail	Data
School name	Skegness Academy
Number of pupils in school	1026
Proportion (%) of pupil premium eligible pupils	60.12%
Statement timeframe	3 years 2023-2026
Date this statement was published	November 2024
Date on which it will be reviewed	March 2024/September 2024
Statement authorised by	C Gissendorf
Pupil premium lead	S Ferrier
Pupil premium coordinator	C Lyall
Governor / Trustee lead	C Leitheiser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£606,926
Recovery premium funding allocation this academic year	£164,772
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£771,698

Part A: Pupil premium strategy plan

Statement of intent

Here at the Skegness Academy, we are committed to ensuring every student experiences a diverse range of learning opportunities, despite their social background. To continue to support our most disadvantaged students, the Pupil premium Strategy has focused on ensuring all disadvantaged students are supported through meeting their pastoral, social and educational needs including the development of students' academic, vocational and technical ambitions. To achieve this, we encourage students to expand their horizons, develop skills, improve their performance, raise their aspirations and maximise their achievement. This supports the Skegness Academy ambition to close the attainment gap between our Pupil premium students and their peers.

There is a particular focus on ensuring that students attend school. This is a high priority for the academy. If students do not attend school, they cannot be successful. The academy strives to ensure all pupils attend by creating a warm welcoming community and offering appropriate support and interventions.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects and that they are enabled to develop personal responsibility, which supports our ethos 'Putting every student on the path to a happy, successful and fulfilling life'.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Most student self-regulate their behaviour effectively and behaviour is not a barrier to learning. This behaviour is recognised and rewarded. Where a minority of students require additional support and intervention, this is in place. If it is appropriate, suspensions are used as a very last resort.

Improve the quality of education:

1. Plan and deliver a broad and ambitious curriculum that prepares students for their next steps in life by producing Happy, Successful and Confident learners
2. Continue to ensure that teaching meets the needs of all students including boys, higher attaining, disadvantaged and SEND students. (The impact of the Covid-19 pandemic is carefully and intelligently considered to counteract missed learning, particularly for the most socially disadvantaged and those in priority groups)

3. Ensure that student feedback is wholly effective, and ensure all stakeholders have an accurate understanding of progress across all year groups and ensure timely interventions are in place
4. Embed effective teaching through a data driven approach that ensures that all students make rapid progress.

Improve behaviour and attitudes by:

1. Improve whole-school attendance with specific focus on disadvantaged and SEND Students
2. Develop a visible culture linked to Academy values of Skills Knowledge and Ambition
3. Student success is regularly celebrated and rewarded
4. Reduce the number of incidents of low-level disruption so that behaviour is not a barrier to learning
5. Reduce suspensions for PP as well as non-PP boys
6. Provide further intervention and support to reduce persistent absence.

Improve personal development by:

1. Continue to improve parent/carer and students' engagement in the continued development of the Academy
2. Continue to promote an ambitious careers programme for years 7 to 13
3. Offer a wide range of opportunities to develop cultural capital
4. Further develop the extra-curricular programme on offer.

Improve leadership & Management by:

1. Embed our vision and values for the Academy, both internally and to the wider community
2. Develop the Academy leadership to ensure that the curriculum is implemented effectively
3. Develop the culture of high standards and expectations through clear support and accountability.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	PP students make less progress and have lower attainment levels than non-PP students, especially PP HAPs. Data on entry at KS2 demonstrates students' reading ages are below national expectations. Continued monitoring of KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers and lack disciplinary reading skills. This impacts their progress in all subjects. The attainment of disadvantaged students is generally lower than that of their peers.
2 Behaviour and attendance	PP students are more likely to require support with their ability to respond to social and emotional issues. Pupil premium students continue to be overrepresented in removals from lesson and lates to lesson, therefore are not able to access quality first teaching in a consistent way. In addition, they continue to receive more suspensions than other students. There is a higher rate of absence amongst PP students, and this causes disadvantaged students to fall behind, which potentially has a detrimental effect on their progress due to lost hours.

