

Pupil premium strategy statement – Tulip Academy Spalding

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	131 = 61.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2025, 2026, 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Matthew Bloodworth-Flatt
Pupil premium lead	Zöe Williams
Tulip Academy Local School Board Lead	Louisa Clare

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,350
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we at times see a variance in outcomes for disadvantaged pupils across the school when compared to their peers particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on an assessment of need, and helping pupils to access a broad and balanced curriculum.

Pupils at the Tulip Academy Spalding will make at least expected progress, in line with their personalised targets, in English and Mathematics.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We aim for disadvantaged pupils to increase their engagement at school, therefore diminishing the difference between themselves and non-disadvantaged pupils and thus enabling them to experience the full learning experience offered at the Tulip Academy Spalding.

We will provide an intensive pastoral support service for pupils and for parents and carers with a focus on well-being and self-regulation strategies We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and judgements show a high proportion of disadvantaged pupils have language comprehension difficulties.
2	Our assessments, observations and judgements show that disadvantaged pupils have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
3	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally... <ul style="list-style-type: none"> • Have fewer opportunities for community participation • Have fewer opportunities to develop cultural capital outside of school. • Require additional support to develop personal skills for adulthood e.g. independent travel.
4	Our assessments, observations and judgements indicate that disadvantaged pupils may have a lower emotional literacy level than their peers within school and may not come to school ready to learn.
5	Our observations and judgements indicate that disadvantage pupils may have a more complex home lifestyle impacting attendance and lower parental engagement.

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
Academic Outcomes	
Improved and/or sustained attainment for disadvantaged pupils in all subjects, notably English, Phonics and Reading, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our routine and end of year assessments. 100% of disadvantaged pupils achieving their predicted grades in English and Mathematics Entry Level and/or Functional Skill qualification. Notable progress made following intervention and/or tuition programmes.
Disadvantaged pupils to demonstrate improved communication skills including the use of augmentative and alternative communication methods.	Teachers' observations show developed communication skills allowing disadvantaged pupils to express their needs and communicate socially. Achievements of relevant EHCP targets, Learning Aims or SALT targets.

Wider Outcomes	
Disadvantaged pupils have greater confidence and/or independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families. Through achievement of improved performance, as demonstrated by our end of year personal and social development assessments.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	Disadvantaged leavers will successfully transition onto employment, further education or an appropriate community care provider – destination data. Through achievement of improved performance, as demonstrated by our end of year personal and social development assessments. 100% of year 11 pupils (Waterside) and post-16 pupils (Springview) will participate in an inclusion course/learning opportunity with an external provider.
Opportunities to support pupils emotional well-being will be maximised therefore impacting disadvantaged pupils self-esteem and their ability to use strategies for self-regulation.	Pupils are provided with targeted support in line with their emergent well-being needs. Such support positively impacts a pupils attitude towards themselves and school, their self-esteem and their ability to self-regulate. <ul style="list-style-type: none"> • Art Therapy • Drawing and Talking Therapy • Lego Therapy • Play Therapy • Equine Therapy • Yoga Therapy • Music and Movement Therapy Notable improvements in disadvantaged pupils being ready to learn – evidenced through internal observations.
Pupils have the opportunity to develop their skills outside the classroom through outdoor education. They are given opportunity to develop communication skills, resilience and self-regulation out of the classroom environment whilst also increasing their enjoyment for learning out of doors.	Pupils develop communication and resilience skills in contexts outside of the classroom environment. Pupils are timetabled for lessons within Forest School. Pupils progress in personal development in social skills is recorded.

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: £ 33,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning responsibility lead to develop and improve the phonics and reading provision across the school.</p> <p>Whole school training and development project to upskill all staff members subject knowledge of phonics and reading.</p> <p>The leader will engage with our local teaching school to develop the quality of phonics teaching through CPD.</p>	<p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1</p>
<p>Further deployment of an Inclusion Mentors to help lead the development</p>	<p>Targeted deployment of teaching assistants who are trained to deliver an intervention to small groups or individuals has a high impact on progression and attainment.</p>	<p>1, 2, 4 and 5</p>

of key initiatives.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Making Best Use of Teaching Assistants EEF	
---------------------	---	--

