



# Pupil Premium Strategy Statement – Lime Academy Abbotsmead

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	419
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	23/24
Date this statement was published	2024
Date on which it will be reviewed	2027
Statement authorised by	Deborah Bowles
Pupil premium lead	Jenny Morgan
Governor / Trustee lead	Rachel Holland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 257, 808
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 21600
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 279408

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has the greatest impact on closing the disadvantage attainment gap and will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified through targeted, research led interventions and support.
- provide social and emotional support to break down emotional barriers: many of our pupils have suffered significant trauma which needs support, understanding and planning to ensure they can overcome this to meet their academic potential.
- Invest in enrichment and experience so our pupils are disadvantaged by their experiences.
- Focus on investment in attendance to ensure our pupils are in school and learning.

## Challenges

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

Challenge number	Detail of challenge
1	<i>The is a gap in cultural understanding over the importance of school which impacts on attendance.</i>
2	There is a language barrier which impacts on language/vocabulary development of disadvantaged and EAL.
3	Lack of support from external agencies and reduced services for social and emotional support
4	Rise in poverty which impacts on home lives and creates barriers to school for pupils and families.
5	There are limited opportunities for families/pupils beyond the local environment which creates low aspirations.
6	There is a gap between disadvantaged and non-disadvantaged pupil attainment across the school.
7	There is a well-being barrier for pupils that impacts on pupils' academic progress.

## 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 increase the attendance rates of PP children across the school.	This will be measured by attendance data.
To develop a vocabulary curriculum across the school and enrich the pupil's language acquisition.	Introduce high quality teaching resources across Nursery and EYFS to build and focus on vocabulary within reading and ensure quality texts that stretch, and challenge are used. Word Aware and Concept Cat are used clearly throughout the school.

	Tier 1, Tier 2 and Tier 3 Vocabulary is clearly covered where needed and progress and understanding can be seen through spelling, reading and writing.
To break down well-being barriers in learning for pupils. To have identified the emotional and social need and to put support in place so they are ready for lessons.	Develop a positive sense of self and others; to understand different roles and their relationship with others and to know and understand consequences of their behaviour and be familiar with social expectations.  There are less behavioural incidents for children that have stopped them learning: over the year, these incidents should drop by 50%.
To set high expectations for PP pupils in phonics Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Disadvantaged pupils make good progress. Progress matrix grids show the good progress. (Reception – RWI data, Year 1+2 RWI and phonics Screening data)
To set high expectations for PP pupils in reading Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Disadvantaged pupils make good progress. Progress matrix grids show the good progress. (Reception Baseline – GLD, Year 1-5 NTS + TA Year 6 SAT data)
To set high expectations for PP pupils in writing Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Disadvantaged pupils make good progress. Progress matrix grids show the good progress. (Reception Baseline – GLD, Year 1-5 NTS + TA Year 6 SAT data)
To set high expectations for PP pupils in maths Gap between PP and non-PP (without SEND) to lessen in each year group from the start of the academic year to the end of the academic year.	Disadvantaged pupils make good progress. Progress matrix grids show the good progress. (Reception Baseline – GLD, Year 1-5 NTS + TA Year 6 SAT data)
To ensure support families to close the socio-economic barrier where possible and when deemed essential to close the barriers between home and school.	Pupils will be in school more regularly, on time and ready to learn.
To enhance experiences, both within and beyond the classroom, to develop aspirations.	Trips, visits and experiences are carefully planned out across the school so that each year group experiences a range to enhance their curriculum and enrich their cultural capital. Data will show that over 90% of each cohort participate in each

	experience and the feedback from families and pupils is positive.
To close the gaps between disadvantaged and non-disadvantaged pupils through targeted, research-based and monitored interventions.	Clear analysis of gaps and needs create bespoke timetables to compliment QFT to raise attainment and close the gap between disadvantaged and non-disadvantaged in phonics, reading, writing and maths.
To enhance experiences, both within and beyond the classroom, to develop aspirations	To relaunch and embed the 'Passports' to widen experiences in the classroom and beyond. To embed Forest School across Nursery and EYFS to further develop a 'pupil led' social learning environment where language and vocabulary can be enriched outside. Enhanced technology is available as a learning tool which is used to enhance pupils learning in lessons.

