



Pupil Premium Strategy Statement

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, schools are required to publish their pupil premium strategy online, detailing how they intend to spend their allocation to address barriers to learning and the rationale behind the school’s decisions. A template has been created to support all schools in developing and presenting their strategy [Teaching School Council website](#).

1. Summary Information			
School	Lime Tree Primary Academy		
Academic Year	2018-2019	Total PP Budget	£167,640
Total Number of Pupils	422	Number of Pupils Eligible for PP	130

2. Current KS2 Attainment (2018)		
	All Pupils (59 Pupils)	Pupils Eligible for PP (25 pupils = 42%)

% achieving EXS in Reading, Writing & Maths	69% (Trafford 75%, National 64%) GDS 17% (Trafford 16%, 10% National) Average score 105.8	58% 0% GDS Average score 103.2
% achieving EXS in Reading	76% (Trafford 84%, National 75%) 31% GDS (Trafford 37%, National 28%) Average Score 106.8 (Trafford 107, National 105)	65% 12% GDS Average score 103.7
% achieving EXS in Writing	81% (Trafford 81%, National 76%) GDS 24 % Average score 101.8	85% 8% GDS Scaled score 100.2
% achieving EXS in Maths	80% (Trafford 83%, National 76%) GDS 25% (Trafford 36% National 24%) Average Score 105.7 (Trafford 107, National 104)	73% 12% GDS Average score 103.3

% achieving EXS in Grammar	81% (Trafford 86%, National 78%) GDS 41% (Trafford 46%, National 34%) Average Score 108.0 (Trafford 109, National 106)	73% 19% GDS Average score 104.0
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	Lime Tree 2018		Trafford Average 2018 (All Pupils)	National 2018 (All Pupils)
	PP Pupils (25)	Non PP Pupils (34)		
% pupils attaining Age Related Expectations in Reading, Writing and Maths	58%	79%	75%	64%
% pupils attaining Age Related Expectations in Reading Writing Maths Grammar, Punctuation and Spelling	65%	85%	84%	75%
	85%	79%	84%	78%
	73%	85%	83%	76%
	73%	88%	86%	78%
Average Scaled Score in Reading Writing Maths Grammar, Punctuation and Spelling	103.7	109.2	107	105
	100.2	103.0	-	-
	103.3	107.5	107	104
	104.0	111.5	109	106
Average Points Progress in Reading Writing Maths	-1.7	+0.4		
	+0.5	+1.0		
	-0.2	+2.1		

Additional pupil premium impact data is available within the Pupil Premium IMPACT report 2018

3. Barriers to Future Attainment (for pupils eligible for PP)

In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Significant minority of Nursery children with low starting points compared to peers
B.	High social and emotional needs
C.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental engagement

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	EYFSP	Attaining Good Level of Development
B.	Y1 Phonics Screening	Attaining threshold
C.	KS1 SATs	Attaining EXS
D.	KS2 SATs	Attaining EXS & Making Expected Progress

5. Planned Expenditure	
Academic Year	2018-2019
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies	
i. Quality of Teaching for All	