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

Budgeted cost: £ 32,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All classes have a full time TA to support with structured interventions, one to one mentoring and support, working alongside the Inclusion Mentor.</p> <p>A blend of 1:1 or small group intervention including focus on SALT and communication interventions as suggested by external professionals such as SALT, ECLIPS.</p> <p>Ongoing CPD is targeted at the effective deployment of teaching assistants.</p>	<p>The school utilises the EEF guidance in its deployment of teaching assistants. Support, training and coaching is ongoing within this area to ensure greatest impact & this is factored into school development planning.</p> <p>EEF Effective TA Deployment Making Best Use of Teaching Assistants EEF</p>	1, 2, 3, 4 and 5

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

Budgeted cost: £61,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff to be trained in Emotion Coaching and Team Teach.</p> <p>Further Continued Professional Development to focus on Autism and ADHD.</p>	<p>Emotion Coaching and Team Teach will provide a whole school approach to support pupils in the most appropriate way, supporting their individual social, emotional and mental health needs.</p> <p>Emotion Coaching - Research Update</p>	1, 2 and 4

	Home - Team Teach	
Subsidise the cost of wider curriculum experiences (trips, visits, visitors) that the children take part in to ensure that they can take place regularly as part of the curriculum.	Many disadvantaged children may not get these opportunities outside of school due to financial and environmental reasons. This allows for all children to get the experiences and needed to be inspired by the curriculum and to understand the world they live in. This increases cultural capital and ensures equality of opportunity for all. EEF Behaviour Guidance EEF Social and Emotional Learning Toolkit	1, 2, 3 and 5
Subsidised breakfast items at Breakfast to provide a nutritious breakfast, a positive start to the day and smooth and consistent start to the day.	Children who access a nutritious breakfast they are more likely to engage in learning and more likely to attend school. EEF Behaviour Guidance shows breakfast as a strategy	2, 3, 4 and 5
Ensure that pupils are engaged in our outdoor education curriculum and wider experiences of trips and visits and match the curriculum. Development of Learning in the Natural Environment Lead role to provide forest school lessons to build communication, social interaction and a love of outdoors.	Our outdoor provision is a key aspect of not only developing pupil's love of the outside world but helps to build their resilience and decision-making skills together with self-regulation strategies and social skills. Provide children with experiences outside their normal environment.	1, 2 and 3
Provide effective career guidance to post-14 and post-16 pupils. Provide enhanced learning opportunities which support community	Support our learners with a new environment and provide access to college once a week so they can experience the college setting and support plans for the future. We have observed that an ongoing programme of career guidance, opportunities for community	2, 3 and 5

<p>participation, develop cultural capital and support the development of key personal skills for adulthood.</p> <p>Training Year 11 pupils to use public transport.</p> <p>This will involve CPD and release time for one staff member.</p>	<p>engagement, additional opportunities of cultural capital and programmes to develop personal skills for adulthood is enriching for disadvantaged pupils and support them is making successful transitions to employment, further education and/or a community care provider.</p> <p>Independent Travel Training is likely to enhance pupils' social and employment opportunities:</p> <p>Department for Education (publishing.service.gov.uk)</p>	
<p>Build on parental engagement initiatives to support pupils.</p>	<p>Parental engagement EEF</p>	<p>5</p>
<p>Provide bespoke interventions and programmes to support pupils with their emotional wellbeing and self-esteem.</p> <p>Movement breaks and planned activities to support regulation and increase pupils' readiness to learn.</p> <p>The use of sensory circuits and other therapeutic approaches and or programmes approaches to support learning.</p>	<p>Inclusion Mentors and External professionals will provide bespoke support, interventions and programmes including...</p> <ul style="list-style-type: none"> • Art Therapy • Drawing and Talking Therapy • Lego Therapy • Play Therapy • Equine Therapy • Yoga Therapy • Music and Movement Therapy <p>EEF Behaviour Interventions Report</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>EEF Report Metacognition and self-regulation.</p>	<p>1, 2 and 4</p>

