

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	<b>23.63%</b>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/26
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Larkin
Pupil premium lead	Danielle Lloyd
Governor / Trustee lead	Rhian Baguley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£151,320</b>
Recovery premium funding allocation this academic year	£0
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	<b>£151,320</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The school's strategy for the 2023/24 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>	EYFS GLD, 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 EYFS GLD, 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, understanding and confidence seen through attending parent classes, forums, coffee mornings, drop in's, clinics, language classes, stay and plays, parents evenings, workshops, link learning and instagram. 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, behaviour and relationships
<i>Improve attainment and progress for high attainers</i>	Outcomes in EYFS GLD, 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: £ 49, 650

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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2, 3, 4, 5
Purchase of accelerated reader, Purchase of physical reading material linked to phonics and reading comprehension skills training and development using 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
Purchase of SCODE a spelling, grammar and punctuation programme	Programme to support with SPAG from KS1 through to KS2	2, 3, 4, 5
Purchase of handwriting support for consistency across school, letterjoin	To ensure consistency of handwriting formation from EYFS to end of KS2	2, 3, 4, 5
Purchase of 'I can ...' Oracy cards	To ensure clear progression of development of language from EYFS to KS2	2, 3, 4, 5
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	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:	2, 3, 4, 5

<p>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).</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>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</p>	
<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>Think Equal</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><a href="#">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>	<p>1, 2, 3</p> <p>1, 2, 3, 5</p>

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

Budgeted cost: £ 39, 890

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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5</p>

	Rapid reading, reading comprehension approach interventions	
Quality bespoke T and TA interventions	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>	2, 3, 5
Bespoke Therapeutic Forest sessions	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.	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
tutoring for targeted children and families through The bursary Foundation	Support and guidance for entrance exams and applications for children and families	1,2,3,4,5
Chess instruction/ brain buddy club	during and after school targeted for specific children to support with socialisation and concentration	1, 2, 3, 5

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

Budgeted cost: £61, 780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing team offer, including Think Equal aimed at EYFS/ KS1	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	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	1,2,3,4,5
Training and supervision for ELSA staff	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a> 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: <a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Parental engagement, EAL service, early excellence, Google classroom, EWO, safer children consultancy, parent workshops with external company	<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. Parent workshops on anxiety, challenging behaviours, sleep, zones of regulation, mental health and wellbeing and online digital safety, transition to high school	1, 2, 4

## Total budgeted cost: £151,320

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 2022 to 2023 academic year.

Our internal assessments during 2022/2023 shows that we have improved outcomes across the board compared to last year. Our PP that are not SEND have performed strongly, with some areas outperforming non PP children.

Our children with SEND as well as PP performed well, reducing the gap with their peers.

Phonics is embedded and seeing a strong impact in high numbers passing the phonics test.

Greater depth disadvantaged children performed well in maths, due to the challenge of White Rose Maths, this will be further enhanced with mastery in Maths for EYFS and KS1

Continuing to embed our relationships and behaviour regulation policy, supporting children to manage their own behaviour alongside high expectations of behaviours for learning will continue to be a large focus this year especially after the success of last year.

Priority around disadvantaged children through the teaching of all basic skills as well as pupil progress meetings and wellbeing panel meetings will ensure that disadvantaged children are a key focus in every learning session with all staff.

Further development with our parents to upskill them and give them confidence on how they can support effectively at home, alongside our high expectations of attendance and punctuality.

Our further developed offer for wellbeing has had a huge impact on the children's outcomes and this year we will need to ensure this is continued despite staffing and budget cuts.

### **Data for Summer 2023**

<b>Attainment KS2 % ARE</b>	<b>All PP</b>	<b>PP not SEND</b>	<b>Non PP</b>	<b>All</b>
<b>Reading</b>	69% EXP 6% GD	88% EXP 0% GD	83% EXP 40% GD	81% EXP 32% GD
<b>Writing</b>	63% EXP 0% GD	75% EXP 0% GD	75% EXP 19% GD	73% EXP 15% GD
<b>Maths</b>	63% EXP 19% GD	75% EXP 38% GD	81% EXP 27% GD	77% EXP 23% GD
<b>SPaG</b>	56% EXP 13% GD	75% EXP 13% GD	77% EXP 50% GD	73% EXP 42% GD
<b>RWM</b>	50% EXP 0% GD	63% EXP 0% GD	71% EXP 13% GD	66% EXP 10% GD

<b>Attainment KS1 % ARE</b>	<b>All PP</b>	<b>PP not SEND</b>	<b>Non PP</b>	<b>All</b>
<b>Reading</b>	47% EXP 18% GD	57% EXP 14% GD	83% EXP 36% GD	71% EXP 31% GD
<b>Writing</b>	35% EXP 6% GD	43% EXP 0% GD	76% EXP 17% GD	64% EXP 12% GD
<b>Maths</b>	65% EXP 6% GD	86% GD 14% GD	88% EXP 17% GD	81% EXP 14% GD
<b>RWM</b>	35% EXP 0% GD	43% EXP 0% GD	76% EXP 7% GD	64% EXP 7% GD
<b>Phonics check</b>	69%	100%	94%	86%

<b>Attainment EYFS</b>	<b>All PP</b>	<b>PP not SEND</b>	<b>Non PP</b>	<b>All</b>
<b>% GLD</b>	10%	17%	62%	53%



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## 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.*