

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Academy Abbotsmede
Number of pupils in school	412 (184)
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	December 2021
Date on which it will be reviewed	Ongoing throughout academic year. First review – July 2022 Final review – July 2023
Statement authorised by	Lee Dobson/Kiel Richardson
Pupil premium lead	Michele McCartney
Governor / Trustee lead	Scott Warren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£257,610
Recovery premium funding allocation this academic year	£27,260
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
School Led	£27,378
Total budget for this academic year	£312,248

Part A: Pupil premium strategy plan

Statement of intent

At Lime Academy Abbotsmede, our vision is summed up in our mission, which is; *'Unlock your potential, open the door to the world'*.

At Lime Academy Abbotsmede we aim for excellence as a standard both academically and personally. Our broad and balanced curriculum combines a structured and consistent approach used to teach the core subjects with creative links to foundation subjects. Vocabulary and Reading are at the centre of our curriculum and are recognised, by all, as the vital components to pupils maximising their potential. High aspirations are evident throughout our school and pupils are exposed to a variety of opportunities to develop their future, through engaging experiences and purposeful visits, providing lifelong memories. Passionately, we believe that the circumstances of birth should not be the key determining factor in success in life and we are very proud of the achievements of all children, regardless of their socio – economic, ethnic or gender status.

Our ultimate objectives for our disadvantaged pupils are to close the gap in learning by providing valuable learning opportunities both within the school and beyond.

A high-quality, diverse and knowledge-rich curriculum is central to academic achievement, with well-planned and thought-out experience days, providing vital hooks and first-hand experiences, along with educational visits to enhance cultural capital.

Our current pupil premium strategy works towards achieving the objectives above by developing staff at all levels through high-quality CPD and coaching, ensuring an effective teacher is at the front of every class and is reinforced by skilled support staff.

Investment in catch up is crucial as we continue to battle the effects of the pandemic, including; group intervention, 1:1 targeted support and online intervention. Technology, outdoor learning and the Arts will also be invested in heavily as the school moves towards having 1:1 iPads, developing the Forest School project and working towards the 'Arts Mark' which recognises establishment's commitment to Arts education.,

In terms of wider strategies, there will be further investment into attendance to ensure pupils are in school and learning. This includes ensuring that students would not wish to miss learning by having exciting experiences.

Additionally, support will be put in place for social and emotional well-being. This is significant barrier to learning for our pupils many of whom have suffered significant trauma. We will also be investing in staff CPD to ensure that they are 'trauma responsive' when dealing with vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Rise in domestic violence throughout the pandemic
2	Rise in poverty – increase in foodbank vouchers
3	Lack of parental support throughout the pandemic
4	Lack of support from external agencies and reduced services
5	Language barrier of parents and pupils providing challenges at an educational level and also when it comes to providing external support e.g. Early Help process.
6	Opportunities beyond the local environment and low aspirations of pupils and parents
7	Cultural understanding around importance of school
8	Language barrier on entry to school
9	Lack of prior education experience when joining the setting
10	Mental health of parents, pupils and staff
11	Gaps widened due to the pandemic

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
To Improve results at Key milestones	<ul style="list-style-type: none"> Results at key milestones are in line with National expectations. Trajectory of results is showing an upward trend. Gaps narrowing between vulnerable groups.
To Improve attendance across all year groups	<ul style="list-style-type: none"> Attendance is at or above the national average PA is decreasing year on year

<p>To improve parental engagement</p>	<ul style="list-style-type: none"> • Attendance at parent’s evenings is showing a year-on-year improvement • Attendance at parent workshops is showing a year-on-year improvement • Parental engagement is positively impacting pupil progress and attainment
<p>To ensure quality of teaching and learning is improving</p>	<ul style="list-style-type: none"> • Monitoring of teaching and learning shows continual improvement. • Leaders at all levels provide support to move teaching and learning forward and drive standards.
<p>To develop assessment strategies</p>	<ul style="list-style-type: none"> • All staff have a secure knowledge of assessment strategies to ensure progress of all pupils. • Formative assessment techniques are developed through CPD and coaching. • Assessment is used effectively to inform teach judgements and to plan next steps for pupils. • Comparative Judgement is used as a tool to moderate writing across the school and the Trust.
<p>To improve reading across the whole school.</p>	<ul style="list-style-type: none"> • Reading is a continual focus across the school for all pupils. • Phonics delivery and intervention has a positive impact on pupils and their early reading. • Reading fluency strategies are explicitly taught and pupils get regular opportunities to practice their reading fluency. • Pupils are exposed to a wide variety of texts. • The school library continues to be developed, with a focus on reading genres. • Pupils are able to confidently discuss reading genres. • PSC outcomes are in line with those achieved nationally.
<p>To expose all pupils to a rich range of vocabulary across the whole curriculum</p>	<ul style="list-style-type: none"> • Language is developed across all age ranges and throughout all subjects. • Word Aware and Concept Cat are developed throughout the school. • Vocabulary development has a positive impact on spelling, reading, writing and speaking and listening.

