

Limehurst Primary School



Pupil Premium Strategy Statement

Approved by:	Full Governing Board
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Last reviewed on:	July 2023
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Next review due by:	July 2024
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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	Limehurst Community Primary School and Nursery
Number of pupils in school	326 (October census, 2022) Reception-Y6: 298 Nursery: 28
Proportion (%) of pupil premium eligible pupils	2022/23 Reception to Y6: 59%
Academic year/years that our current pupil premium strategy plan covers:	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Mark Roberts
Pupil premium lead	Mark Roberts
Governor lead	Shirley Buckley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£245,150
Recovery premium funding allocation this academic year	£23,060
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year, 2022/2023	£268,210

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to school based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The pupil premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months. It is our intent at Limehurst Primary School to ultimately erase the gap between disadvantage pupils and their non-disadvantaged peers.

When making decisions about using Pupil Premium funding we explicitly considered the context of our school and the subsequent challenges faced. In addition, we have considered EEF research to support our decisions around different strategies and value for money. Common barriers to learning can be weak/poor language and communication skills, lack of confidence, more frequent behaviour difficulties, poor attendance and punctuality and generally less supportive home backgrounds.

All members of staff and Governing Board at Limehurst Community Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our ultimate objectives are:

- To narrow/erase the attainment gap between disadvantaged and non-disadvantaged pupils
- For all disadvantaged pupils in school to make or exceed national expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level

We aim to do this through:

- Ensure that teaching and learning opportunities meet the needs of all pupils
- Ensure that appropriate provision is in place to overcome identified barriers to learning and employ strategies to mitigate against the socio-economic challenges, leading to achievement for all disadvantaged pupils
- Recognise that not all pupils who receive free school meals will be socially disadvantaged and also that not all pupils who are socially disadvantaged are registered or qualify for free school meals
- Allocating Pupil Premium funding following a needs analysis to identify priority classes, groups or individuals, and where appropriate, approaches are based on strong educational evidence/research

Achieving these objectives (range of provision):

- Ensure all teaching is consistently good or better, focusing on 'High Quality teach' principles
- Support and provide small group work focusing on overcoming 'gaps' in learning and nurture groups
- Ensuring that all teaching assistants are used effectively to support Pupil Premium children, including 1-1 support
- Support payments for activities, educational visits and enrichment experiences for Pupil Premium pupils to ensure access to the whole school curriculum and increase *cultural capital*
- Support behaviour plans and SEN interventions for all disadvantage pupils

Challenges

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

Challenge number	Detail of challenge
1	<p>High levels of socio-economic disadvantage and associated low levels of aspiration, cultural capital/knowledge of the world. Pupils have limited experiences beyond their home life and immediate community</p> <p>The Index of Multiple Deprivation (IMD), 2022 showed a school average of 46.8% of pupils being in the most deprived 5%</p> <p>http://www.communities.gov.uk/publications/corporate/statistics/indices2015 https://www.oldham.gov.uk/downloads/file/4429/further_briefing_on_the_2015_indices_of_deprivation_ward_level_and_maps</p> <p>IMD source: Department of Communities and Local Government, Indices of Deprivation 2017</p> <p>The Income Deprivation Affecting Children Index (IDACI), 2022 showed a school average of 31% of pupils being in the most deprived 5%</p> <p>http://www.communities.gov.uk/publications/corporate/statistics/indices2015 https://www.oldham.gov.uk/downloads/file/4429/further_briefing_on_the_2015_indices_of_deprivation_ward_level_and_maps</p> <p>IDACI source: Department of Communities and Local Government, Indices of Deprivation 2017</p>
2	<p>Low level Communication and Language skills upon entry. 58.8% of 2022 cohort not on track, including 60% of pupils assessed as a cause for concern.</p>
3	<p>Recovery of Reading for Pupil Premium children (following Covid) and linked to above and a lack of exposure to a wide range of vocabulary. 82.3% of 2022 nursery cohort not on track, including 100% of pupils assessed as a cause for concern. Possibly due to less reading of high, quality texts during school closure/restricted attendance.</p>
4	<p>Lower levels of attainment for disadvantaged pupils in core subjects at KS1. The proportion of pupils achieving the phonics decoding standard stood at 73.1% for disadvantaged pupils in 2019 compared to 84.2% for non-disadvantage pupils</p>
5	<p>Low attendance and high persistent absenteeism for Pupil Premium/disadvantaged pupils:</p> <p>Attendance, 2022-23 (autumn & spring term). All pupils' attendance stood at 94%, FSM pupils at 91.8% and non-FSM at 94.9%. All pupils' persistent absent stood at 18.5%, FSM at 22.6% and non-FSM at 14.3%</p>
6	<p>Low level of access to digital technology and other educational resources in the home</p>

