

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 (Rec-Year 6)	419
Proportion (%) of pupil premium eligible pupils	23.63%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/25
Date this statement was published	October 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Clare Larkin
Pupil premium lead	Guy Larkin
Governor / Trustee lead	Dan Jagger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,505
Recovery premium funding allocation this academic year	£17,545
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£174, 050

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- The school's strategy for the 2022/25 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 particularly reading and link learning
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 well being 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, as well as clear pathways for parents to access support for their own and their child's mental health. Parent workshops are attended well and give information and support to encourage children and families to access support
<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, drop in clinics, language classes, stay and plays, parents evenings, workshops and link learning. Improved attendance and lateness for disadvantaged children. Parents engaging with PP advocate to work together on priorities for their child e.g. attendance, punctuality, reading, link learning engagement, wellbeing, relationships
<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: £ 52, 776

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for new staff and parents. Refresher training for existing staff including Teaching Assistants and Learning support assistants	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2, 3, 4, 5
Purchase of accelerated reader, MyON. Purchase of physical reading material linked to phonics and reading comprehension skills Purchase of pathways to writing across school to support writing development	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 Pathways to write is a EYFS to Y6 programme to support the development of writing	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/ EYFS maths).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 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

<p>Improve the quality of social and emotional (SEL) learning.</p> <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>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</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>	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 49, 574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Rapid reading, reading comprehension approach interventions</p>	1, 2
Quality bespoke T and TA interventions	<p>Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
Bespoke Therapeutic Forest sessions	<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>	1, 2

Wellbeing team leads time (SEND manager, Pupil Premium advocate and pastoral manager)	Developing strong relationships and communication with families and parents to support the children	1, 3, 4
National Tutor Programme 10/10/10 programme	Small group tuition Toolkit Strand Education Endowment Foundation EEF Small group tuition targeting key children, led by qualified teachers targeting key basic skills	1,2,3,4,5

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

Budgeted cost: £ 71, 700

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
Metacognition and attachment training for all staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,2,3,4,5
Training and supervision for ELSA staff	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Drawing and talking therapy for KS1 children	1, 2, 3, 4, 5
Bespoke interventions that support social and emotional regulation (Therapeutic Forest, mentor and resilience interventions, therapy dog, pupil premium champion interventions)	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4, 5
Parental engagement, EAL service, early excellence,	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1, 2, 4

Google classroom, EWO, safer children consultancy, parent workshops with external company	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. Parent workshops on anxiety, challenging behaviours, sleep, zones of regulation, mental health and wellbeing and online digital safety, transition to high school	
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Total budgeted cost: £ 174,050

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 2021/2022 suggests the performance of disadvantaged pupils was lower than in previous years, in particular our SEND disadvantaged.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year. 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.

Implementation and consistency of our relationships and behaviour regulation policy alongside the zones of regulation have had a hugely positive impact on behaviour as well as understanding their own and others emotions and how to regulate. Poor mental health is still on the increase however and so the wellbeing team have worked relentlessly to support children, engaging with external professionals, training an MHST lead, engaging with Place2be, training staff on drawing and talking therapy as well as beginning dog therapy and providing parent workshops from outside specialists.

Data for 2022

Attainment KS2 % ARE	All PP	PP not SEND	Non PP
SPaG	58% EXP 21% GD	93% EXP 36% GD	92% EXP 54% GD
Reading	58% EXP 29% GD	86% EXP 42% GD	78% EXP 27% GD
Writing	54% EXP 4% GD	71% EXP 7% GD	81% EXP 27% EXP
Maths	46% EXP 13% GD	86% EXP 21% GD	84% EXP 41% EXP
RWM	42% EXP 4% GD	57% EXP 7% GD	70% EXP 11% GD

Attainment KS1 % ARE	All PP	PP not SEND	Non PP
Reading	67% EXP 0% GD	91% EXP 0% GD	69% EXP 20% GD
Writing	55% EXP 0% GD	55% EXP 0% GD	47% EXP 4% GD
Maths	67% EXP 6% GD	82% GD 0% GD	71% EXP 20% GD
RWM	44% EXP 0% GD	55% EXP 0% GD	47% EXP 2% GD

Phonics check Year 1	Pupil Premium – 17 children Pupil Premium that passed phonics (9 children) 53% Pupil Premium that did not pass phonics (8 children) 47%	Pupil Premium that are not SEND – 13 children Pupil Premium that passed phonics (8 children) 61% Pupil Premium (not SEND) that did not pass phonics (5 children) 38%	Overall – 58 children in year 1 42 children passed the phonics screening – 72% 16 children did not pass the phonics screening – 28%
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Attainment EYFS % GLD	All PP	PP not SEND	Non PP
	60% GLD 6/10	75% 6/8	80% 40/50

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.