

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Lime Academy Parnwell
Number of pupils in school	351
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 - 2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Ben Newstead
Pupil premium lead	Ellie Gibson
Governor / Trustee lead	Scott Warren

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,375.00
Recovery premium funding allocation this academic year	£26,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£268,943.00

Part A: Pupil premium strategy plan

Statement of intent

The Lime Trust has a clear moral purpose: 'putting learners first'. For us that moral purpose is simply to place pupils' learning and well-being at the centre of all that we do, and to judge our processes, performances, and people against that standard.

At Lime Academy Parnwell, the ultimate objective for our disadvantaged pupils is to close the gap in learning by having high aspirations for the pupils in our community and by providing valuable learning opportunities that enrich and extend their knowledge and understanding of the world.

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.

We firmly believe that no child should be left behind socially or academically because of disadvantages in their personal lives. We strive to focus on removing all barriers to learning bringing first-hand experiences and achieving excellence. Through our broad and balanced curriculum, we ensure all children receive equal opportunities to learn new skills, gain key life experiences and achieve academic success.

The key principles of our current pupil premium strategy work 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 come out of the pandemic, including group intervention, 1:1 targeted support and online interventions. Our key priorities as the school moves forward include technology, outdoor learning and raising the bar in EYFS.

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,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attendance, punctuality and persistent absentees
2	Lack of parental support and engagement
3	Low aspirations and expectations of pupils from parents
4	Challenging behaviour
5	Lack of life experiences and understanding of the world
6	Increased referrals and agency support with families in homes
7	High mobility due to social housing moves
8	Lack of resources and support at home to complete learning
9	Low self-esteem and well-being
10	Lower baselines on entry to EYFS
11	Lack of aspiration to access cultural capital
12	Poor spoken language skills including vocabulary

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
The percentage of Pupil Premium pupils achieving age related expectations in Reading, Writing and Maths increases	The % achieving ARE increases. The gap between Pupil Premium and Non-Pupil premium achieving ARE is closed.
Emotional and social needs are met so that Pupil Premium pupils are able to access the curriculum	All children are able to access the learning. Behaviour incidents decrease over time. Pupil voice shows that support for emotional well-being has had a positive impact. Pupils are positively engaged with learning and aspire to achieve excellence.
Achieve and sustain improved attendance for all pupils	Attendance for all pupils is above 96%, including PP pupils. Lateness is reduced over time. Persistent absence is reduced over time.
To ensure quality of teaching and learning is improving	Monitoring of teaching and learning shows continual improvement. Leaders at all levels provide support to move teaching and learning forward and drive standards.

	<p>Quality of teaching and learning is having a positive impact on end of year outcomes for all pupils.</p>
<p>To expose all pupils to a rich range of vocabulary across the whole curriculum</p>	<p>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. Exposure to rich vocabulary ensures the gap is closed between PP and non-PP pupils.</p>
<p>To improve learning behaviour across the school</p>	<p>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>
<p>To enhance experiences, both within and beyond the classroom, to develop aspirations</p>	<p>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. Enhanced technology available to develop collaborative learning opportunities. Plan of trips, visit and increased experience days ensure equal opportunities for all pupils.</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

Budgeted cost: £115,600.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve quality first teaching – CPD around curriculum delivery and development of metacognition</p> <ul style="list-style-type: none"> - coaching and mentoring of ECTs - strengthening the role of middle leaders to ensure maximum impact on the quality of teaching and learning 	<p>The single biggest school-based factor in improving outcomes for children is the quality of teaching.</p> <p>Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. (EEF guide to Pupil Premium, Autumn 2021)</p>	5, 10, 12
<p>Improve subject knowledge of staff through high quality CPD</p> <ul style="list-style-type: none"> - Mastery in Maths and Mastering Numbers (NCETM) - Subject leader monitoring and support - SEND - Kapow, CUSP, The Write Stuff, DR (internal and external) 	<p>Evidence shows that a policy of providing teachers with an entitlement to 35hours of high quality CPD a year has been shown to bring significant returns in the way of pupil attainment and may tackle retention problems in the teaching profession. (EIP)</p> <p>EEF (2021) Effective Professional Development.</p> <p>NPQ development across teacher development, leading teaching and leading behaviour and culture; ensuring that the golden thread is embedded for all pupils.</p>	4, 5, 10, 12
<p>Embed targeted teaching of vocabulary throughout the curriculum using research-based programmes and approaches</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading.</p> <p>Evidence from EEF shows, on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	2, 9, 10, 12

Implementation of technology across all year groups	Evidence shows collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.	5, 8, 11
Additional support in Early Years	Evidence from EEF shows, on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	10
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.	3, 4, 9

Targeted academic support

Budgeted cost: £84,843.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved outcomes through targeted interventions across the curriculum</p> <ul style="list-style-type: none"> - NELI - School led tutors - Third space - Academic mentor - Booster groups 	<p>Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year (EEF). The desired effects of small group tuition will include:</p> <ul style="list-style-type: none"> - Maximising learning time through after school provision. - Raising attainment and progress. - Closing the gap following Covid19 pandemic. - Development of English and Maths through gap analysis, addressing misconceptions and SATs revision. <p>Evidence shows that one to one tuition has an average impact of five months' additional progress over the course of a year (EEF).</p>	3, 7, 8, 12
To host a book club for disadvantage pupils to raise the standard to reading and develop the reading for pleasure culture in Key Stage 2.	EEF (2017) Improving Literacy in Key Stage 2, Recommendation 2 & 3; to develop fluent reading capabilities and to teach reading comprehension strategies through modelling and supported practice.	2, 8, 11, 12
<p>Targeted phonics reading support</p> <ul style="list-style-type: none"> - Lexia intervention - 1:1 tuition - Booster groups - Nessy 	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. (EEF)	1, 3, 9, 12

