

Pupil premium strategy statement 2024 - 2025

School overview

Detail	Data
School name	The Limes Primary Academy
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	28.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	C Thompson Headteacher
Pupil premium lead	C Thompson
Governor / Trustee lead	Laura Bailes Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,522
Recovery premium funding allocation this academic year	£ total
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	£124,522

available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The Limes Primary Academy is a growing school, which serves an area with pockets of deprivation, and primarily a new and growing housing estate, of which the school is at the heart.

With each release and completion of homes, the school's context and size changes and evolves. Thus, resulting in multiple in-year applications and an ever-widening mix of backgrounds and needs for our families. The school has 7 out of 17 possible ethnic groups. The large majority of pupils (8) come from a White British background, with a few pupils who speak English as an additional language (5.47%).

At The Limes Primary Academy, we believe in 'growing learners for life'.

For our pupils this means removing barriers to ensure our pupils approach each phase of education equipped both socially, emotionally and academically; for some it may also be developing a hidden musical, sporting or artistic skill, which shapes their future.

For our staff this means that we continuously provide opportunities for them to develop and progress professionally.

For our parents this may mean that we remove barriers to help them to support their child's education as well as develop their own.

For our wider community this may mean providing local spaces to build our ever-growing community and develop a sense of local support and identity.

To enable us to achieve the above, all our actions and members of our community are driven by our core values of being:

- Resilient
- Responsible
- Reflective

As such, our curriculum aims to provide pupils with a broad and balanced, ambitious curriculum which ensures that prior learning is built upon so that pupils learn more and remember more.

Our pupil premium strategy tackles key challenges using a tiered approach, which permeates all actions, development plans and practice within our school. We focus on 3 areas: improving the quality of teaching; targeted interventions and catch-up support and wider strategies to remove barriers to learning and support the social and emotional wellbeing of pupils.

Our key principles follow educational research and evidence into successful practice both locally and working with our colleagues and local services nationally using the EEF's research.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside high-quality research. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We take a 'First and Best' approach to supporting our pupil premium children. For our disadvantaged pupils we ensure that:

- All staff know who the pupil premium pupils in their class are.
- All pupil premium experience high quality teaching.
- All pupil premium pupils receive high quality feedback, guided support and challenge to move their learning on.
- Pupil premium pupils are targeted for additional interventions and catch-up support.
- Pupil premium pupils' families are effectively supported to ensure barriers to learning are removed so that pupils can access their education, with their basic needs met.

Our overarching goal is to ensure that pupil premium pupils achieve outcomes in line with their non-pupil premium peers.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	An evolving demographic of pupils and families with an increasing roll including, and in in large part, to in-year starters
2	Gap in attainment between disadvantaged and non-disadvantaged pupils
3	Children begin school with weak language and communication skills
4	Low attendance and punctuality issues
5	PPG children with SEND needs in long queues, awaiting specialist placements.

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
1 - Equitable attainment	<p>Children who start at The Limes in-year attain in line with their peers.</p> <p>Curriculum delivery and expectations are consistent.</p> <p>Adaptative teaching is used well.</p> <p>Subject leads work with teachers to improve equitability of outcomes for PPG and non-PPG children.</p>
2 - RWM attainment	<p>Disadvantaged pupils in across the school achieve the expected standard, in line with national expectations.</p>

3 - Attainment in phonics.	Disadvantaged pupils in year 1 achieve the expected standard, in line with national expectations.
4 - Attendance in line with national.	Attendance of disadvantaged pupils is at or above 96%.
5 – SEND children working at engagement model will have good, bespoke provision, while awaiting specialist.	<p>Graduated approach planned for, in partnership with SENDCo.</p> <p>SENDCo to continue to support parents to challenge LA.</p> <p>Additional SENDCo support from cluster school.</p>

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: £48,377

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase high quality and ambitiously pitched wider curriculum, including relevant staff training.	Closing the Disadvantage Gap – Curriculum as the Lever (Nicolls, 2022).	1, 2
Participation in Adaptive Teaching training for SENDCo and teachers.	Pupils are likely to learn at different rates and require different levels and types of support (ECF, 2022).	1, 2, 5

Provide additional training, and ongoing development, for SENDCo and staff to support delivery of graduated approach.	Pupils are likely to learn at different rates and require different support to succeed (<i>ECF, 2023</i>). Provide a measurable and challenging learning and use progression steps to chunk progress towards an outcome (<i>EEF 5 a day, 2022</i>).	1, 2, 3, 5
School to provide opportunities for teachers to observe and learn from peers at the delegation of subject leads and mentors.	Can provide gains in self-reflection and student performance (EEF, 2020).	2, 3, 5
CPD for subject leaders and release time to initially research exemplifications, then monitor and develop subjects across the school and improve quality of teaching in all year groups.	High quality CPD is essential to follow EEF principles. This is followed up in staff meetings and INSET.	1, 2, 3
Phonics Lead identified and monitoring daily.	High quality CPD is essential to follow EEF principles, coaching and modelling is integral to the RWI programme.	1, 2, 3
EEF TalkBoost training participation to support teachers and EYFS lead to improve Speech and Language across setting.	To support education recovery following the pandemic, whilst also developing our understanding of effective professional development in the early years (EEF, 2024).	1, 2, 3

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocate Cover Supervisor and HLTA to EYFS/KS1 and KS2.	As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels.	1,2,3

Phonics Tutoring	As per the EEF small group tuition has shown to have a potential of +4 months in attainment levels.	1,2,3
EEF Talk Boost Project	Early years practitioners delivering the programme are provided with five hours of live online training, three support sessions from an Early Talk Boost Tutor, an Early Talk Boost manual and resources pack, guidance for engaging parents and carers, and access to an online tracker used to assess children's progress (EEF, 2023).	3

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

Budgeted cost: £26,393

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Community Hub	As per EEF Magic Breakfast initiative which has shown that children cannot learn at optimum if they are hungry.	1, 5
Purchase EWO cases to support attendance officer role. School to work with local educational welfare office to support families with attendance strategies.	Evidence of improved attendance following EWO intervention. Targeted parental engagement interventions are responsive in nature and include approaches that involve staff having discussions with parents to gain information about the reasons for low attendance and collaboratively planning support students and their families need to overcome attendance barriers. <i>EEF Attendance Interventions: REA (March 2022)</i>	1, 2, 4
Replacement staff to Thrive team to support children in meeting emotional needs.	Evaluation was carried out in early 2018 that further supported previous findings that Thrive closes the gap for vulnerable children across a range of measures including	1, 2, 4

	attainment, behaviour, relationships, self-confidence and attendance. <i>McGuire-Snieckus et al 20152.</i>	
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Total budgeted cost: £122,770

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 2023 to 2024 academic year and examples are outlined below.

Our commitment to sharing good practise and investing in high quality CPD for staff resulted in good outcomes for phonics. We reestablished staff training with our phonics provider and work to external feedback.

Maths CPD, peer-observations and further development of the Mathematics curriculum was beneficial for new staff to ensure consistency in delivery and equitable offer for pupil premium children during lesson and intervention time. The additional training regarding adaptations of support levels also support attainment. MTC outcomes were above national.

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
Times Tables Rockstars	Times Tables Rockstars
Read Write Inc	Ruth Miskin