	<ul style="list-style-type: none"> • Exposure to rich vocabulary ensures the gap is closed between PP and non-PP pupils.
<p>To improve learning behaviour across the school.</p>	<ul style="list-style-type: none"> • CPD is delivered around the Connected Communities project and awareness of childhood trauma is raised amongst all staff. • Explicit teaching of behaviour ensures pupils have clarity around expectations. • A calm, consistent learning environment ensures pupils fulfil academic expectations. • Anti-bullying Ambassadors are trained as Peer Defenders to support pupils at break and lunchtime.
<p>To enhance experiences, both within and beyond the classroom, to develop aspirations</p>	<ul style="list-style-type: none"> • School passports to be developed and purchased in order to widen experiences in the classroom and beyond. • Development of Forest Schools to provide more opportunities for outdoor learning. • Recruitment of a Community Engagement Officer and a Sports Coach to provide wider opportunities for support, interventions and clubs within school and beyond the school day. • Enhanced technology available to develop collaborative learning opportunities

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved quality first teaching – CPD around curriculum delivery and development of metacognition and self-regulation	<p>Evidence shows that teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective.</p> <p>Develop:</p> <ul style="list-style-type: none"> • Think out loud strategies • Silent teaching approach • Questioning • Modelling 	5, 6, 9, 11
Developing the use of the Nuffield Early Language Intervention (NELI) across years (R-4) And the use of WellCom in Nursery	Evidence shows, on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	5,11
Developing feedback and moderation	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.	9, 11
Developing teacher pedagogy through lesson study- focusing on metacognition	The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes.	5,9,11

<p>Building capacity and upskilling staff members</p>	<p>Teaching assistants can provide a large, positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Building capacity and upskilling staff members will include:</p> <ul style="list-style-type: none"> • Training opportunities for all staff members. • MDAs trained to support in class and target pupils for catch up support. • Targeted phonics and reading. 	<p>6, 8, 11</p>
<p>Recruitment and retention</p>	<ul style="list-style-type: none"> • High quality CPD for staff- Including investing in all staff completing NPQs • Increasing pupil numbers in Nursery • Recruitment of new staff members- advertising to a wider pool of applicants 	<p>5, 6, 7, 8</p>
<p>iPads for children and training for staff members</p>	<p>Evidence shows collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment. Implementation of technology in year 4 (alongside the continued use in years 5 and 6) will support with:</p> <ul style="list-style-type: none"> • Developing speaking and listening. • Raising attainment • Developing key vocabulary • Staff CPD to maximise effective use of iPads • 	

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

Budgeted cost: £85,010

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition</p>	<p>Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>3, 5, 8, 9, 11</p>

	<p>The desired effects of small group tuition will include:</p> <ul style="list-style-type: none"> • Maximising learning time through after school provision • Targeted small group interventions lead by teacher. Pupils identified from pupil progress meetings • Develop use of Question Level Analysis (QLAs) to support and guide planning. 	
Targeted phonics reading support	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Targeted phonics reading support will include:</p> <ul style="list-style-type: none"> • All children assessed and reading accurately levelled books results in improved progress in reading fluency • Children having access to a wide range of books at their level, so children are more engaged in reading and enjoy books they are reading at home • Targeted reading and phonics interventions for children not meeting expected standard improves progress of these children and closes the gap • Lexia intervention 	5, 8, 11
3 teacher model in key year groups to reduce class sizes	<p>Evidence shows that reducing class size has a small positive impact of +2 month, on average.</p> <ul style="list-style-type: none"> • Smaller groups for targeted teaching which improves outcomes for all children 	3, 5, 8, 9, 11

