



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Lime Tree Primary
Number of pupils in school	483
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Clare Larkin
Pupil premium lead	Jackie Crouch
Governor / Trustee lead	Dan Jagger

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155, 225
Recovery premium funding allocation this academic year	£16, 095
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171, 320

# Part A: Pupil premium strategy plan

## Statement of intent

*You may want to include information on:*

- The school's strategy for the 2021/2022 year aims to address the following barriers to educational achievement among its pupils eligible for pupil premium. Much of the spending will benefit all pupils, and where need is identified in non-eligible pupils, spending may also be allocated to support their outcomes. Spending is reviewed at regular intervals for each objective to ensure it is in line with our expectations and the proposed plan. Pupil premium target outcomes are set and data is tracked and analysed termly as part of our pupil progress monitoring cycle.

## Challenges

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

Challenge number	Detail of challenge
1	Positive mental health and wellbeing of pupils, families and staff
2	Improve attainment and progress in basic skills
3	Improve attainment and progress in basic skills for all SEND pupil premium children
4	Increase parental engagement in all aspects of school
5	Improve attainment and progress for high attainers

## 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
<i>Improved mental health and wellbeing among disadvantaged pupils and families</i>	Pupil voice, parent surveys and observations indicate significantly improved mental health and wellbeing amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, attendance, lateness, engagement in

	lessons, book scrutiny, ongoing formative assessment, behaviour incident logs
<i>Improve attainment and progress in basic skills among disadvantaged pupils</i>	KS1/ KS2 phonics, SPAG, reading, writing and maths outcomes show an increase in the number of disadvantaged children meeting the standard expectation
<i>Improve attainment and progress in basic skills for all SEND pupil premium children</i>	Outcomes in phonics, SPAG, reading writing and maths outcomes show an increase in the performance by SEND disadvantaged pupils
<i>Increase parental engagement in all aspects of school</i>	Increased engagement seen through attending parent classes, forums, coffee morning, language classes, stay and plays, parents evenings. Improved attendance and lateness for disadvantaged children
<i>Improve attainment and progress for high attainers</i>	Outcomes in phonics, SPAG, reading, writing and maths show an increase in the number of high attaining disadvantaged pupils

## 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: £ 51, 746

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. Training for staff and parents	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4, 5
Purchase of accelerated reader, MyON. New physical reading material linked to phonics and reading comprehension skills	The purchase of new reading material, both in terms of physical books as well as online access will enhance and consolidate the delivery of phonics and early reading. Accelerated reader supports the understanding of books with weekly quizzes and termly assessments	2, 3, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  EEF toolkit suggests mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress	1, 2, 5
Improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic	1, 2, 3

<p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Developing high quality language through CPD for staff</p>	<p>performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> <p>Wellcomm language screening, staff training and staff resource time, EEF toolkit suggests communication and language approaches are effective for developing young children’s expressive vocabulary and early reading skills learning, including their spoken language skills</p>	
---	--	--

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

Budgeted cost: £ 48, 374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>            Rapid reading, reading comprehension approach interventions</p>	<p>1, 2</p>
<p>Quality bespoke EAL and TA interventions</p>	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3</p>
<p>Bespoke Therapeutic Forest sessions</p>	<p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork.</p>	<p>1, 2</p>

SEND support assistant and wellbeing team resource time	Developing strong relationships and communication with families and parents to support the children	1, 3, 4
---	---	---------

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

Budgeted cost: £ £71, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing team offer	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 4
Breakfast club staff and resources	Some children are in need of support to provide for their basic needs, children are offered access to breakfast club and the provision of a free meal, this also support families with poor attendance and lateness as well as ensuring the children are ready to learn.	1, 4
Training and supervision for ELSA staff	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Bespoke interventions that support social and emotional regulation (Therapeutic Forest, mentor and resilience interventions)	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Parental engagement, EAL service, early excellence, Google classroom, EWO	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> Staff training and parent education classes with a focus on phonics, supporting early reading, maths and basic skills as well as English classes for families where EAL is a concern. Improved communication with families around learning via google classroom and early excellence.	1, 2, 4

**Total budgeted cost: £ 171, 320**

## 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 2020 to 2021 academic year.

Our internal assessments during 2020/2021 suggests the performance of disadvantaged pupils was lower than in previous years, in particular our SEND disadvantaged. We feel this was mainly due to COVID -19 and the closure of the school. The ongoing impact of pupils and at times staff isolating from school led to further negative impact. The commitment to ensuring that as many disadvantaged children as possible attending school during partial lockdowns helped to mitigate this. As well as ensuring that high quality provision and access via devices, as well as bespoke learning packs supported the learning at home.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

We have also targeted our focus on basic skills of phonics, reading, maths with a large focus on the SEND disadvantaged children.

### 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
N/A	N/A

### 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*