



## Pupil Premium Strategy Statement

1. Summary Information			
<b>School</b>	Lime Tree Primary Academy		
<b>Academic Year</b>	2019-2020	<b>Total PP Budget</b>	£151, 300
<b>Total Number of Pupils</b>	422	<b>Number of Pupils Eligible for PP</b>	95

KS2 SATs Attainment 2019		
	<b>All Pupils (60 Pupils)</b>	<b>Pupils Eligible for PP (23 pupils = 38%)</b>
<b>% achieving EXS in Reading, Writing &amp; Maths</b>	73% (65% National)  GDS 17% (11% National)	70%  4% GDS

<b>% achieving EXS in Reading</b>	<p>80% (73% National)</p> <p>33% GDS (27% National)</p> <p>Average Score 105 (104 National)</p>	<p>70%</p> <p>26% GDS</p> <p>Average score 103</p>
<b>% achieving EXS in Writing</b>	<p>87% (78% National)</p> <p>GDS 25 % (20% National)</p>	<p>91%</p> <p>13% GDS</p>
<b>% achieving EXS in Maths</b>	<p>87% (National 79%)</p> <p>GDS 45% (27% National)</p> <p>Average Score 108 (105 National)</p>	<p>83%</p> <p>17% GDS</p> <p>Average score 105</p>
<b>% achieving EXS in Grammar</b>	<p>88% (National 78%)</p> <p>GDS 62% (36% National)</p> <p>Average Score 111 (106 National)</p>	<p>83%</p> <p>48% GDS</p> <p>Average score 108</p>

<b>2. Barriers to Future Attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Significant minority of Nursery children with low starting points compared to peers
<b>B.</b>	High social and emotional needs
<b>C.</b>	
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>D.</b>	Parental engagement

<b>3. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	EYFSP	Attaining Good Level of Development
<b>B.</b>	Y1 Phonics Screening	Attaining threshold
<b>C.</b>	KS1 SATs	Attaining EXS
<b>D.</b>	KS2 SATs	Attaining EXS & Making Expected Progress

4. Planned Expenditure					
Academic Year		2019-2020			
i. Quality of Teaching for All					
Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p><b>The provision of teaching assistants to secure high quality classroom teaching and progress in learning (Y2-Y6)</b></p>	<p>The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. These deployments will include:</p> <ul style="list-style-type: none"> <li>• a high level of recognition and status in the classroom</li> <li>• clarity of teacher &amp; TA roles</li> <li>• involvement in lesson planning</li> <li>• addressing barriers to learning for specific individuals</li> <li>• experienced HTLA's supporting specific individuals in small groups and individually.</li> <li>• provision of individual packs for targeted learning based on regular testing.</li> <li>• groups removed for interventions leaving smaller class sizes.</li> </ul>	<p><b>Sutton Trust:</b>  Feedback +8 months  Reading comprehension strategies +6 months  Collaborative learning +5 months  One to one tuition +5 months  Small group tuition +4 months  Behaviour interventions + 3 months  Mastery learning +5 months  Oral language interventions +5 months  Phonics +4 months  Social and emotional learning +4 months</p>	<p>Improved learning for children, focusing on key literacy and numeracy skills to raise standards at the end of KS1 and KS2</p> <p>Detailed data analysis, via termly pupil progress meetings</p> <p>Provision and evidence of interventions</p> <p>Morning routines and structures in place</p> <p>Individualised packs show progression</p> <p>Phonics data</p>	<p>Assessment Lead LS</p> <p>Pupil Premium Lead JC</p>	<p>Termly at Pupil Progress Meetings</p> <p>Half Term with Pupil Premium Lead</p>
<p><b>£30,000</b></p>					