Total budgeted cost: £ 127,350

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

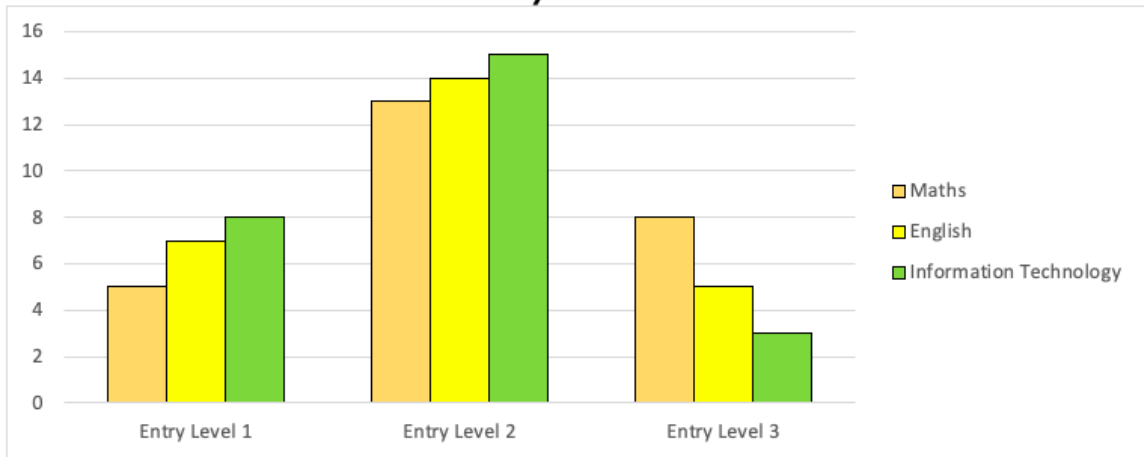
Outcomes for Tulip Academy Spalding Leavers 2023 - 2024

100%
of year leavers transitioned into further education or adult social care.

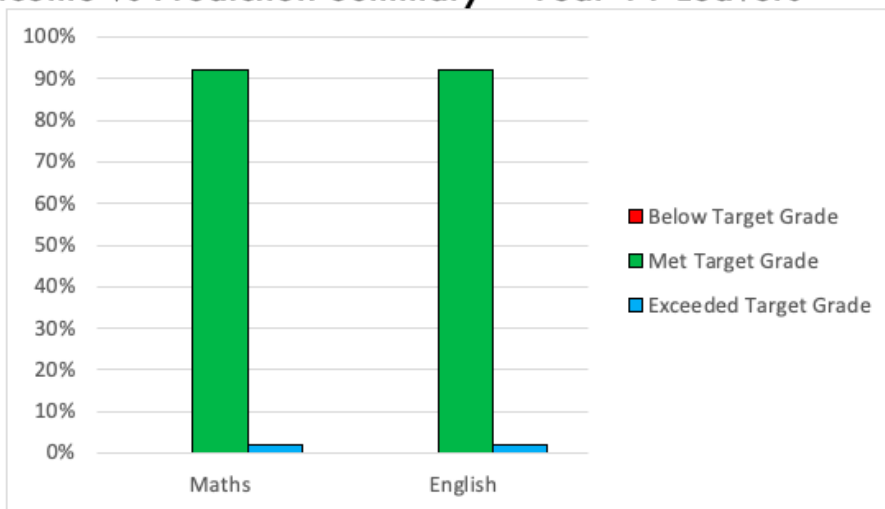
100%
of pupils (on a formal learning pathway) left with at least 2 nationally recognised qualification

100%
of pupils left with both a nationally recognised qualification in English and Mathematics

Functional Skills Qualification Summary - Year 11 Leavers



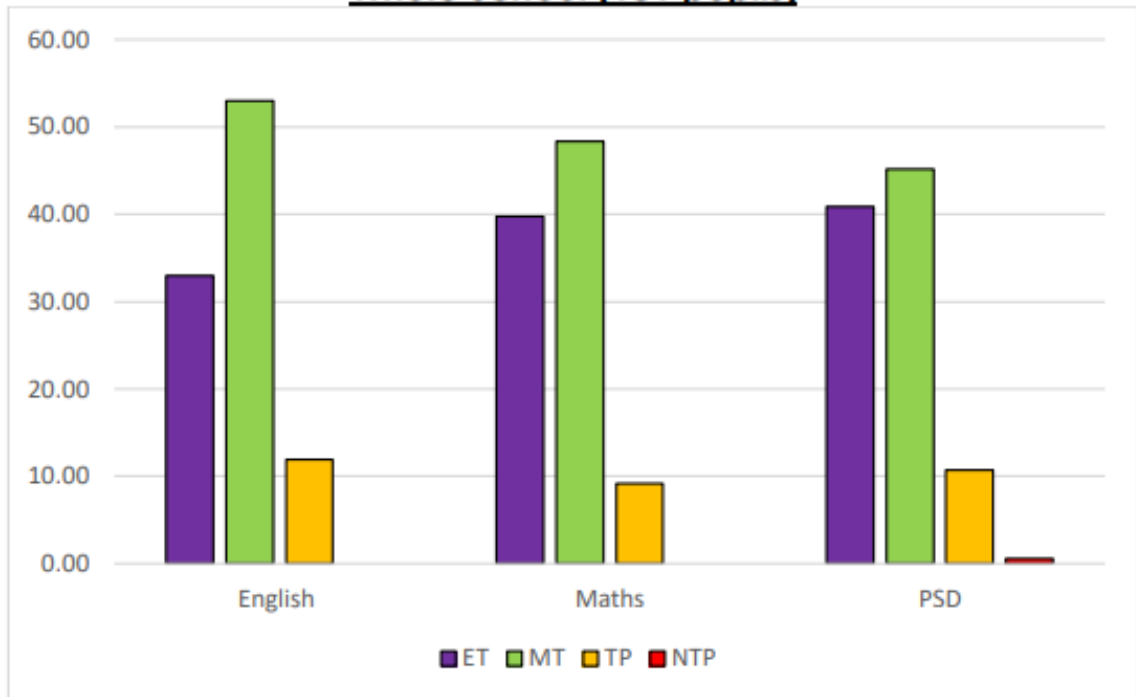
Outcome vs Prediction Summary - Year 11 Leavers