3 Parental Engagement	A large proportion of our disadvantaged students and their families have low aspirations and parental involvement is low for these students when compared to non-disadvantaged students. Many students do not get parental support with home learning and revision activities which often leads to lower progress and outcomes. Many students do not experience a rich diet of cultural and social activities outside of school which potentially limits their depth of experience, their resilience and ability to thrive and prepare fully for life outside of school.
4 Enrichment	Disadvantaged students do not have the same enrichment opportunities when compared to non-disadvantaged students. This leads to disadvantaged students having a much narrower experience to draw upon and as a result they are not fully prepared for life beyond school.
5 Literacy	<p>A large proportion of disadvantaged students have a low chronological reading age and weak inference skills. This leads to many students not being able to access the curriculum fully and hinders their progress. The gap between PP students' attainment and non-PP remains wide and means they have less opportunities.</p> <p>All disadvantaged students complete NGRT testing twice per year. Disadvantaged students have a standardised age score from the NGRT reading tests of at least 100 and no lower than their peers and those who are below National reading ages close the gap by the end of KS3. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</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
<p>Raised progress and attainment through targeted teaching that meets the needs of Pupil Premium students.</p> <p>Pupils reading and literacy is not a barrier to success.</p>	<p>Use of progress data checks and tracking of interventions will be used to specifically target PP students through high quality feedback. PP students receiving additional support will meet their expected levels and the gap between PP and non-PP students will diminish. The average attainment score for PP students to improve along with a reduction in the attainment and progress gap for PP students. NGRT data demonstrates significant improvements.</p>
<p>To decrease the number of suspensions for all disadvantaged students. Unacceptable behaviour across all year groups is reduced including the number of repeat incidences.</p>	<p>Staff will clearly recognise and use the behaviour strategies required to ensure all disadvantaged students are a priority in all aspects of their education. Staff understand the challenges and the barriers specific to PP students. The curriculum model will</p>

	<p>support high quality teaching for disadvantaged students and impact behaviour. Disadvantaged students are not over-represented in academy suspension figures; suspension rates are lower than national disadvantages figures. Reintegration is shown to reduce suspensions and avoid repeat.</p>
<p>To secure high quality teaching that meets the needs of all disadvantaged students.</p>	<p>Teaching is judged to be at least good. Robust and bespoke CPD programme offered to all staff. Staff consistently follow the Planning for Progress model and build lessons around, retrieval, effective assessment, scaffolding and modelling. The quality and quantity of work continues to improve.</p> <p>Through effective CPD, teachers are thoughtful to ensure students do not feel cognitive overload and that there are no gaps in knowledge and misconceptions are addressed.</p>
<p>Students to engage with their learning, enrichment opportunities and their potential future progression routes.</p>	<p>Career pathways are easily accessible for all and readily provided. Confidence and therefore aspirations grow as a result, which is shown in the Academy NEET figure. This will impact upon a greater proportion of PP students attending more aspirational post 16 destinations.</p> <p>PP students will be provided with a range of resources, which enable them to fully access the curriculum.</p>
<p>To decrease the % of PA students for all disadvantaged students and narrow the gap further between PP and non- PP attendance. Extend the current monitoring systems to look in more detail at specific groups of students that fail to attend.</p> <p>The overall attendance rate for all pupils to be at pre-pandemic levels.</p>	<p>Close the gap between attendance and punctuality of PP students through rigorous tracking and support from pastoral teams. Attendance and punctuality of PP students to be in line with all students nationally and academy target of pre-pandemic levels. Staff to support all attendance initiatives and encourage good attendance. Students to be aware of the importance of good attendance in broadening their opportunities.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p>
<p>Support to access extra-curricular activities, trips and events both in academy and outside.</p>	<p>Proportionate number of PP and non-PP students attending extra-curricular activities, trips and visits to develop Cultural Capital increases further.</p>
<p>Increase parental engagement</p>	<p>Hard to reach parents will engage better with school. Higher uptake on parental workshops</p>