<p><b>The provision of teaching assistants to secure high quality classroom teaching and progress in learning (N-Y1)</b></p> <p><b>£26,500</b></p>	<p>The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. These deployments will include:</p> <ul style="list-style-type: none"> <li>• a high level of recognition and status in the classroom</li> <li>• clarity of teacher &amp; TA roles</li> <li>• involvement in lesson planning</li> <li>• addressing barriers to learning for specific individuals</li> <li>• Early intervention to start the process of closing the gap, due to a significant minority of our pupils entering school well below their peers.</li> <li>• Low pupil –adult ratio in our Nursery</li> </ul>	<p><b>Sutton Trust:</b></p> <p>Feedback +8 months</p> <p>Reading comprehension strategies +6 months</p> <p>Early Years Intervention +5 months</p> <p>Collaborative learning +5 months</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p> <p>Oral language interventions +5 months</p> <p>Phonics +4 months</p> <p>Social and emotional learning +4 months</p>	<p>Improved learning for children, focusing on key literacy and numeracy skills to raise standards at the end of KS1 and KS2</p> <p>Detailed data analysis, via termly pupil progress meetings</p> <p>Provision and evidence of interventions</p> <p>Phonics data</p>	<p>Assessment Lead LS</p> <p>Pupil Premium Lead JC</p>	<p>Termly at Pupil Progress Meetings</p> <p>Half Term with Pupil Premium Lead</p>
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<p><b>The provision of support linked to social and emotional development through a pastoral and well being team</b></p> <p><b>£38,000</b></p>	<p>To provide a range of support for all pupils to ensure participation and enjoyment both within school and the wider community.</p> <p>To support with additional needs to ensure the children are ready to access learning to their maximum capability. Priority given to attachment and emotional well being</p> <p>Pastoral team to meet half termly to discuss issues such as attendance and punctuality.</p>	<p><b>Sutton Trust:</b></p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p> <p>Social and emotional learning +4 months</p> <p>Behaviour interventions + 3 months</p> <p>Metacognition and self regulation +7 months</p> <p>Parental engagement +3 months</p>	<p>Parental support and engagement at home improved</p> <p>Detailed data analysis, via termly pupil progress meetings</p> <p>Monitor attitude to learning.</p>	<p>Class Teachers</p> <p>Pupil Premium Lead JC</p> <p>Pastoral manager DR</p>	<p>Half-termly meetings between Pupil Premium Lead &amp; pastoral lead.</p> <p>Pupil Premium feedback is also shared with respective class teachers</p>
<p><b>ii. Targeted Support</b></p>					
<p><b>Desired Outcome</b></p>	<p><b>Chosen action/ approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review implementation?</b></p>

**To deliver bespoke support for directed individuals to secure age related expectations in KS1 and KS2**

**£17,000**

The Teaching Assistants will undertake work that is clearly focused upon enabling all Pupil Premium children to focus upon successful learning strategies, enabling all pupils to progress and succeed.

The pupil premium lead meets with Pupil Premium children, to review academic progress in Reading, Writing and Mathematics as well as the extended curriculum.

**Sutton Trust:**  
Metacognition and self-regulation +8 months  
Social and emotional learning +4 months  
Behaviour interventions +3 months  
Individualised instruction +3

Meetings between Pupil Premium Leader and Pastoral Support  
  
Pupil Premium children's feedback is also shared with respective class teachers

Pupil Premium Lead JC  
  
Class teachers  
  
Assessment Lead LS

School data demonstrates the ways in which this support is deployed to target the needs of individual pupils

<p><b>Securing age-related expectations in KS1:</b></p> <p><b>Y1 – Phonics Screening</b></p> <p><b>Y2 – KS1 SATs</b></p> <p><b>£12,500</b></p>	<p>High quality targeted support for borderline children to target:</p> <ul style="list-style-type: none"> <li>• Reading skills</li> <li>• Writing skills</li> <li>• Mathematic skills</li> </ul> <p>Y1 &amp; Y2 pupils taught in small groups which enables specific targeting of individual need</p>	<p><b>Sutton Trust:</b></p> <p>Reading comprehension strategies +6 months</p> <p>One to one tuition +5 months Small group tuition +4 months</p> <p>Phonics +4 months</p>	<p>Children taught in smaller groups to ensure high quality differentiation takes place to meet individual needs for all subjects</p> <p>Assessment data presented at termly pupil progress meetings and half termly follow up meetings</p>	<p>Assessment Lead LS</p> <p>Pupil Premium Lead JC</p> <p>Class Teachers</p>	<p>Termly analysis of attainment and achievement which is shared with all KS1 class teachers as well as literacy &amp; mathematics subject leaders</p> <p>Providing support to identify areas of development and support the progress</p> <p>liaison with high quality targeted support</p>
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<p><b>Provision and access to a wider curriculum –</b></p> <p><b>Forest School</b></p> <p><b>£26,300</b></p>	<p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community</p> <p>To promote emotional well being and self esteem to impact on their attitude toward and ability to learn.</p>	<p><b>Sutton Trust:</b></p> <p>Outdoor adventure learning +4 months</p> <p>Collaborative learning +5 months</p> <p>Behaviour interventions +3 months</p> <p>Social and emotional learning+4 months</p>	<p>Emotional well being and self esteem of the pupils are enhanced to impact on their attitude to learning and significantly impact on their ability to learn.</p>	<p>Class Teachers</p> <p>Pupil Premium Leader JC</p> <p>Forest school Lead JG</p>	<p>Termly analysis of attainment and achievement which is shared with class teachers and PP lead</p>
<p><b>iii. Other Approaches</b></p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Breakfast club and free PE kit/ first uniform</b>  <b>After school activities and holiday club activities</b>	All pupils eligible for PP are entitled to a free breakfast club space, this involves a healthy and positive start to the day and fun learning activities.	Attendance support Parental engagement	Regularly review PP children attending these activities and impact on learning	Pastoral Lead DR with PP assessment Lead JC	Termly
<b>Total budgeted cost</b>					<b>£ 151,300</b>
<b>5. Review of expenditure</b>					
<b>Previous Academic Year</b>					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	