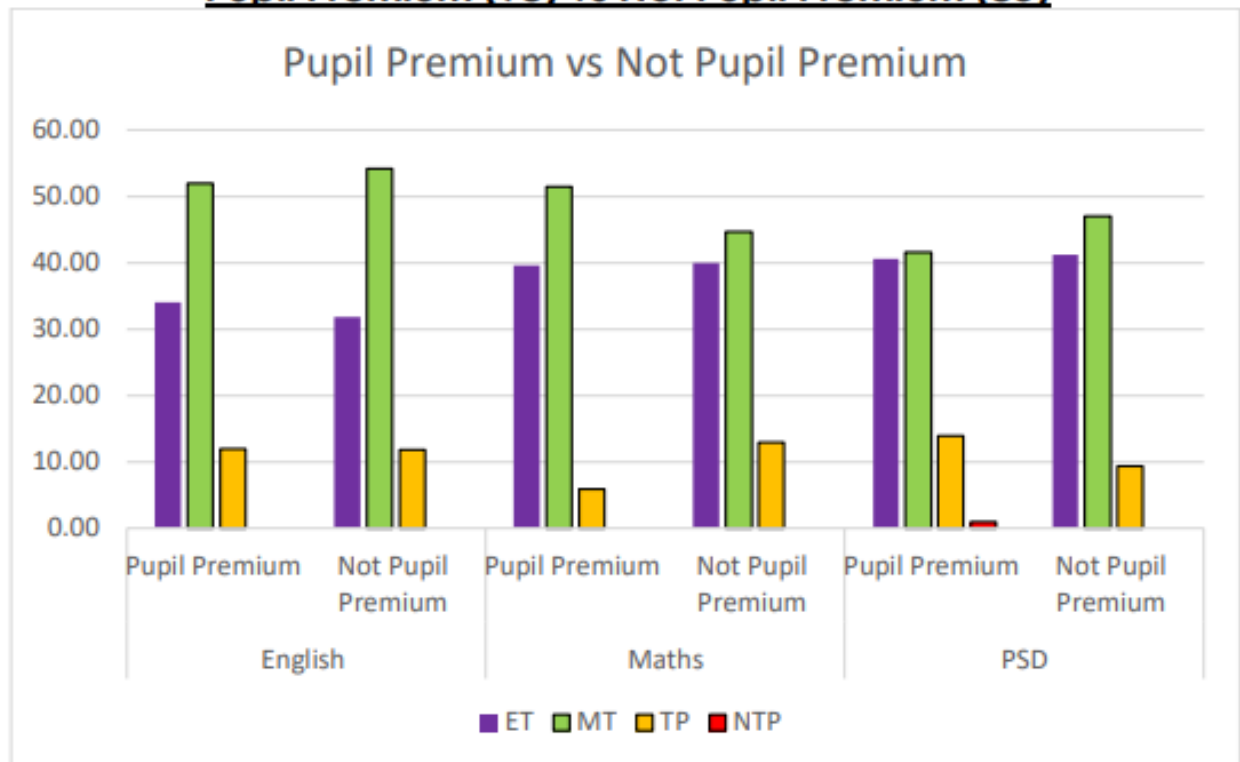
2 pupils, who met their target grade, went on to achieve components of a Level 1 qualification in English