	and night classes to support literacy and numeracy levels. Parents engage with the services they are signposted to and accept support when in crisis.
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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: £125,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching is consistently good across the Academy and all lessons use the planning for progress model to ensure strategies are used to target disadvantaged students. Additional capacity in staffing to undertake coaching and faculty support.	EEF guidance – good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has particularly positive effect on children eligible for PP. EEF Research	1, 2, 5
CPD addresses areas to be developed and includes concepts which can be used to ensure high impact with disadvantaged students. This includes the use of retrieval practice, modelling, live marking, feedback, and metacognition to support progress. External subject-specific pedagogical support has been purchased.	EEF PP Toolkit – Metacognition and self – regulation +7 months DfE research brief on closing the attainment gap highlights the specific areas for driving success and good practice	1, 2, 5
A new home learning policy has been written in consultation with SLT and RAB, There are two rewards policies in place, one whole school and then a faculty led one. Funding for rewards and opportunities to deepen students’ cultural capital is in place.	Homework has a positive impact on average +5 Months particularly with pupils within a secondary setting. It’s important for schools to consider how home learning can be supported. Homework which is linked to classroom activities tend to be more effective. Feedback left on homework had an even greater impact on learning.	1, 2, 3, 5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £295,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 Improving Literacy through:</p> <p><i>1a Purchase of Lexia reading programme to support students with a low reading age and NGRT testing</i></p> <p><i>1b Students that are struggling to make progress through Lexia. The introduction of the EEF Switch-on reading programme aimed at the bottom 2% of low-level Literacy students. This is aimed at year 7&8&10 & 11 and the IC cohort to increase confidence and build Literacy skills</i></p> <p><i>1c Loyalty cards for students who access the library with incentives to encourage attendance and reading</i></p> <p><i>1d Night classes for parents to improve Literacy levels.</i></p> <p><i>1e Literacy CPD to ensure all subject staff are including strategies to improve literacy with a key focus on subject specific vocabulary, modelling and feedback. CPD on how to teach reading and writing to students with low reading ages</i></p> <p><i>1f Purchasing of books for students at the lower end of the reading age scale</i></p> <p><i>1g Employment of a library manager to deliver intervention and create an educational and interactive library space</i></p>	<p>EEF PP Toolkit – Reading Comprehension Strategies +6 months</p> <p>EEF - Improving Literacy in secondary schools states literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support</p> <p>Reading comprehension strategies + 6 months</p> <ul style="list-style-type: none"> • Encouraging different learning styles is more effective and efficient. • Pupils recognise praise and one way to monitor this <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	1, 2, 3, 5
<p>2 Improving Numeracy through:</p>	EEF – Catch-up Numeracy +3 months	1,2,3,5

<p>2a <i>The use of Sparx Maths to set homework weekly online with the scheme of work and it automatically communicates with parents. It gives parents an overview of the skills that have been covered. For year 11 this is linked to the question level analysis.</i></p> <p>2b <i>Revision guides and flashcards to support year 11 outcomes linked to numeracy</i></p> <p>2c <i>Revision sessions held at school after school hours to support GCSE exams.</i></p>	<p>Sparx has an individualised instruction and provides different tasks for each learner. This can be an effective approach and can increase pupil attainment.</p> <p>Individualised instruction +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Extending school time +3 months</p> <p>Home activities have on average +5 months particularly with secondary school pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<p>3 Careers Intervention to improve aspirations:</p> <p>3a <i>All year 10 and 11 students have a careers interview to enable informed decisions about the future</i></p> <p>3b <i>Robust options process from KS3-KS4 and KS4-KS5. Students and parents are invited to an informative open evening. All students are interviewed once they have made option choices to ensure suitability.</i></p> <p>3c <i>Implementation of Unifrog to be used and implemented by students in all years. This will track a pupils' journey throughout school and keep a log of their interests and aspirations etc. This will then support applications, and UCAS statements when they require a personal statement.</i></p> <p>3d <i>Partnerships with LincHigher and the University of Lincoln that provide bespoke and personalised support to our pupils.</i></p> <p>3e <i>Take part in extended enrichment activities outside the classroom environment. These are designed to teach students organisational and</i></p>	<p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy. For interventions that focus on self-efficacy and motivation specifically in a learning context.</p> <ol style="list-style-type: none"> 1. Interventions that focus on parents and the families. 2. Interventions that focus on teaching practice; and 3. Out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	1,2,3,4,5

<p><i>professional competency skills and to look at current affairs</i></p> <p>3f Students will be given the opportunity to gain work experience to complement their studies to provide further insight into the labour market and support their personal statement</p>		
<p>4 Improving independent revision skills through:</p> <p><i>4a Providing revision guides to all students to enable them to complete independent revision at home</i></p> <p><i>4b Access to GCSE Pod which exposes students to a detailed and comprehensive coverage of 28 GCSE subjects</i></p>	<p>Revision refers to tasks given to pupils by their teachers to be completed outside of usual lessons.</p> <p>Revision activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focused work such as revision for tests.</p> <p>Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks.</p> <p>EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 4</p>
<p>5 Improve outcomes of year 11 students:</p> <p><i>5a Employment of two year 11 learning mentors to offer targeted support and enhance progress</i></p> <p><i>5b My Tutor</i></p>	<p>EEF Toolkit – Small group tuition +4 months</p> <p>One to one tuition +5 months</p> <p>Mentoring +2 months</p> <p>Extending school time +3 months</p> <p>My tutor has an individualised instruction and provides different tasks for each</p>	<p>1,2,3,4,5</p>