<p><b>The provision of teaching assistants to secure high quality classroom teaching and progress in learning (N –Y6)</b></p>	<p>The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential</p>	<p>Planning and teaching demonstrates high levels of pupil engagement, creating maximum impact on pupil progress. It was evident continuous interaction takes place between class teachers and TA's throughout lessons as well as pre and post lessons for input and feedback, flexibility around the pupils need was evident. TA's demonstrated that they fully understood their role in supporting teaching and learning and know how their input can contribute to better outcomes for pupils. This also reduces the pupil-teacher ratio in the classroom.</p>	<p>Continued professional development of TA's to ensure they are continually improving their practise, with reduced numbers of TA's this year, we must ensure highest possible impact on progress. Training will be in house, to support the reduced budget and will centre around sharing good practise with HLTA's supporting with delivering this.</p>	
<p><b>The provision of support linked to social and emotional development through a pastoral and well being team</b></p>	<p>To support with additional needs to ensure the children are ready to access learning to their maximum capability. Priority given to attachment and emotional well being</p>	<p>Training and involvement in emotion coaching and a Place 2 Be, has had a huge impact across school in terms of supporting children with recognition their mental health and emotional well being and with developing their emotional literacy. We have seen an increase in self esteem in many vulnerable children, resilience has been developed further. A significant decrease in poor behaviour particularly at break and lunchtimes has been observed and more importantly when there has been issues, older children have been able to start to work together to put things right and recognise where it went wrong.</p>	<p>We will be working in house with all staff on further developing the well being construct. With the pastoral team giving specific individual and small group intense support where needed.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost</b></p>

<p><b>To deliver bespoke support for directed individuals to secure age related expectations in KS1 and KS2</b></p>	<p>The pupil premium lead meets with each Pupil Premium child, once each half term, to review academic progress in Reading, Writing and Mathematics as well as the extended curriculum.</p>	<p>All class teachers knew their PP children and ensured classroom strategies and extra support is given where necessary. Data shows all PP children made progress over the year. With different bespoke support given for different subjects, individual to their needs.</p>	<p>The PP lead will lead staff development meetings, share good practise with the whole school Teachers and TA's to ensure maximum progress for the PP children, there will be a focus on further enhanced links with parents to support learning at home to impact on progress.</p>	
<p><b>Provision and access to a wider curriculum – Forest School</b></p>	<p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community</p>	<p>The impact on learning and progress seen by the children who regularly attend Forest School is huge. Children's confidence and self esteem is raised and is visible in the classroom. Forest School helps the children to develop a voice and they become confident when working collaboratively and are no longer afraid to take risks and get things wrong.</p>	<p>This will continue with less staff, due to budget restrictions. However the quality experiences will be developed for all children, suing more staff in house who have taken Forest School training and will deliver during the normal curriculum.</p>	
<p><b>iii. Other approaches</b></p>				
<p><b>Desired outcomes</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>Estimated impact:</b></p>	<p><b>Lessons learned</b></p>	<p><b>Cost</b></p>

<p><b>Breakfast club and free PE kit/ first uniform</b></p> <p><b>After school activities and holiday club activities</b></p>	<p>All pupils eligible for PP are entitled to a free breakfast club space, this involves a healthy start to the day and fun learning activities.</p>	<p>This has had a huge impact on some families and children. The breakfast club has supported some children, who would otherwise usually be late and miss some learning time as well as arriving to school without being fed, being hungry and therefore not ready to learn.</p> <p>Children that have taken part in after school and holiday club have had their confidence and self esteem raised, they have become more sociable and able to work collaboratively in school.</p>	<p>We would like to develop this further by getting more parents on board with this through building relationships with our pastoral team and Treehouse manager.</p>	
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6. Additional detail
<ul style="list-style-type: none"> <li>•</li> </ul>

