

Pupil premium strategy statement 2025 - 2026

School overview

Detail	Data
School name	The Limes Primary Academy
Number of pupils in school	319
Proportion (%) of pupil premium eligible pupils	32.6.0%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	C Thompson Headteacher
Pupil premium lead	C Thompson
Governor / Trustee lead	Anthony Besford-Land Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£124,522
Recovery premium funding allocation this academic year	£0
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	£124,522

Part A: Pupil premium strategy plan

Statement of intent

The Limes Primary Academy is a full through primary school situated at the heart of two large, and growing housing developments. With each release and completion of homes, the school's context and size changes and evolves; resulting in many in-year applications and an ever-changing demographic.

At The Limes Primary Academy, we believe in 'growing learners for life'. Our strategy aims to ensure that all pupils make good progress and achieve good attainment across all subject areas, specifically supporting disadvantaged pupils to achieve that goal. For our pupils this means removing barriers to ensure all learners approach each phase of education equipped both emotionally and academically.

Quality first teaching is the driving foundation of our intention; with a focus on areas in which national data suggests that disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 wider strategies to remove barriers to learning and support the 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.

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	Gap in Reading attainment between disadvantaged and non-disadvantaged pupils. Assessments indicate that Reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. For the academic year 2024/25, a gap of 35% existed between disadvantaged and non-disadvantaged pupils at the end of KS2.
2	Gap in Maths attainment between disadvantaged and non-disadvantaged pupils. Assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. For the academic year 2024/25, a gap of 33% existed between disadvantaged and non-disadvantaged pupils at the end of KS2.
3	Children begin school with weak language and communication skills, this results in a gap in Phonics attainment between disadvantaged and non-disadvantaged pupils. For the academic year 2024/25, a gap of 39% existed between disadvantaged and non-disadvantaged pupils at the end of KS2.
4	Some children have low attendance and punctuality issues. Our attendance data for academic year 2024/25 indicates that that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for pupils, notably due to gaps in emotional development. These challenges particularly affect disadvantaged pupils, causing a barrier to learning and negatively impacting their attainment.

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 – To improve Reading attainment amongst disadvantaged pupils.	An aspirational target of KS2 reading outcomes in 2025/26 show that at least 62% of disadvantaged pupils met the expected standard.
2 – To improve Maths attainment amongst disadvantaged pupils.	An aspirational target of KS2 Maths outcomes in 2025/26 show that at least 62% of disadvantaged pupils met the expected standard.
3 – To improve Phonics attainment amongst disadvantaged pupils.	At least 71% of disadvantaged pupils in year 1 achieve the expected standard, in line with national expectations.
4 - To achieve and sustain improved attendance for disadvantaged pupils.	Attendance disadvantaged pupils is at or above 96%. PA is below 20% amongst disadvantaged pupils.
5 – To achieve and sustain improved wellbeing for disadvantaged children, removing barriers to learning.	Disadvantaged children make progress through Thrive profiling, removing barriers to learning.

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 consistent wider curriculum resources.	Working Memory in the Primary Classroom: Practical and Inclusive Strategies for Curriculum Success in Maths and English by Catherine Routley (2021).	1
Purchase high quality and ambitiously pitched KS2 Reading curriculum, including relevant staff training.	Closing the Disadvantage Gap – Curriculum as the Lever (Nicolls, 2022).	1
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, 3, 4
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 (ECF, 2023). Provide a measurable and challenging learning and use progression steps to chunk progress towards an outcome (EEF 5 a day, 2022).	1, 2, 3, 5
School to provide opportunities for teachers to observe and learn from experts at the delegation of subject leads and ECT mentors.	Can provide gains in self-reflection and student performance (EEF, 2020).	1, 2, 3
Phonics Lead to monitor and lead professional development of practitioners.	High quality CPD is essential to follow EEF principles, coaching and modelling is integral to the RWI programme.	1, 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
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Allocate teaching assistants to EYFS and KS1.	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.	1,3
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 (<i>EEF, 2023</i>).	1,3

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 partnership extended to ensure food support for families.	As per EEF Magic Breakfast initiative which has shown that children cannot learn at optimum if they are hungry.	4,5
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>	4

Thrive practitioner employed and additional training packages purchased to improve pupil experience.	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 attainment, behaviour, relationships, self-confidence and attendance. <i>McGuire-Snieckus et al (2015)</i> .	4, 5

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
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