Desired Outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>The provision of teaching assistants to secure high quality classroom teaching and progress in learning (Y2-Y6)</p> <p>£43,000</p>	<p>The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. These deployments will include:</p> <ul style="list-style-type: none"> • a high level of recognition and status in the classroom • clarity of teacher & TA roles • involvement in lesson planning • addressing barriers to learning for specific individuals • experienced HTLA's supporting specific individuals in small groups and individually. • provision of individual packs for targeted learning based on regular testing. • groups removed for interventions leaving smaller class sizes. 	<p>EEF Teaching and Learning toolkit:</p> <p>Feedback +8 months</p> <p>Reading comprehension strategies +6 months</p> <p>Collaborative learning +5 months</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p> <p>Behaviour interventions + 3 months</p> <p>Mastery learning +5 months</p> <p>Oral language interventions +5 months</p> <p>Phonics +4 months</p> <p>Social and emotional learning +4 months</p>	<p>Improved learning for children, focusing on key literacy and numeracy skills to raise standards at the end of KS1 and KS2</p> <p>Detailed data analysis, via termly pupil progress meetings and weekly assessment</p> <p>Provision and evidence of interventions</p> <p>Morning routines and structures in place</p> <p>Individualised packs show progression</p> <p>Phonics data</p>	<p>Assessment Lead</p> <p>Pupil Premium Lead</p>	<p>Termly at Pupil Progress Meetings</p> <p>Half Term meet with Pupil Premium Champion</p> <p>TA performance management procedures, targets and reviews</p>
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<p>The provision of teaching assistants to secure high quality classroom teaching and progress in learning (N-Y1)</p> <p>£30,000</p>	<p>The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential. These deployments will include:</p> <ul style="list-style-type: none"> • a high level of recognition and status in the classroom • clarity of teacher & TA roles • involvement in lesson planning • addressing barriers to learning for specific individuals • Early intervention to start the process of closing the gap, due to a significant minority of our pupils entering school well below their peers. • Low pupil –adult ratio in our Nursery 	<p>EEF Teaching and Learning toolkit:</p> <p>Feedback +8 months</p> <p>Reading comprehension strategies +6 months</p> <p>Early Years Intervention +5 months</p> <p>Collaborative learning +5 months</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p> <p>Oral language interventions +5 months</p> <p>Phonics +4 months</p> <p>Social and emotional learning +4 months</p>	<p>Improved learning for children, focusing on key literacy and numeracy skills to raise standards at the end of KS1 and KS2</p> <p>Detailed data analysis, via termly pupil progress meetings</p> <p>Provision and evidence of interventions</p> <p>Phonics data</p>	<p>Assessment Lead</p> <p>Pupil Premium Champion</p>	<p>Termly at Pupil Progress Meetings</p> <p>Half Term meet with Pupil Premium Champion</p> <p>TA performance management procedures, targets and reviews</p>
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<p>The provision of support linked to social and emotional development through a pastoral and well being team</p> <p>£58,000</p>	<p>To provide a range of support for all pupils to ensure participation and enjoyment both within school and the wider community.</p> <p>To support with additional needs to ensure the children are ready to access learning to their maximum capability. Priority given to attachment and emotional well being</p> <p>Pastoral panel to meet half termly to discuss issues such as attendance and punctuality, parental engagement, well being</p>	<p>EEF Teaching and Learning toolkit:</p> <p>One to one tuition +5 months</p> <p>Small group tuition +4 months</p> <p>Social and emotional learning +4 months</p> <p>Behaviour interventions + 3 months</p> <p>Metacognition and self regulation +7 months</p> <p>Parental engagement +3 months</p>	<p>Parental support and engagement at home improved</p> <p>Detailed data analysis, via termly pupil progress meetings</p> <p>Monitor attitude to learning.</p>	<p>Class Teachers</p> <p>Pupil Premium Champion</p> <p>Pastoral manager</p>	<p>Half-termly meetings between Pupil Premium Champion & Pastoral lead to analyse Pupil Premium</p> <p>Children's feedback</p> <p>Pupil Premium children's feedback is also shared with respective class teachers</p> <p>Pastoral panel meetings half termly</p>
<p>ii. Targeted Support</p>					
<p>Desired Outcome</p>	<p>Chosen action/ approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>