Key: Exceeded Target ■; Met Target ■; Made Trackable Progress ■; No Trackable Progress ■

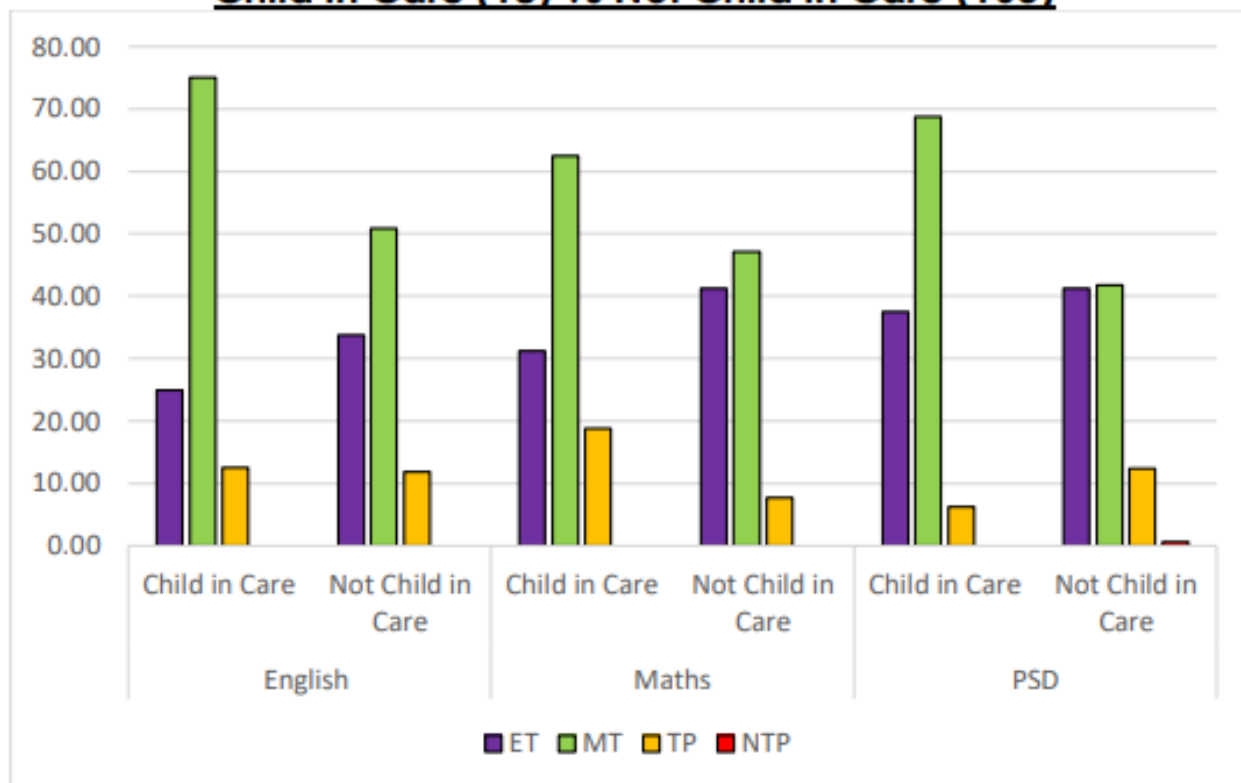
Whole School (181 pupils)



Pupil Premium (98) vs Not Pupil Premium (83)



Child in Care (18) vs Not Child in Care (163)



- There is no noticeable gap between Pupil Premium and Non pupil premium in outcomes for the year 2023- 2024. All school leavers (Y11) achieved a qualification in maths and English.
- All pupil premium pupils accessed trips and visits.
- All pupil premium pupils had access to appropriate interventions to support their learning and/ or emotional and mental health needs- through 1:1 work in art therapy or groups such as horse therapy, lego therapy.
- When pupils were in school, attendance procedures were followed with PP pupils being contacted first with first day absence calls. Home visits were completed to support pupils and families with any anxieties and medical appointments proof were asked to be provided.

Service pupil premium funding

How our service pupil premium allocation was spent last academic year

We use SPP to fund 1:1 and small group support to support the social and emotional needs of our service children when required. Pupils also had access to horse therapy.

The impact of that spending on service pupil premium eligible pupils

Pupils felt supported with their emotional needs and were settled in learning.