### Activity in this academic year 2024 - 2025

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: £300 + £58000 = **£58300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drawing and Talking training	EEF Research on Social and emotional learning. This has shown that support interventions, when properly run, can potentially close the gap by +4 months. <u>The impact of this should be:</u> A trained, knowledgeable and skilled adult to lead on social and emotional support. Specific, research-based support can take place systematically across school.	3+7

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

Budgeted cost: £ 75000 + 58000 + £250 +£48000 + £26400 = **£207650**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To run bespoke and specific Phonic intervention programmes	<p>EEF Research on Phonics shows that if it is systematic and consistent it can potentially close the gap by +5 months.</p> <p>EEF Research shows that Teaching Assistants who deliver high quality, structured interventions over a finite period which are linked to classroom teaching can potentially close the gap by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>The gap between disadvantaged and non-disadvantaged closes</p> <p>The PSC is close/or at NA</p> <p>All children are reading at their 'coloured level' book fluently.</p>	6
To run bespoke and specific maths intervention programmes	<p>EEF Research shows that Teaching Assistants who deliver high quality, structured interventions over a finite period which are linked to classroom teaching can potentially close the gap by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>The gap between disadvantaged and non-disadvantaged closes</p> <p>The KS1 Maths is close/or at NA</p> <p>The KS2 Maths is close or at NA</p>	6
To run bespoke and specific writing intervention programmes	<p>EEF Research shows that Teaching Assistants who deliver high quality, structured interventions over a finite period which are linked to classroom teaching can potentially close the gap by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>The gap between disadvantaged and non-disadvantaged closes</p> <p>The KS1 Writing is close/or at NA</p> <p>The KS2 Writing is close or at NA</p>	6

<p>To run bespoke and specific reading intervention programmes</p>	<p>EEF Research shows that Teaching Assistants who deliver high quality, structured interventions over a finite period which are linked to classroom teaching can potentially close the gap by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>The gap between disadvantaged and non-disadvantaged closes</p> <p>The KS1 Reading is close/or at NA</p> <p>The KS2 Reading is close or at NA</p> <p>Reading across the school is showing improvement though the NTS assessments.</p>	<p>6</p>
<p>To run bespoke and specific vocabulary intervention programmes</p>	<p>EEF Research shows that Teaching Assistants who deliver high quality, structured interventions over a finite period which are linked to classroom teaching can potentially close the gap by +4 months.</p> <p><u>The impact of this is:</u></p> <p>The pupils are more confident.</p> <p>The standard assessments show improvements.</p>	<p>2+6</p>
<p>To have smaller classes in Year 6.</p>	<p>EEF Research shows that reduced class sizes have some impact on progress and can close the gap by +2 months.</p> <p><u>The impact of this is:</u></p> <p>Smaller classes</p> <p>Learning is more bespoke to the learners.</p>	<p>2+6</p>
<p>To run one to one bespoke tutoring after school to ensure specific gaps in learning are closed.</p>	<p>EEF Research shows that one to one tuition can be effective at having a positive impact on learning and can potentially close the gap by +5 months.</p> <p><u>The impact of this is:</u></p> <p>Pupils make accelerated progress in their learning.</p> <p>The pupils are more confident.</p> <p>The pupil's self-esteem shows progress.</p>	<p>2+6</p>

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

Budgeted cost: £ 6882.00 + 38162 + £25000 + £5500 = **£75544**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To re-launch passports across the school and embed into school life.	<p>EEF Research shows that ‘arts-based approaches can support academic progress and close the gap by +3 months</p> <p>The impact of this should be:</p> <p>Families and pupils are engaged into the process.</p> <p>Pupils all have a specific enrichment programme.</p> <p>Pupils build and develop self-esteem, confidence and aspirations.</p> <p>Pupils build knowledge of the wider world through experiencing enriched experiences.</p>	2+5
To employ a well-being Teaching Assistant to provide bespoke support, nurture and support to pupils in moments of crisis/trauma so they can integrate successfully into learning.	<p>EEF Research on Social and emotional learning. This has shown that support interventions, when properly run, can potentially close the gap by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>Wellbeing TA monitors school and ‘touches base with pupils</p> <p>Wellbeing TA offers 1:1 support in drop in situations.</p> <p>The pupils the Wellbeing TA works with engage with learning and show progress.</p>	3+7
To run targeted support programmes for specific pupils to close the social and emotional gap between disadvantaged and non-disadvantaged.	<p>EEF Research on Social and emotional learning. This has shown that support interventions, when properly run, can potentially close the gap by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>Wellbeing TA runs social groups</p> <p>School ensure bespoke agencies are utilised and referred to for complex cases.</p> <p>Increased confidence and self-esteem in pupils</p>	3 + 7



