

# Pupil premium strategy statement

## School overview

Metric	Data
School name	The Limes Primary Academy
Pupils in school	68
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	Estimated £14,300
Academic year or years covered by statement	2019-20
Publish date	
Review date	1 <sup>st</sup> November 2020
Statement authorised by	Kate Cracknell (Headteacher)
Pupil premium lead	Kate Cracknell (Headteacher)
Governor lead	Carron Devereux

## Disadvantaged pupil progress scores for last academic year

*The school only had EYFS pupils last year. Therefore this score are the average steps progress from baseline assessments to final assessments. The average progress for children not eligible for PPG is included in brackets as a comparison.*

Measure	Score
Reading	6.2 (5.6)
Writing	6.4 (6.1)
Maths	6.2 (6.1)

## Disadvantaged pupil performance overview for last academic year

*The school only had EYFS pupils last year. Therefore this score reflects the percentage that achieved ELG. The whole class average is included in brackets as a comparison – each child eligible for PPG is equivalent to 17%.*

Measure	Reading	Writing	Maths	GLD
Meeting expected standard at end of Reception	67% (79%)	50% (75%)	67% (75%)	50% (77%)
Achieving high standard at end of Reception	17%	17%	0%	-

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff, new and existing, are trained in RWI phonics, and have the appropriate resources (including related reading books for Year 1 children) in order to provide consistently high quality phonics teaching across EYFS and KS1.
Priority 2	Work with the REAch2 Trust ASL for Mathematics to develop the Maths curriculum, purchasing required materials and embedding the concrete-pictorial-abstract approach to the teaching of mathematics.
Barriers to learning these priorities address	Ensuring all reading, writing and maths teaching is of consistently high quality.
Projected spending	£8000

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To achieve ELG levels in line with the national average for disadvantaged children.	July 2020
Progress in Writing	To achieve ELG levels in line with the national average for disadvantaged children.	July 2020
Progress in Mathematics	To achieve ELG levels in line with the national average for disadvantaged children.	July 2020
Phonics	To achieve at least the national average score in the phonics screening test for disadvantaged children.	July 2020
Other	To ensure attendance of disadvantaged pupils is at least in line with non-disadvantaged pupils.	July 2020

**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	Buy and embed the use of online subscriptions (Education City, Purple Mash and Reading Buddy) to offer targeted online intervention programmes and encourage and help parents to support their child's learning at home.
Priority 2	To introduce and provide Thrive intervention for children not yet able to make academic progress due to gaps in social and emotional development – cost of subscription, materials and Thrive Practitioner time.
Priority 3	To embed the use of the WellComm speech and language intervention programme, providing individual and group intervention, and provide further training for the Early Years Practitioner delivering the intervention.
Barriers to learning these priorities address	Low levels of literacy (including communication) and numeracy skills on entry. Poor social and emotional development hampers progress academically.
Projected spending	£4200

### Wider strategies for current academic year

Measure	Activity
Priority 1	To provide wider opportunities for children in order to develop wider vocabulary and life experience, e.g. visiting performers, activities.
Priority 2	To support individual children to access school and activities, e.g. through bursary for school uniform, reduction in trip costs etc.
Barriers to learning these priorities address	Lack of opportunities to experience outside of school leading to limited vocabulary and life experience development.
Projected spending	£2100

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow for CPD opportunities.	Use of INSET days for RWI training and clearly planned CPD weekly sessions, led by reading lead.
Targeted support	Ensuring sufficient time is given to Speech and Language Early Years Practitioner and to Thrive Practitioner for skills development, assessment and implementation of intervention. Ensuring online subscriptions are sufficiently promoted with parents.	Review regularly at Pupil Premium meetings and ensure documented on provision map. Include links to online subscriptions on weekly Parent sheet, on Tapestry and in parent meetings/activity cafes.
Wider strategies	Finding appropriate opportunities within price range.	EYFS lead and KS1 teacher to work with other local leads to source and share costs.

## Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	67% of children eligible for PPG achieved ELG in reading. The national percentage of children entitled to FSM in 2018 achieving GLD was 57%. The rate of progress for children eligible for PPG in reading was 0.6 steps higher than those not eligible.
Progress in Writing	50% of children eligible for PPG achieved ELG in writing. The national percentage of children entitled to FSM in 2018 achieving GLD was 57%. The rate of progress for children eligible for PPG in writing was 0.3 steps higher than those not eligible.
Progress in Mathematics	67% of children eligible for PPG achieved ELG in maths. The national percentage of children entitled to FSM in 2018 achieving GLD was 57%. The rate of progress for children eligible for PPG in maths was 0.1 step higher than those not eligible.
Phonics	67% of children eligible for PPG were at the expected level in phonics at the end of Reception and are on track to meet the expected standard of phonic decoding in Year 1. This is less than the equivalent of 1 child below the national average for disadvantaged pupils.