

Annual Statement of pupil premium strategy – SEN schools

Summary information					
School	Lime Academy Forest Approach			Type of SEN (eg.PMLD/SLD/MLD etc.)	SLD/MLD/ASD /SEMH
Academic Year	2020 / 2021	Number of Primary Pupils eligible for PP (at time of census)	21	Date of most recent PP Review	September 2020
		Number of Secondary Pupils eligible for PP (at time of census)	35		
Total number of pupils	135	Number of LAC eligible for PP (at time of census)	9	Date for next internal review of this strategy	January 2021
		Total PP budget	£60,325		

1. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Good or better overall progress	94%	95%

2. Barriers to future attainment (for pupils eligible for PP)	
A.	Communication is the most fundamental life skill for children and young people impacting upon educational outcomes, their employability and their health and wellbeing.
B.	Children with a wide range of additional needs, including ASC, Sensory Needs, SEMH and ADHD can experience sensory needs which can impact upon their mental health and wellbeing and subsequent educational outcomes.
C.	Emotional Wellbeing is key to children and young people achieving their full potential
D.	Pupils anxiety and stress can be a far-reaching barrier to success in their educational achievement and wider lives
E.	Access to learning during school closure/ isolating due to Covid, including financial difficulties and ability to access e learning opportunities.

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Communication is not a barrier to our children and they can develop the skills to achieve their full potential	SALT assessment demonstrate pupils have increased communication from their individual starting points
B.	Pupils benefit from increased concentration, to an increased sense of calm, impacting positively on their mental health and wellbeing and educational achievement.	SLEUTH reports show a decrease in red behaviours and EFL data is improved from individuals starting points due to increased concentration
C.	Children and young people to achieve therapeutic goals through the development of the musical and therapeutic relationship.	Mental Health and Wellbeing of individuals is improved and has a wide-reaching positive impact, including EFL progress increasing.
D.	Children and young people engage in animal assisted activities, informal therapeutic games during which levels of the stress-reducing hormone oxytocin increases.	SLEUTH reports show a decrease in red behaviours and EFL data is improved from individuals starting points due to increased concentration
E.	iPads and laptops to be purchased for school and home learning.	To increase engagement through home learning to enable pupils to access their education throughout school closure, isolating and non-attendance due to Covid. To continue to work towards set targets and to make good or increased progress.

Academic year					
Desired outcome	Chosen action/approach	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
That all children and young people have access to interventions which enable them to develop the communication skills they need to	Funding of an additional NELFT Speech and Language therapist	Communication is the most fundamental life skill for children and young	SALT Team will consist of 2 NELFT therapists and be led by Band 4 practitioner. Therapists join SLT in Multi Agency Therapy Planning meetings.	NELFT SALT Team SLT	Half Termly – Multi Agency Therapy Meetings Termly – EFL/MAPP 2

fulfil their potential					
Children with sensory needs can suffer from severe anxiety. Controlled bouncing and Rebound Therapy exercises can help alleviate this and has a strong calming effect.	Full-Time Rebound Therapist	The effect of deep pressure and weightlessness together has many positive effects on the brain, from increased concentration, to an increased sense of calm	Fully Qualified Rebound Therapist Therapist joins SLT in Multi Agency Therapy Planning meetings.	Andria Kraft SLT	Half Termly – Multi Agency Therapy Meetings Termly – EFL/MAPP 2
Music therapist to draw upon the innate qualities of music to support children and young people to achieve therapeutic goals	Music Therapist 3 days per week	Music therapy uses this connection to facilitate positive changes in emotional wellbeing and communication through the engagement in live musical interaction between client and therapist	BAMT qualified Music Therapist Therapist joins SLT in Multi Agency Therapy Planning meetings.	Music Therapist SLT	Half Termly – Multi Agency Therapy Meetings Termly – EFL/MAPP 2
Children and young people engage in informal therapeutic games and nurturing interactions with Frank the Dog This will carry over to 2021 due to Covid 19	PAWS Animal Assisted Therapy On hold due to Covid – resume as soon as restrictions are lifted	Whilst engaging in Animal Assisted therapy, levels of the stress-reducing hormone oxytocin, increases.	Therapist qualified in Therapeutic Play and Counselling Skills. BSY	Sarah Gordon SLT	Half Termly – Multi Agency Therapy Meetings Termly – EFL/MAPP 2
In the interim we have purchased resources to increase access and implementation of home learning	Purchased IT equipment such as iPads, Laptops and software. Purchased sensory boxes. Personalised learning tailored to individual student's needs.	Pupils are able to continue to access their education whilst being at home due to Covid related absences.	Access and progress monitored through Google Classroom and Evidence for Learning.	Class teachers Phase Leaders SLT	Reviewed daily by teachers. Reviewed weekly by Phase Leaders. Concerns reported to SLT.