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
Disadvantaged pupils gain a wide range of experiences which will increase their knowledge of the world and increase personal 'cultural capital'.	Monitoring of curriculum revisions (intent & implementation) to assess curriculum impact. Medium- and long-term plans to evidence a broad programme of enrichment across all curriculum areas. Pupil voice shows a greater understanding of the world around them
Accelerate progress for Pupil Premium children in Communication and Language skills to match the standards of non-disadvantage children by the end of Reception year	Assessed from Nursery entry baseline to end of Reception year. Disadvantage pupils to achieve parity for outcomes in CCL with non-disadvantaged pupils/peers
Accelerate progress for Pupil Premium children in Reading to match the standards of non-disadvantage children by the end of Reception year	Assessed from Nursery entry baseline to end of Reception year. Disadvantage pupils to achieve parity for outcomes in Reading with non-disadvantaged pupils/peers
Accelerate progress for Pupil Premium children in Reading (Phonics) to match the standards of non-disadvantage children by the end of Year 1	Disadvantage pupils to achieve parity for outcomes in Reading (phonics) with non-disadvantaged pupils/peers and close the gap to National average for the Y1 decoding standard.
Improve the attendance of Disadvantage pupils to narrow/erase the gap on National expectations for school attendance. Decrease the percentage of persistent absent (PA) disadvantaged pupils to narrow/erase the gap on National average PA percentages in line with non-disadvantaged pupils	Attendance action plan implemented by Pupil Premium Lead and supported by pastoral staff. This to include LA EWO support Attendance figures monitored. Disadvantaged pupils' attendance percentage to rise and PA rate to decrease
Disadvantaged pupils to have access to high quality digital learning	Pupils' portfolio of work on Purple Mash increases, both in volume and proficiency. Class teachers to monitor (stored documents) their digital learning journey

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: £134,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment. Two additional teachers joined the existing staff structure to further reduce the staff: pupil ratio and support catch-up/ go again groups for disadvantaged pupils</p>	<p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 2, 3, & 4</p>
<p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching & Learning team.</p> <ul style="list-style-type: none"> - Metacognition & Memory staff meetings with all staff - 16 hours of organising staff meetings (full/unit) - Subject monitoring for all subject leaders - Teaching and Learning support sessions as drop ins. 	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Mastery (+ 5months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all</i></p>	<p>1, 2, 3, & 4</p>
<p>Disseminating CPD from Network meetings etc, giving Subject Leaders deep subject knowledge and the tools to support teachers to plan. Example: New Phonics Scheme Unit meetings to embed and share ideas</p>	<p>Evidence from Education Endowment Foundation – The EEF Guide to supporting school planning: A Tiered Approach to 2021</p> <p>The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk)</p>	<p>3 & 4</p>

Teaching Assistant to deliver interventions (various), nurture and work with pupil premium children in EYs, KS1 and KS2.	EEF “As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.”	1, 2, 3, & 4
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3 & 4
Role of the Pupil Premium Lead, monitoring and supporting staff. - dedicated role identify to gap tasks and reading - Data analysis at least termly with foci and next steps added	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)	ALL

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

Budgeted cost: £105,245

Activity	Evidence that supports this approach	Challenge number(s) addressed
'Additional' teachers to work with PP children on interventions KS1 and 2 targeted reading support – resources funding from Autumn term recovery fund and PP	EEF (+4) “Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher or TA to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.” Accelerated progress for children in receipt of interventions and other targeted support. Having analysed our cohorts we have identified groups of children that need support to address gaps.	1, 2, 3, & 4

	<p>Teachers will be working with intervention groups, catch up and go forward groups.</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
<p>Additional support for children requiring intervention (1:1 and small group support):</p> <ul style="list-style-type: none"> - SENCo support for teachers - Maths and Reading interventions led by Teaching assistants and Teachers -C+L via Wellcomm and Blast in the EYs 	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 & 4
<p>Appropriately deploy staff to support Disadvantaged pupil's pastoral needs.</p> <ul style="list-style-type: none"> - Lunchtime support led by 12 Teachers/Teaching Assistants - Pastoral Lead time for key individuals for at least 5 hours a week. - Pupil data meetings for all staff 3 times a year - Pastoral Lead support for identified pupils 	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 & 4
<p>Interventions to be carried out by in-house experienced teachers (via the National Tutoring Programme) after school with specific focus on disadvantage pupils</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 & 4