	<ul style="list-style-type: none"> Raising attainment so that more children achieve combined at end of KS2 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £77,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support delivered by a variety of stake holders	<p>Evidence shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <ul style="list-style-type: none"> Supporting families with a wide range of difficulties including: additional meetings, referrals for early help and targeted parent workshops Improve school-parent relationships Improve attendance Access to computers and internet to support with year 7 applications Target families for workshops to support learning 	1, 2, 3, 4, 5, 7, 10
Behavioural and well-being support	<p>Evidence shows both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>The school will seek to:</p> <ul style="list-style-type: none"> Improving the well-being of pupils and therefore improving learning outcomes 	1, 2, 3, 4, 5

	<ul style="list-style-type: none"> • Upskill staff so that become ‘trauma responsive when dealing with dysregulated children. • Introduce regulation boxes to help children manage their own regulation • Invest in counselling for children who have experienced significant childhood trauma • Work with behavioural specialists to help support children who become dysregulated frequently. 	
Local Authority attendance officer and School Attendance Officer	<p>Ensuring pupils are in school and attending regularly will have a positive impact on both learning and pupil well-being.</p> <ul style="list-style-type: none"> • Targeting/supporting families to result in improved attendance and punctuality for pupils to improve progress and attainment • Reduction of persistent absence in order to improve progress and attainment • Development of attendance officer role including support and training 	5, 6, 7, 11
Parental involvement including: Reading workshops for every year group and targeted groups of children.	<p>Evidence shows parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <ul style="list-style-type: none"> • To support home reading • Support parents in helping children read at home • Improving parent school relationships • Developing oracy and talk • Improving pre-phonics skills in young children • Engaging children in reading daily with school competitions 	3, 5, 7, 8, 9, 11

	<p>Opportunities for parents to be involved in their child's learning.</p> <ul style="list-style-type: none"> • Parental workshops to share vital information. • Parents have improved confidence to support their children at home. 	
Subsidised breakfast and after School clubs	<p>Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The school providing subsidised clubs will ensure the following:</p> <ul style="list-style-type: none"> • Pupils have a good start to the day with a healthy breakfast • Pupils take part in a range of enrichment activities • Improving attendance and punctuality • Supporting working parents • Increased self confidence • Improved teamwork, collaborative and social skills • Extending experiences offered to vulnerable children • Learning new skills. • Purchasing of board games to improve social skills – cultural traditions – British Values. 	2, 6, 7, 11
Subsidised trips and extra-curricular experiences	<p>Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>The school providing subsidised aspirational experiences will provide pupils with:</p> <ul style="list-style-type: none"> • Increased self confidence • Greater independence • Improved teamwork, collaborative and improved social skills • Extending experiences offered to vulnerable pupils 	2, 6, 7, 11

	<ul style="list-style-type: none"> • Improving knowledge and understanding of the world • Deepening school learning • Links to local area. • Links made with new curriculum offer 	
<p>Forest Schools/Outdoor Learning</p>	<p>The current evidence base on outdoor adventure and academic outcomes is very weak. While the studies that do exist show positive impacts, the limited evidence base means that an impact in months progress is not communicated. Despite this, as a school we believe the development of Forest Schools and outdoor learning will have a positive impact on the pupils and their language development.</p> <ul style="list-style-type: none"> • Continued development of Forest Schools • Development of outdoor environment to improve teaching and learning experiences • Development of the curriculum to encompass more outdoor learning opportunities. 	<p>6, 10, 11</p>

Total budgeted cost: £284,027

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 2021 to 2022 academic year.

The school has invested over the last year heavily in CPD for staff. Research shows that quality first teaching is one of the best ways to improve outcomes for children and young people. CPD for staff has included: work on formative and summative assessment, high quality maths teaching using manipulatives and models and how to identify need and use scaffolds to support children to independently access learning.

The school has continued to roll out 1:1 iPads for children. Years 5 and 6 now have 1:1 iPads. All teaching staff have received accredited Apple training. Monitoring has shown that this has improved speaking and listening in the class and increased pupil engagement.

The school employed an additional Teaching Assistant to work across EYFS to deliver high quality intervention including NELI and WellCom. The outcomes for EYFS GLD (Good Level of Development) were broadly in line with national and an increase on the previous year.

