

# Pupil premium strategy statement

## School overview

Metric	Data
School name	The Limes Primary Academy
Pupils in school	22
Proportion of disadvantaged pupils	27%
Pupil premium allocation this academic year	£5830
Academic year or years covered by statement	2018-19
Review date	1 November 2019
Statement authorised by	Kate Cracknell (Headteacher)
Pupil premium lead	Kate Cracknell
Governor lead	Siobhan Chester (Chair of Transition Board)

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	School opened in September 2018
Writing	
Maths	

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	School opened in September 2018
Achieving high standard at KS2	

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	To implement a curriculum with a focus on developing communication, language and literacy skills, including Helicopter Stories, Talk for Writing and the 'Film It' curriculum.
Priority 2	To implement the Read Write Inc programme to ensure all children make good progress with phonics – materials and training for staff who have not delivered the programme previously.
Barriers to learning these priorities address	Internal: Low levels of language development on entry: 43% of children were at age appropriate levels on entry. Low levels of phonological awareness on entry: 24% of children were at age appropriate levels on entry. External: Poor attendance/punctuality.
Projected spending	£3500

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve ELG levels in line with the national average for PP children.	July 2019
Progress in Writing	To achieve ELG levels in line with the national average for PP children.	July 2019
Progress in Mathematics	To achieve ELG levels in line with the national average for PP children.	July 2019
Phonics	To ensure number of pupils on track (green/purple in RWI) to achieve the required standard in phonics is at least at the national average for PP children.	July 2019

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To implement and embed the use of the WellComm Speech and Language programme to ensure children eligible for PP make accelerated progress in Communication and Language.
Priority 2	Establish RWI 'keep up' sessions to ensure children eligible for PP make accelerated progress from their starting points.
Priority 3	Establish small group Maths intervention to ensure children eligible for PP make accelerated progress from their starting points.
Barriers to learning these priorities address	<p>Internal:</p> <p>Low levels of language development on entry: 33% of children (2/6) eligible for PP were at age expected levels in communication and language on entry to Reception (compared to 63% of non-PP children).</p> <p>Low levels of phonological awareness: 17% of children (1/6) eligible for PP were at age expected levels in reading on entry to Reception (compared to 38% of non-PP children).</p> <p>Low levels of mathematical development: 17% of children (1/6) eligible for PP were at age expected levels in mathematics on entry to Reception (compared to 44% of non-PP children).</p> <p>External:</p> <p>Poor attendance/punctuality.</p>
Projected spending	£2100

### Wider strategies for current academic year

Measure	Activity
Priority 1	To provide opportunities to develop wider vocabulary, e.g. visiting performers, activities
Barriers to learning these priorities address	Lack of opportunities to experience outside of school leading to limited vocabulary development.
Projected spending	£230

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for CPD opportunities.	Use of INSET days and clearly planned CPD weekly sessions, led by 'expert' in SLT.
Targeted support	Ensuring sufficient time is given to Speech and Language Early Years Practitioner for skills development, assessment and implementation of intervention.	Review regularly at Pupil Premium meetings and ensure documented on provision map.
Wider strategies	Finding appropriate opportunities within price range.	EYFS lead to work with other local leads to source and share costs.

## Review: last year's aims and outcomes

This is the school's first year of opening.