Wider strategies

Budgeted cost: £68,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Local Authority attendance officer and School Attendance Officer	Ensuring pupils are in school and attending regularly will have a positive impact on both learning and pupil well-being. DfE published research in 2016 which found that - The higher the overall absence rate across KS2 the lower the likely level of attainment of KS2. Pupils with no absence are 1.3 times more likely to achieve EXS or above and 3.1 times more likely to achieve GDS	1, 2, 3, 9
Parental involvement workshops	Evidence from EEF 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.	2
Subsidised breakfast and after School clubs	Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF trial of the Magic Breakfast offer had an impact of two additional months' progress in KS1 and KS2. EEF states that extending time in school through the use of clubs (booster, small group tuition etc) may impact over 3 months.	1, 6, 8
Subsidised trips and extra-curricular experiences	Evidence shows that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	5, 11
Forest Schools	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 pupil's well-being, their language development, life experiences and developing their cultural capital.	9, 11,12
Focus upon quality outdoor provision for developing playing and learning outside	Through the use of a programme like OPAL is research driven to develop learning outside through teamwork and development of pupils.	1, 4, 5, 9, 10, 11, 12

	<p>This includes:</p> <ul style="list-style-type: none"> - Strategic and sustainable improvement of the quality of play opportunities. - Focus upon quality outdoor provision for playing and learning outside. - Embed research which shows that play contributes to children’s physical and emotional health, well-being, approach to learning and enjoyment of school. - To invest in the importance of play in children’s lives and current concerns about children’s health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community from participating in a supportive programme. <p>This programme is referenced in research led and published by Gloucestershire University, National Children’s Bureau, Ryerson University and the all-party parliamentary group on fit and health.</p>	
<p>Tailored school communications and offer or sustained and intensive support</p>	<p>Due to the high mobility of pupils into the school from a range of backgrounds, a focus upon a personalised offer is required, which is driven through communication.</p> <p>EEF recommendation 3 states that communications that form the basis of ‘be positive, personalise and link to learning’ are purposeful in engaging parents and achieving change.</p> <p>EEF recommendation 4 suggests that sensitively targeted support is effective in ensuring commitment and support to school.</p>	<p>1, 2, 3, 5, 6, 7, 8</p>

Total budgeted cost: £268,943.00

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.

Pupil premium funding was planned for and spent carefully to support our most vulnerable pupils and ensure a positive impact on the school community. Our focus has continued to be on closing the gap for all disadvantaged pupils and ensuring all these children have access to the necessary support and experiences they need to make sufficient progress.

NTS assessments for Reading, SPaG and Maths were used to assess children's progress termly as well as teacher assessment in writing. Local authority moderation sessions were accessed to quality assure judgements as well as informal planning and moderation across our Trust schools. The use of comparative judgement and formative assessments, such as running records and fluency checks in Reading, helped to strengthen our judgements and track children's progress.

The focus on strengthening the role of middle leaders and CPD on assessment practices have developed teachers' knowledge of pupil premium pupils which has ensured they are now identified, tracked, monitored, and planned for more carefully. Alongside this, our targeted use of Lexia, one to one phonics tutoring and reading groups has ensured that the gap between end of year attainment of PP and non-PP pupils is closing in Reading to 10% in most year groups. We continue to strive to close the gap in Maths and Writing through the introduction of number Olympics, rolling numbers, The Write Away intervention and our CPD focus on developing teaching and learning to ensure the engagement and progress of all learners.

Additional adult support in the Early Years provision secured good progress for all pupils and clear progress was made from baseline data. A particular focus on developing vocabulary improved communication and language which in turn supported progress in all areas of the EYFS curriculum. This was achieved through the implementation of Word Aware approaches linked with The Write Stuff as well as targeted support for disadvantaged pupils through pre-teaching and small group work.

Pupil premium funding was used to ensure that all pupils were able to access carefully considered, well planned experiences and visits which enriched their understanding of their topics, developed vocabulary, and enabled all pupils to have the same starting point. This included the development of our Forest School approach which we are continuing to focus on as part of our school offer for all pupils.

Our morning well-being offer ensures all children start the day with an offer of breakfast, an opportunity to discuss their feelings and an emotional well-being activity. Pupil premium funding has been used to ensure the breakfast offer can support all pupils and continues into holidays with the offer of cereal and bagels for every PP pupil.

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 one to one tuition	Third Space Maths
Reading catch-up	Lexia UK
RWI	Ruth Miskin, Oxford Owl
Cat-4 assessments	GL assessment
British Picture Vocabulary Scale	GL assessment
Nuffield Early Language Intervention	Nuffield Foundation
Comparative Judgement	No more marking
GAPS and NTS assessment	Rising Stars
Nessy Learning Programme	Net Educational Systems

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Assisted support from Community Engagement Officer on targeted programmes as required. Specific texts purchased linked to emotional needs and support.
What was the impact of that spending on service pupil premium eligible pupils?	Children's well-being needs were met, and families supported