# 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

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| Detail | Data |
| Number of pupils in school | 172 |
| Proportion (%) of pupil premium eligible pupils | 25.7% (44/171) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2026 |
| Date this statement was published | Autumn 2025 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Julie Carson |
| Pupil premium lead | Claire Ingrams |
| Trustee lead | Nav Sanghara |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £46,086 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*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.* | £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* | £46,086 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **‘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.

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| 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 KS1 |
| 5 | Strong outcomes that are in line or above national at the end of KS1 |

## 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.

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| 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. |
| Children will be in line with national expectations at the end of KS1 for Reading, Writing and Maths | Evidence based interventions are readily available for children to access e.g. Reading Plus, Magma Maths |

## 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: £5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *SLCN training for staff* | [Communication and language approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches) | 1 |
| *SEND training for staff* | <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches> | 3 |
| *Oracy training for staff* | [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 4 |
| *Oracy Network* | Lead schools for Cohort 1 and creation of Bexley Oracy Network. | 4 |

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

Budgeted cost: £30,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and Language Services | [Communication and language approaches | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches) | 1 |
| Inclusion support: Educational Psychologist | [Bexley Early Intervention and Specialist Advice Service (EISAS) | Bexley Local Offer](https://www.bexleylocaloffer.uk/Services/5478)  [Social and emotional learning strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/social-and-emotional-learning-strategies) | 3 |
| Oracy Skill Development – Provision and interventions delivery | [Oral language interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 4 |
| Structured interventions: Reading Plus, Magma Maths | [Reading comprehension strategies | EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies) | 5 |

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

Budgeted cost: £11,086.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Education Welfare Support Service incl recognition materials* | [Working together to improve school attendance - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) | 2 |
| *Attendance support in school – Attendance Officer through Community Liaison Officer role.* | [Attendance interventions rapid evidence assessment | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment) | 2 |

**Total budgeted cost: £46,086**

# Part B: Review of the previous academic year (three year plan)

## Outcomes for disadvantaged pupils

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| **2024-2025**  **End of EYFS Outcomes**  At the end of EYFS, our outcomes were 78% for children reaching expected GLD level (higher than national at 22-23 69.5%). In the area of Communication & Language, the EYFS cohort attained 78%.  For PPG children, 70.6% reached GLD level which is -11.8% compared to Non-PPG (82.4%). In the area of Communication & Language, PPG cohort attained 70.6% compared to Non-PPG 82.4% (-11.8%).  At the end of Year 1, our outcomes were 78% for children attaining the pass mark in the phonics screening check (80% national data 2024).  For PPG children, 52.9% reached the PSC score which is 88.4% compared to Non-PPG.  For a number of our PPG children they are also SEND Support/EHCP with significant SLCN barriers. Whilst they did not meet GLD or attain PSC, their ILP targets and reviews demonstrate progress throughout the academic year.  **Attendance**  At the end of 2024-2025, our whole school attendance (as at 15th July 2025) was 95.1%, with PA being 12.6%. For PPG children, attendance was 93.9% compared to 95.6% for Non-PPG. For PPG children, PA was 19.2% compared to 9.8% for Non-PPG.  **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.*

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| Programme | Provider |
| N/A |  |
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## Service pupil premium funding (optional)

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| *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)

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