Digital learning platforms (intervention)	<p>Digital technology is used to provide supplemental opportunities for learning.</p> <p>EEF recommendations for using digital technology are followed: technology is used to increase the quality and quantity of practice children undertake both within and outside the classroom and to improve assessment and feedback - allowing children to progress independently.</p> <p>EEF:Using Digital Technology to Improve Learning Evidence Review.pdf</p> <p>EEF Feedback +6</p>	6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
School 'intent' designed to provide children with curriculum enhancement and extra-curricular activities .	<p>EEF reports that the potential impact of metacognitive and self-regulation approaches is high. One of the key issues learned in the Closing the Attainment Gap report produced by the EEF, is that essential life skills (character) are important in determining life chances. In 2019, disadvantaged pupils made more progress than non-disadvantaged pupils in reading, writing and maths, but to build cultural capital, pupils not only need knowledge, they also need attitudes, values and language. Pupils at Limehurst need curriculum enhancement to enable them to accumulate these skills.</p> <p>EEF Metacognition/self-regulation+7</p>	1 & 5
Subsidised visits/ visitors, experiences and extra-curricular activities for PP children. (Where possible following Covid-19 guidance)	<p>PP pupils do not have access to as many activities which promote cultural capital.</p> <p>If visits and extracurricular activities are able to go ahead financial support can be provided to ensure children in receipt of PP are able to take part.</p> <p>Areas where PP pupils are supported:</p> <p>Residential visits where financial support may be offered to cover some costs. Visits out of school – supported Visitors in to school – supported</p> <p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending Guide to the pupil premium EEF (educationendowmentfoundation.org.uk)</p>	1 & 4

<p>Well established before-school support such as breakfast club for pupils and NEW after school provision</p> <ul style="list-style-type: none"> - Pastoral Lead time to organise and lead the club for three hours a week - Established referral system for key pupils - Materials to provide a balanced breakfast 	<p>Evidence from Education Endowment Foundation</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	<p>1 & 5</p>
<p>Attendance Education Welfare Service buy in</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance over 95%.</p> <p>Both the Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of the year.</p> <p>DfE Framework for securing full attendance</p>	<p>5</p>

Total budgeted cost: £268,210

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.

During an unpredictable year, we ensured that pupil's wellbeing and social skills were at the forefront of our planning. Pupils were able to communicate in year group bubbles; collaborative working was prioritised, and communication and language opportunities were built into the curriculum. Our holistic, three-phase approach to the curriculum allowed teachers to firstly prioritise physical activity, well-being and problem solving before moving through our 'bounce back' curriculum of growth mindset and learning behaviours. Pupils used these strategies effectively and returned with confidence and settled back well into school life.

Ensuring that pupil's and families were prepared for potential bubble closures as a result of COVID-19 was another priority of the year. Senior staff had regular contact with families who were isolating, ensuring that laptops were set up and collected for work to be done at home. Remote/home learning was carefully planned with levels of support should pupils request it. As a result, all pupils had access to remote learning throughout bubble closures and therefore were able to continue to make progress against starting points. Targeted pupils also benefitted from additional pastoral support and interventions when back at school.

Gaps in learning were identified after National Lockdown and were prioritised in order to support pupil's making progress from their starting points. Long term/medium plans were adapted in order to fill gaps in learning, as well as build on prior learning.

Most Pupil Premium children made at least expected progress from their individual starting points as a result of a carefully planned curriculum and extra interventions.

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
Rising Stars resources (including Reading Planet Rocket Phonics home access)	Hodder and Stoughton
SPaG.com	SPaG
Maths online 1-1 intervention	Third Space Learning

Further Information

School provided paper print outs, school laptops, equipment, and books to vulnerable families during the lockdown period.

Administrator organised food parcels that were either collected by PP families or home delivered to PP families.

Administrator organised food vouchers for local store prior to national scheme being rolled out (from autumn 2020 onwards).

Phone calls home made, and emails sent regularly.

Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.