<p><i>Programme to minimise gaps in English, Maths and Science and encourage attendance for those who may be at risk of school refusal</i></p> <p><i>5c Targeted intervention during tutor time for all year 11 students.</i></p> <p><i>5d Intervention sessions after school to support students understanding of topics and fill learning gaps</i></p>	<p>learner. This can be effective approach and can increase pupil attainment.</p> <p>Individualised instruction +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
<p>6. Improving Cultural Capital through:</p> <p><i>6a Educational and informative trips planned to enable students to accumulate knowledge, behaviours, and skills that they can draw upon and which demonstrates their cultural awareness, knowledge and competence</i></p> <p><i>6b Sporting activities to offer enrichment opportunities and support students with their physical development</i></p>	<p>EEF Toolkit – Arts Participation +2 months plus</p> <p>EEF Toolkit – Outdoor Adventure Learning 0 months/ Sports Participation +1 month</p>	
<p><i>7a Behaviour mentors to work with year 7s to 11 to seek to improve attainment by reducing challenging behaviour in schools.</i></p> <ol style="list-style-type: none"> <i>1. Approaches to develop positive school ethos and improve discipline across the whole school which also aims to support greater engagement in learning;</i> <i>2. To use programmes which seek to improve behaviour that generally takes place in the classroom.</i> <i>3. Specialised programmes to be disseminated which targets students with specific behavioural issues.</i> <p><i>Oppidan training for sixth formers to support younger under-performing pupils.</i></p>	<ul style="list-style-type: none"> • Encourages parental engagement + 4 Months • Social and emotional programmes + 4 Months • Improves attainment +4 Months <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>1, 2, 3</p>

Wider strategies

Budgeted cost: £295,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1 Improve attendance through:</p> <p><i>1a Improved processes in place to increase levels of accountability</i></p> <p><i>1b Introduction of initiatives to involve all staff to support PP students' attendance</i></p> <p><i>1c Targeted intervention with students and parents to ensure consistent attendance</i></p> <p><i>1d Home visits to increase parental engagement and support</i></p> <p><i>1e Mentoring programme to support PP students and to identify barriers</i></p> <p><i>1f Support for students with emotionally based school anxiety through employment on an EBSA coordinator</i></p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4.</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than the pupils that missed 10-15% of all sessions.</p> <p>Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</p>	<p>1,2,3,5</p>
<p>2 Improve behaviour through:</p> <p><i>2a Updated behaviour policy and expectations to ensure consistency</i></p>	<p>EEF Toolkit – social and emotional learning +4 months</p> <p>EEF Toolkit – Behaviour interventions +2 months</p>	

<p><i>2b Embedding of Class Charts to record behaviour both negative and positive. Coupled with a clear sanction and reward policy</i></p> <p><i>2c Inclusion areas – Reflection and IS to reduce the number of suspensions. This provides dedicated time for students to modify their behaviour and reflect on their choices</i></p> <p><i>2d Targeted intervention for students who make poor behaviour choices – waves of intervention implemented with bespoke support in place</i></p> <p><i>2e Implementation of behaviour support through employment of two behaviour mentors</i></p> <p><i>2f Key external speakers booked to raise awareness of key social development in relation to the local community and inform students of how behaviour choices can have wider implications</i></p>	<p>The interventions provide:</p> <ul style="list-style-type: none"> • A targeted approach with the use of specialised programmes • An inclusive staff body approach to improve the culture and ethos of the school and promotion of the behaviour and rewards policy • Specialised systems for use within the classroom to improve and tackle behaviour appropriately • Individualised interventions through behaviour mentor support 	
<p>3 Increase parental and student voice to improve attendance, encourage more positive engagement and improve outcomes:</p> <p><i>3a Gathering of information from students and parents about their needs and give them a voice</i></p> <p><i>3b Analysis of information to decide next steps and offer targeted support</i></p> <p><i>3c (A new initiative starting soon) Parental coffee mornings to meet with family key workers to discuss concerns. Encourage team building exercises and mindmapping</i></p>	<p>. EEF - Parental engagement has a positive impact on average +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps</p> <p>EEF - pupils are the ones for whom the linking of learning matters. When we are thinking about it, discussing it, and assessing it, we are really examining the learning experience of these students.</p> <p>Feedback +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	<p>1, 2, 3</p>