	<p>Improved social awareness form pupils: they know about their place in the world; their rights and responsibilities and how to behave in a socially acceptable way to succeed.</p> <p>Pupils' barriers to learning lessens and they integrate quicker into their learning.</p>	
<p>To analyse attendance data and react promptly and effectively creating a partnership between home and school to develop an improvement.</p>	<p>EEF Research on parental engagement shows that when planned carefully and tailored to support knowledge, skills and communication it can impact on learning by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>Improved attendance</p> <p>Pupils arrive promptly: lates are reduced.</p> <p>Meetings and support is provided for families where needed.</p> <p>EHAs opened and referrals made promptly where needed</p>	1+3
<p>To use skilled musicians to provide specialist tuition to enrich and upskill learners.</p>	<p>EEF Research has shown that 'Arts Participation' can have a positive impact on academic progress and impact by +3 months.</p> <p><u>The impact of this should be:</u></p> <p>Pupils' confidence and self-esteem grows.</p> <p>Pupil knowledge and skills in music increases.</p>	
<p>Subsidised breakfast club, uniform and trips/experiences and enrichment.</p>	<p>Research within school through communication with families and professionals has shown that</p> <p><u>The impact of should be:</u></p> <p>Pupils are fed and ready to learn every morning.</p> <p>Reduced lateness</p> <p>Increased confidence</p> <p>Greater independence</p> <p>Improved teamwork, collaborative and social skills</p> <p>Improved awareness of the wider world</p> <p>Greater engagement into learning</p> <p>Improved aspirations for futures</p>	3+4

<p>To build connections between home and school through closer working relationships through Attendance Officer and support programmes, workshops and nurture.</p>	<p>EEF Research on parental engagement shows that when planned carefully and tailored to support knowledge, skills and communication it can impact on learning by +4 months.</p> <p><u>The impact of this should be:</u></p> <p>Parents understand the importance of school more.</p> <p>Families come into school more and attendance at school events increases.</p> <p>Parental Workshops are run across the school to engage and share vital knowledge with families.</p> <p>Opportunities for families to be involved in their children’s learning are facilitated in person and virtually. The uptake and engagement in these increase over the year.</p> <p>Communication between school and home improves through use of various online platforms.</p>	<p>3+4</p>
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**Total budgeted cost: £ 341494**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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. CPD has also focused on wider opportunities for pupils, raising aspirations and vocabulary development.

	<i>Pupil Premium</i>	<i>Non-Pupil- Premium</i>
<i>GLD</i>	<i>50%</i>	<i>68%</i>
<i>Phonics Screening Check</i>	<i>59%</i>	<i>81%</i>
<i>KS1 Outcomes</i>	<i>Combined: 44%</i> <i>Reading: 52%</i> <i>Writing: 56%</i> <i>Maths:74%</i>	<i>Combined: 62%</i> <i>Reading:76%</i> <i>Writing:65%</i> <i>Maths: 83%</i>
<i>KS2 Outcomes</i>	<i>Combined: 41%</i> <i>Reading: 51%</i> <i>Writing: 62%</i> <i>Maths:62%</i>	<i>Combined: 45%</i> <i>Reading: 50%</i> <i>Writing: 70%</i> <i>Maths:60%</i>

*Outcomes for disadvantaged pupils remains mixed. This gap narrows as pupil end key stage two. Our pupil premium children benefit from quality first teaching over a longer period, this is coupled with the added pressure of having English as an additional language means that, high quality precision teaching is often needed to close the gap. Pupils can often be language poor in both their home language and English.*

### Externally provided programmes

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