To improve reading, the school invested in extra staff for 1:1 reading and phonics. Midday supervisors were used to improve overall relationships between staff and pupils. Outcomes for year 1 PSC show that Pupil Premium children out-performed their peers by 7%.

Area of expenditure	Spend	Predicted impact	Summative impact (to be completed September 2022)
Teaching			
iPads for children and training for staff members	£30,000	<ul style="list-style-type: none"> Developing speaking and listening. Raising attainment Developing key vocabulary Developing home learning in the event of another Covid-19 outbreak Staff CPD to maximise effective use of iPads 	<ul style="list-style-type: none"> 60 iPads purchased for pupils in Y5. Y5 have got to the point where they are now paperless. Improved teaching and learning. Improved engagement Improved behaviour for learning.

			<ul style="list-style-type: none"> All staff have had iPad training from Apple. Some staff members have become Apple Teachers. Apple project plans in place for the next academic year.
Improved quality first teaching – CPD around curriculum delivery and development of metacognition and self-regulation	£15000	<p>Developing</p> <ul style="list-style-type: none"> Think aloud strategies Silent teaching approach Questioning Modelling 	<p>Improved teaching and learning across the school</p> <p>Strategies are implemented across all subjects</p> <p>Subject leaders are better equipped to judge teaching and give feedback</p>
Developing feedback and moderation	£1500	<p>Improve quality of feedback for pupils</p> <p>Moderation activities help teachers accurately assess pupils' outcomes and give comprehensive next steps</p>	<p>Live marking is embedded across the school</p> <p>Moderation activities have allowed teachers to accurately assess pupils work and give clear next steps.</p> <p>Staff attended LA moderation workshops</p>
Additional support in Early Years	£27,000	<p>Additional support in Early Years will include:</p> <ul style="list-style-type: none"> Increased progress and attainment of targeted pupils resulting in increased GLD outcomes Provide early intervention Develop basic literacy and numeracy skills Individualising support Development of early language and building friendships 	<ul style="list-style-type: none"> Additional staff member has given capacity for intervention including NELI and 1:1 phonics interventions. Pupils in EYFS made satisfactory progress from their starting points
Building capacity and upskilling staff members	£25,000	<ul style="list-style-type: none"> Training opportunities for all staff members. MDAs trained to support in class and target pupils for catch up support. 	<ul style="list-style-type: none"> Relationships between pupils and MDAs has improved, meaning lunchtime have been calmer

		<ul style="list-style-type: none"> • Targeted phonics and reading. • 	<ul style="list-style-type: none"> • Children's reading fluency has improved • Phonics outcomes have improved from 1:1 phonics tutoring
Recruitment and retention	£3000	<ul style="list-style-type: none"> • High quality CPD for staff • Website photography • Increasing pupil numbers in Nursery • Recruitment of staff members • Admissions being completed 'in house' • 	<ul style="list-style-type: none"> • Admissions have come in house and nursery numbers have increased. Numbers across the school have never been so high. • Staff have been appointed.
Targeted Academic Support			
Small group tuition	£24,502	<ul style="list-style-type: none"> • Maximising learning time through after school provision • Raising attainment and progress • Closing the gap following Covid-19 pandemic • Developing of English and Maths through gap analysis, addressing misconceptions and SATs revision 	<ul style="list-style-type: none"> • After school provision has been successful and used across the school. • Tuition has supporting children in closing the gap. • Gap analysis has enabled targeted teaching in maths
Targeted phonics reading support	£20,000	<ul style="list-style-type: none"> • All children assessed and reading accurately levelled books results in improved progress in reading fluency • Children having access to a wide range of books at their level, so children are more engaged in reading and enjoy books they are reading at home • Targeted reading and phonics interventions for children not meeting expected standard improves progress of these children and closes the gap • Lexia intervention 	<ul style="list-style-type: none"> • All children have the correct levelled reading book • The library is well equipped with a range of genres and authors • Staff have consistently facilitated phonics interventions to help close the gap • Lexia has been used across KS2 • RWI development days and portal use has improved phonics delivery
3 teacher model in key year groups to reduce class sizes	£30,560	<ul style="list-style-type: none"> • Smaller groups for targeted teaching which improves outcomes for all children • Raising attainment so more children achieve combined at end of KS2 	<ul style="list-style-type: none"> • 3 teacher model used for year 6 • Targeted support, particularly in writing which was evident in the writing moderation.
Wider strategies			