<p><i>new initiatives to encourage other parental engagement.</i></p> <p><i>4d Provision hub for parents. Annual gathering of service providers to attended conference to support and signpost parents.</i></p>		
<p>4 Student wellbeing</p> <p><i>4a Employment of three family keyworkers to work with students in all year groups to support with the challenges these students face</i></p> <p><i>4b Employment of a mental health lead to offer targeted interventions</i></p> <p><i>4c Employment of an EBSA coordinator to deliver interventions and build relationships between school and home</i></p> <p><i>4d Breakfast Club to provide students with breakfast before the start of the day and the opportunity to take part in activities</i></p> <p><i>4e Counselling sessions arranged to support students who cannot access the support in school</i></p> <p><i>4f Dedicated safeguarding team to work with the more vulnerable students</i></p> <p><i>4g Uniform provided for students to ensure they can adhere to the uniform policy, and they are fully equipped. This is provided to families in need throughout the year</i></p> <p><i>4h Summer school to commence August 2024.</i></p>	<p>EEF Toolkit – Social Emotional Learning +4 months</p> <p>The intervention provides:</p> <ul style="list-style-type: none"> • A range of strategies to support the needs of students • A collaborative support network to work with parents and students • Set uniform for all students to help improve learning and improve behaviour and discipline. • Key workers to improve parental engagement- Encourages parents to support their child’s academic learning and includes more intensive programmes for families which are in crisis. <p>Summer schools which have an academic component with small group work, or one to one work is shown to have higher impacts. Summer school can prevent attainment gaps from widening and can be value to the pupil creating new experiences and aspirations.</p> <p>EEF-</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p>	<p>1,2,3,5</p>

Total budgeted cost: £715,720

Part B: Review of the previous academic year

Destinations

Through early intervention and support we ensured that there were close to no NEET students last year. A focus on ensuring a highly supportive and bespoke pathways processes, we have revalidated the Gatsby careers mark. The fair and consistent application of the Academy behaviour policy has seen an improvement of self-regulatory behaviour. A number of pupils engaging with therapeutic interventions has seen an improvement in the culture for learning.

Quality of work

Our focus on quality first teaching through our Planning for Progress model has improved the standards of lessons, and the quality of work being produced in pupils' books has improved. Pupil voice tells us that more pupils enjoy lessons and have say that academic support they receive outside of the classroom has had a positive impact on their academic progress.

Outcomes

Our examination results remain significantly higher than before the pandemic and were still broadly in-line with National. Our focus on supporting improvements in pupils' literacy and reading skills, has seen an increase in the number of pupils making rapid improvements in their development of phonics through programmes. Our in-year NGRT data shows that disadvantaged learners have progressed broadly in their standardised scores at the same rate as disadvantaged pupils. We can also demonstrate that disadvantaged learners who arrive in Year 7 at below age-related reading ages make rapid improvements and are on track to achieve age related reading ages by the end of KS3.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts). We have a rigorous and dedicated staff who work tirelessly to ensure all disadvantage learners are prepared and complete all of their examinations at the end of Year 11.

The performance of our Year 11 learners in their GCSE examinations this summer are slightly below that of National benchmarks. The data also demonstrated that disadvantaged students from Skegness Academy did not perform as well as their non-disadvantaged peers despite significant intervention and targeted support.

Attendance

Maintaining high standards of engagement and participation for all pupils has been instrumental in improving the attendance to extra-curricular clubs and academic support. Disadvantaged learners

have the opportunity to attend all trips and their attendance has improved significantly over the year. We as an Academy continue to do all that we can do to ensure all pupils attend school every day and maintain high levels of attendance to mitigate issues caused by the disruption of the pandemic.

Thorough analysis and intervention throughout last year has maintained a high level of attendance and engagement in lessons of our disadvantage cohort compared to National. The behaviour and attitude to learning across all curriculum areas in our school is good for disadvantaged pupils. Rigorous and strategic support has ensured that the levels of disadvantaged learners who are persistently absent and who are impacted by suspensions remain broadly in-line with pre-pandemic figures.

Behaviour

The vast majority of pupils self-regulate their behaviour and maintain positive relationships with staff and their peers. Whilst suspensions are not yet at pre-pandemic levels, the interventions and support funded by the PP strategy has ensured that these needs are better met. For example, the academy has access to mental health services and behaviour mentors. Pupil voice and internal behaviour analysis demonstrates that pupils feel that behaviour in the academy has significantly improved and that they are provided with the help and support, as well as rewards, required to be successful. Reintegration processes have increased in rigour and a waved intervention process has started to shown signs of impact.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our assessments and student voice show leaders that disadvantaged pupils are more prone to facing challenges around wellbeing and mental health and incidences remain significantly higher than before the pandemic, which is a trend seen Nationally. The impact on disadvantaged pupils has been particularly acute.

These results show that that we need to 'make adjustments' to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and have made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year' section above.

Further information (optional)

The Pupil Premium Strategy is deeply rooted in the academy