<p>To deliver bespoke support for directed individuals to secure age related expectations in KS1 and KS2</p> <p>£12,500</p>	<p>The Teaching Assistants will undertake work that is clearly focused upon enabling all Pupil Premium children to focus upon successful learning strategies, enabling all pupils to progress and succeed.</p> <p>The pupil premium champion meets with each Pupil Premium child, once each half term, to review academic progress in Reading, Writing and Mathematics as well as the extended curriculum.</p>	<p>EEF Teaching and Learning toolkit: Metacognition and self-regulation +8 months Social and emotional learning +4 months Behaviour interventions +3 months Individualised instruction +3</p>	<p>Half-termly meetings between Pupil Premium champion & Pastoral Support to analyse Pupil Premium children's feedback</p> <p>Pupil Premium children's feedback is also shared with respective class teachers</p>	<p>Pupil Premium Champion</p> <p>Class teachers</p> <p>Assessment Lead</p>	<p>Pupil progress review meetings</p> <p>TA performance management procedures, targets and reviews</p> <p>Weekly assessment data analysis</p>
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<p>Securing age-related expectations in KS1:</p> <p>Y1 – Phonics Screening</p> <p>Y2 – KS1 SATs</p> <p>£12,000</p>	<p>High quality targeted support for borderline children to target:</p> <ul style="list-style-type: none"> • Reading skills • Writing skills • Mathematic skills <p>Y1 & Y2 pupils taught in small groups which enables specific targeting of individual need</p>	<p>EEF Teaching and Learning toolkit:</p> <p>Reading comprehension strategies +6 months</p> <p>One to one tuition +5 months Small group tuition +4 months</p> <p>Phonics +4 months</p>	<p>Children taught in smaller groups to ensure high quality differentiation takes place to meet individual needs for all subjects</p> <p>Assessment data presented at termly pupil progress meetings and half termly follow up meetings</p>	<p>Assessment Lead</p> <p>Pupil Premium champion</p> <p>Class Teachers</p> <p>Teaching Assistants</p>	<p>Termly analysis of attainment and achievement which is shared with all KS1 class teachers as well as literacy & mathematics subject leaders</p> <p>Providing support to identify areas of development and support the progress</p> <p>Liaison with high quality targeted support</p> <p>TA performance management procedures, targets and reviews</p>
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<p>Provision and access to a wider curriculum –</p> <p>Forest School</p> <p>£12,000</p>	<p>To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community</p> <p>To promote emotional well being and self esteem to impact on their attitude toward and ability to learn.</p>	<p>EEF Teaching and Learning toolkit:</p> <p>Outdoor adventure learning +4 months</p> <p>Collaborative learning +5 months</p> <p>Behaviour interventions +3 months</p> <p>Social and emotional learning+4 months</p>	<p>Emotional well being and self esteem of the pupils are enhanced to impact on their attitude to learning and significantly impact on their ability to learn.</p>	<p>Class Teachers</p> <p>Pupil Premium Champion</p> <p>Forest school Lead and support</p>	<p>Termly analysis of attainment and achievement which is shared with class teachers and PP champion</p>
<p>iii. Other Approaches</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Breakfast club and free PE kit/ first uniform After school activities and holiday club activities £140	All pupils eligible for PP are entitled to a free breakfast club space, this involves a healthy and positive start to the day and fun learning activities.	Attendance support Parental engagement	Regularly review PP children attending these activities and impact on learning	Pastoral Lead pupil premium champion alongside Breakfast club manager	Termly In pastoral panel meetings when looking at attendance
Total budgeted cost					£ 167, 640

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this	Cost

			approach)	
The provision of teaching assistants to secure high quality classroom teaching and progress in learning (N –Y6)	The effective deployment of classroom staff is critical in ensuring that every child reaches their full potential			
The provision of support linked to social and emotional development through a pastoral and well being team	To support with additional needs to ensure the children are ready to access learning to their maximum capability. Priority given to attachment and emotional well being			
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils	Lessons learned (and whether you will continue with this	Cost

		not eligible for PP, if appropriate.	approach)	
To deliver bespoke support for directed individuals to secure age related expectations in KS1 and KS2	The pupil premium lead meets with each Pupil Premium child, once each half term, to review academic progress in Reading, Writing and Mathematics as well as the extended curriculum.			
Provision and access to a wider curriculum – Forest School	To provide a range of experiences for all pupils to ensure participation and enjoyment both within school and the wider community			
iii. Other approaches				

Desired outcomes	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Breakfast club and free PE kit/ first uniform</p> <p>After school activities and holiday club activities</p>	<p>All pupils eligible for PP are entitled to a free breakfast club space, this involves a healthy start to the day and fun learning activities.</p>			

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
- Our full strategy document can be found online at: www.aschool.sch.uk