Family support delivered by a variety of stake holders	£20,000	<ul style="list-style-type: none"> Supporting families with a wide range of difficulties including additional meetings, referrals for early help and targeted parent workshops Improve school-parent relationships Improve attendance Access to computers and internet to support with year 7 applications Target families for workshops to support learning 	<ul style="list-style-type: none"> Family support worker appointed on a part time basis. Supported families through EHAs, food bank vouchers and uniform support. Family support worker and attendance offer have supported families to improve attendance
Subsidised trips and extra-curricular experiences	£14,000	<ul style="list-style-type: none"> Increased self confidence Greater independence Improved teamwork, collaborative and improved social skills Extending experiences offered to vulnerable pupils Improving knowledge and understanding of the world Deepening school learning Links to local area. Links made with new curriculum offer 	<ul style="list-style-type: none"> All year groups had experiences beyond the classroom throughout the year which supported their curriculum learning Extra-curricular experiences have improved writing outcomes for pupils
Behavioural and well-being support	£6000	<ul style="list-style-type: none"> Support for vulnerable pupils that have not been in school due to the Covid-19 pandemic. Improving the well-being of pupils and therefore improving learning outcomes 	<ul style="list-style-type: none"> Support for key children in year 6 meant a successful transition to secondary school. Whole staff training on dealing with challenging behaviour has meant that staff are better equipped to deal with children who have experienced trauma and thus learning in the classroom has improved.
Local Authority attendance officer and School Attendance Officer	£450	<ul style="list-style-type: none"> Targeting/supporting families to result in improved attendance and punctuality for pupils to improve progress and attainment Reduction of persistent absence to improve progress and attainment Development of attendance officer role including support and training 	

<p>Parental involvement including: Reading workshops for every year group and targeted groups of children</p>	<p>£500</p>	<ul style="list-style-type: none"> • To support home reading • Support parents in helping children read at home • Improving parent school relationships • Developing oracy and talk • Improving pre-phonics skills in young children • Engaging children in reading daily with school competitions • Opportunities for parents to be involved in their child's learning. • Parental workshops to share vital information. • Parents have improved confidence to support their children at home. 	<p>Reading workshops run for all year groups</p> <p>Greatest impact in year 1 - pupil premium outperformed their peers at the end of the year in PSC and teacher assessment.</p>
<p>Subsidised breakfast and after School clubs</p>	<p>£4000</p>	<ul style="list-style-type: none"> • Pupils have a good start to the day with a healthy breakfast • Pupils take part in a range of enrichment activities • Improving attendance and punctuality • Supporting working parents • Increased self confidence • Improved teamwork, collaborative and social skills • Extending experiences offered to vulnerable children • Learning new skills. • Purchasing of board games to improve social skills – cultural traditions – British Values. 	<ul style="list-style-type: none"> • Breakfast club is well attended • Many key children from disadvantaged backgrounds attend • This has reduced the number of behaviour incidents on entry to school and helped get children into school who were otherwise reluctant.
<p>KS1 outdoor area</p>	<p>£2600</p>	<ul style="list-style-type: none"> • A high number of pupils that may have been affected by the COVID-19 pandemic and not accessed learning may need the outdoor provision to support learning. 	<ul style="list-style-type: none"> • End of year data shows that year 1 pupils outperformed their peers in all areas of the curriculum in both summative assessments and formative teacher assessment data.
<p>Forest Schools</p>	<p>£7000</p>	<ul style="list-style-type: none"> • Development of Forest Schools • Staff trained as Forest School leaders. • Development of outdoor environment to improve teaching and learning experiences 	<ul style="list-style-type: none"> • Forest school area is well resources and an established part of the EYFS curriculum. • Forest school leader has worked with all other year groups to incorporate outdoor

			experiences into the curriculum.
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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
Maths 1:1 tuition	Third Space Maths
Reading catch-up	Lexia UK
Read Write Inc	Ruth Miskin/Oxford Owl
CAT4 assessments	GL Assessment
Nuffield Early Language Intervention	Nuffield Foundation
British Picture Vocabulary Scale	GL Assessment
Comparative Judgement	No More Marking