

# Pupil Premium strategy statement – Lime Wood Primary School

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	111
Proportion (%) of pupil premium eligible pupils	18% (20/111)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Annually
Statement authorised by	Julie Carson
Pupil premium lead	Claire Ingrams
Trustee lead	Nav Sanghara

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,100
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£29,100

# Part A: Pupil premium strategy plan

## Statement of intent

**'To deliver a curriculum that is provided by good teachers underpinned by an effective blueprint for excellence in culture, behaviour, attainment and wellbeing – to find the champion in everyone'**

Our strategic objectives for the school are:

- To develop high aspirations and outcomes for all children, along with a love of learning
- To develop outstanding teaching and learning through a rich, broad and balanced curriculum
- To ensure all children have the provision they need to be successful, including the use of educational technology
- To develop high quality leadership at all levels
- To have happy and healthy children, parents, staff and community/stakeholders through creating a safe, supportive, collaborative environment
- Integral to the developing community at 'The Quarry' through the development of effective relationships

Our school is committed to providing children with high quality teaching and learning supported by highly effective relationships with parents, carers and families as well as strong partnership working with our school community. In the first year of this strategy, our focus will be on the EYFS curriculum and then grow to the Year 1 and Year 2 curriculum each year thereafter and will ensure that this, as well as strong teaching and learning, will secure good outcomes at the end of EYFS (GLD) and Y1 and Y2 phonics as well as end of Key Stage One.

Our school is committed to ensuring that there are strong outcomes for children eligible for Pupil Premium linked to:

- In line or above national disadvantaged at GLD (2023-2026)
- In line or above national disadvantaged Y1 Phonics (2024-2026)
- In line or above national disadvantaged Y2 Phonics (2025-2026)
- In line or above national disadvantaged attendance (2023-2026)
- In line or above national disadvantaged persistent absence (2023-2026)

We will evaluate our Pupil Premium data thoroughly each academic year, especially as we are a brand new school opening in 2023 and need to establish the Pupil Premium profile for the school. In addition, we refer to a range of research such as the Education Endowment Foundation. Each year, expenditure is reviewed alongside impact of spending and provision on outcomes to inform next steps.

## Challenges

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

Challenge number	Detail of challenge
1	Communication skills and SLCN recommendations (2023-2024) - We found a high % of children joined our school with SLCN needs and this is predicted for the years to follow.
2	Attendance – Ensuring that our children and families have the best start and understanding of excellent attendance and punctuality.
3	SEND needs and access to specialist support and assessment e.g Educational Psychologist
4	Improved oracy skills in Reception and Year 1 (linked to VRU Talk Matters project)

## 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
Children will have access to SLCN support delivered by external specialist and in-house staff that delivers impact on steps of progress identified in SLCN targets (ILP).	Impact of intervention for SLCN will show appropriate steps of progress against ILP targets. 2023-2024  Increased provision through external specialist resulting in children having access to consistent provision as well as training support staff to support provision delivery in line with QFT and SEN Support. 2024-2026
Children will attend school consistently and school average attendance will be 96%+	Impact of attendance support to be reviewed and evaluated throughout. 2023-2026
Children will have access to specialist assessment and advice from professionals e.g. Educational Psychologist / School Nurse / Occupational Therapy	Recommendations for provision will be put in place which will have a direct impact on children's progress as well as ensuring access to further specialist support e.g. EHCP. 2024-2025

Children will have improved Oracy strategies which will lead to improved dialogue and child talk in school.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
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## 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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLCN training for staff</i>	<a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	1
<i>SEND training for staff</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	3
<i>Oracy training for staff</i>	<a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4

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

Budgeted cost: £25,560

*£8475 (EP), £350 (School Nurse), OT (£2000) SALT (£9,000), SALSA Support (£5000)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Speech and Language Services	<a href="https://www.educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	1
Inclusion support: Educational Psychologist	<a href="#">Bexley Early Intervention and Specialist Advice Service (EISAS)   Bexley Local Offer</a>  <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning strategies   EEF (educationendowmentfoundation.org.uk)</a>	3
Oracy Skill Development – Provision and interventions delivery	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	4

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

Budgeted cost: £540.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Education Welfare Support Service incl recognition materials</i>	<a href="https://www.educationendowmentfoundation.org.uk">Attendance interventions rapid evidence assessment   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk">Working together to improve school attendance - GOV.UK (www.gov.uk)</a>	2

**Total budgeted cost: £29,100**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

**2023-2024**

#### End of EYFS Outcomes

At the end of EYFS, our outcomes were 72.2% for children reaching expected GLD level (higher than national at 22-23 69.5%). In the area of Communication & Language, the EYFS cohort attained 75.9%.

For PPG children, 63.6% reached GLD level which is -10.8% compared to Non PPG (74.4%). In the area of Communication & Language, PPG cohort attained 63.6% compared to Non PPG 79.1% (15.5%).

For a number of our PPG children they are also SEND with significant SLCN barriers. Whilst they did not meet GLD, their ILP targets and reviews demonstrate progress throughout the academic year.

#### Attendance

At the end of 2023-2024, our whole school attendance was 94.4%. For PPG children, attendance was 92.9% compared to 94.7% for Non-PPG.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)