

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Larkswood
Number of pupils in school	671 (171)
Proportion (%) of pupil premium eligible pupils	26%
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. Final review – 1 st September 2022
Statement authorised by	Victoria Bruce
Pupil premium lead	Jodie Want
Governor / Trustee lead	Sharon Tate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,095
Recovery premium funding allocation this academic year	£21,985
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	£225080

Part A: Pupil premium strategy plan

Statement of intent

At Lime Academy Larkwood we are inclusive of the diverse families and children that form our school community. Our intention is to provide an inspirational and inclusive environment with outstanding teaching and learning to provide equal opportunity for academic success for all children, ensuring they meet age related expectations at every Key Stage in our school.

We believe that no child should be left behind socially, or academically because of disadvantages within their home life. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Through our broad and balanced curriculum, we ensure all children receive equal opportunities to learn new skills, gain life experiences and academic success.

Our Pupil Premium Plan aims to address the main barriers our children face in achieving progress and attainment through the use of rigorous tracking, careful planning and targeted support and intervention. We will provide all children with the best possible education so they can achieve success in life.

Challenges

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

Challenge number	Detail of challenge
1	Missed learning through low levels of engagement during COVID-19 lockdown remote learning.
2	Attendance, punctuality and persistent absentees.
3	High mobility due to social housing moves.
4	Low levels of parental engagement.
5	English as an additional language resulting in limited language skills and understanding of vocabulary.
6	Lack of resources and support at home to complete learning.
7	Minimal life experiences to relate to.
8	Low levels of positive behaviour for learning.
9	Involvement of services with families.
10	Low self-esteem and well-being.

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
Improve Reading, Writing & Maths outcomes.	Children achieve outcomes in-line with or above national average by the end of Key Stage 2.
Improve Phonics outcomes	At least 90% of children pass the Phonics screening at the end of Year 1.
Improve Attendance & Punctuality	Attendance of disadvantaged children is at 96% or above.
Improve Emotional Wellbeing of Pupils	Pupil voice shows that support for emotional well-being has had a positive impact.

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality CPD for all teaching staff. Continuous support and training for teachers throughout the year.	EEF number 1 tiered approach to PP spending. Raising awareness of disadvantaged pupils and how best to support them. Raising standards across the school and addressing staff areas of development with focused support.	1, 5, 6 & 8
Funded CPD opportunities for subject leaders. Empowering subject leaders to lead their subject with confidence across the school.	EEF 1. Supporting staff to continuously improve their practice and therefore their teaching and training of others. Across all subject areas to ensure breadth across the curriculum.	1, 5, 6 & 8

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

Budgeted cost: £90,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language Therapy	EEF EY Toolkit Evidence: Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.	1, 3, 4, 5 & 10
NELI	NELI has been identified by the EEF as a promising project.	1

RWI Phonics Interventions	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.	1,2 & 5
Lexia Support Groups	The EEF toolkit states that phonics approaches has a moderate impact (+4 months) for a very low cost.	1
Reading Tutoring	EEF Toolkit and evidence of best practice - Reading Comprehension Strategies (Average impact +6 months), Small Group Work (Average impact +4 months), Feedback (high impact for very low cost +8 months)	1, 5
Booster for key year groups e.g Tutor and booster groups, Online tuition, Revision books, breakfast for Y6 SATs and Lexia	EEF Toolkit and evidence of best practice - Small Group Work (Average impact +4 months).	1 & 2

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Educational Welfare Officer employed.	The ongoing work of the EWO officer is helping to ensure that PP attendance is above national. It is also aiming to reduce the number of PP children who are persistently absent from school. The majority of the safeguarding cases within the academy are for PP families. The EWO works continuously to support these families and reduce the risk of harm to the PP children.	2, 3, 4 & 9
Subsidised visits	By subsidising trips and visits it will allow more children from disadvantaged backgrounds to be able to attend these. These visits and experiences will develop children both personally and academically. Outdoor adventure learning (+4 months)	3, 7 & 9
Subsidised Breakfast and After-School club	Children who are hungry do not perform as well. A free breakfast club ensures that children are able to come to school and be	2, 3, 4 & 9

	fed, allowing them to have the best possible start to the day.	
Learning Mentor	<p>A wider strategy approach to attainment through increased attendance, emotional wellbeing and self-regulation of behaviour. Behavioural needs and consequences recorded through our own behavioural system with parental contact involved at every stage.</p> <p>EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self-regulation strategies (+ 7 months)</p>	2, 4, 7, 8 & 10
Zones of Regulation Interventions	A wider strategy approach to attainment through increased attendance and emotional wellbeing for students and staff.	8 & 10
Parent Workshops	Providing parents with the support they need to be able to support their children at home.	4 & 9

Total budgeted cost: £ 225,080

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 2020 to 2021 academic year.

Internal data evidences that 2020-2021 performance data showed 44% of Pupil Premium children achieved combined in the End of Key Stage assessments. This is -32% from the predicted.

Our assessment of the reasons for the 2020-21 outcomes suggests this was the result of the impact of Covid-19 which disrupted the teaching and learning of pupils despite our remote learning strategy and the extensive support for this. As evidenced across the country, school closures were most detrimental to disadvantaged pupils.

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	Maths Circle
Lexia	Lexia Learning Systems
Read Write Inc	Ruth Miskin
CUSP	Unity Schools Partnership
Kapow	Kapow Primary
Jasmine	Create REAL PE
Destination Reader	Hackney Learning
Bug Club	Pearsons

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The school invests significant additional funding, on top of the contribution from the pupil premium funding, in staff development, as we know that quality first teaching has the biggest impact on academic outcomes for all pupils.