



# Lime Academy Forest Approach

Putting Learners First

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 Forest Approach
Number of pupils in school	154
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2021-2022
Date this statement was published	31.12.21
Date on which it will be reviewed	31.08.22
Statement authorised by	Ben Hawes
Pupil premium lead	Ben Hawes
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,060
Recovery premium funding allocation this academic year	£16,240
School tutoring grant	£17,774
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£96,074



## Part A: Pupil premium strategy plan

### Statement of intent

At Lime Academy Forest Approach, we want to provide the best educational experience possible to support all our pupils for when they leave us. We aim to provide an enriching curriculum, that is delivered by specialist teachers where students can apply their skills and knowledge into real life contexts. We want our pupils to overcome their barriers and be successful in life.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

### Challenges

#### Key challenges to achievement

Challenge number	Detail of challenge
1	All pupils have an Education, Health and Care (EHC) Plan with an increasing number of pupils with co-existing conditions impacting on their everyday lives
2	An increasing number of pupils have complex mental health needs that require specialist support
3	Some pupils present with complex behaviours that may challenge (some eligible for PP) which poses a barrier to learning and can have detrimental effect on their progress towards end of Key Stage objectives within their EHCP.
4	Some pupils have significant and/or complex medical issues that require specialist support
5	Specialist knowledge of teachers in relation to specific needs and appropriate strategies
6	Lack of opportunity for enrichment activities for some pupils at home



## Intended outcomes and success criteria:

Intended outcome	Success criteria
For pupils to undertake activities to raise their self-esteem and self-confidence.	All PP pupils access enrichment activities/ educational visits and show observable gains in their confidence and self-esteem. Evidenced with EFL Learning journeys and pupil questionnaire (where applicable)
For pupils with communication difficulties to be able to use alternative means of communication	Pupils will functionally communicate using their preferred modes of communication – Evidence through QA, EHCP reviews
All pupils working towards managing their self-regulation in a variety of environments as appropriate	Pupils have greater strategies to manage their emotions – evidence is the reduction of behaviours that can challenge. Greater access to learning improving EHCP outcomes
All pupils to access enrichment opportunities	All pupils have regular access to offsite visits to improve their educational experience – Measured through the participation log

## 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.

## Disadvantaged pupil barriers to success:

**Pupil Premium: £62,060**

Activity/projected spend	Evidence that supports this approach	Challenge number(s) addressed
Music Therapist £29,916 p.a.	To use music as a vehicle for pupils to express themselves and to discuss key issues relating to their lives	1,2,3,5,6
SEN Therapist/Counsellor £75 per day - 2 per week £5,850	All pupils to have individualised offer that meets their needs and supports them in progressing towards their highly individualised goals. Pupils pathways derived from EHCP are embedded into both individual Digital Passports and daily curriculum Barriers to learning these priorities address: <ul style="list-style-type: none"> <li>Physical disabilities and other SENDs including access to learning</li> <li>Parental engagement with activities and strategies to help support their children – Family Support Worker</li> <li>A lack of self-confidence to achieve</li> </ul>	1,2,3,4,5,6



	<ul style="list-style-type: none"> <li>Economic hardship effecting the learning opportunities that pupils can access</li> </ul> <p>Reduced attendance due to medical/health conditions restricting access to learning</p>		
<p>Individualised offer for all pupils</p> <p>Projected spend on parental engagement £6,749</p>	<p>Parental engagement with activities and strategies to help support their children.</p> <p>Pupils pathways derived from EHCP are embedded into both individual Digital Passports and daily curriculum</p> <p>Barriers to learning these priorities address:</p> <ul style="list-style-type: none"> <li>Physical disabilities and other SENDs including access to learning</li> <li>Parental engagement with activities and strategies to help support their children – Family Support Worker</li> <li>A lack of self-confidence to achieve</li> <li>Economic hardship effecting the learning opportunities that pupils can access</li> </ul> <p>Reduced attendance due to medical/health conditions restricting access to learning</p>	1,2,3,4,5,6	
<p>Targeted academic support for current academic year. £15,000</p>	<p>Priority 1</p> <p>Priority 2</p>	<p>Class teachers to be directly responsible for the progress and attainment of their Pupil Premium pupils. Clear evidence of progress towards individual EHCP outcomes is demonstrated via use of Evidence for Learning, including any bespoke interventions delivered</p> <p>Identify and embed Preparation for Adulthood pathways which are individual to each pupil and support them in their journey to fulfil their aspirations</p>	1,2,3,4,5,6

**Wider strategies for the current academic year:  
Recovery Premium Allocation & School Tutoring Grant £34,014**

All PP pupils access enrichment activities/ educational visits and show observable gains in their confidence and self-esteem.

Activity/projected spend	Evidence that supports this approach
Enrolment onto the DofE course £792	To supports students with their social, emotional and health needs. To improve strength of CVs for chances to succeed in further education, training, or employment
Careers Advisor KS3 -5 To be identified	To improve strength of CVs for chances to succeed in further education, training, or employment.
Drama Teacher £9,500	To improve the confidence and social skills, areas that due to lockdown/ isolation situation require improvement.
Sensory OT £4,900	Occupational therapist that would identify the sensory needs and advice further use of the sensory equipment
Horse Riding Therapy £5,500	Horse Riding Therapy helps to improve concentration and attention span. Facilitating neurodevelopmental growth and improving range of motion.
Music Therapy Breakfast & Afterschool club £18.22 p/h 1 hr x 4 sessions p/w £2,769	Additional music therapy sessions for pupils to use music as a vehicle for students to express themselves and to discuss key issues relating to their lives
Art Therapy £50.00 p/h - 2 day per week x 39 £23,400	Additional art therapy sessions for pupils to use art as a vehicle for students to express themselves and to discuss key issues relating to their lives
Media Vocational Tutor – (new post) £18.22p/h 1 hr x 4 sessions p/w £2,769	To encourage and increase pupils skills in the safe use of media
SEN Therapist/Counsellor £75 per day - 2 per week £5,850	Objective – for every learner to be able to express, articulate their experiences and to move beyond where they currently are in a small but significant way  Outcome – embed within the framework in line with Lime Academy Forest Approaches philosophy in supporting the well-being of its pupils and their families within the community.



<p>Forest School - Projected spending to set up</p> <p>Qualified L3 Leader £1,100, L6 £700, introduction to forest school £420</p> <p>Total = £2220</p>	<ul style="list-style-type: none"> <li>• Pupils will have the freedom, time and space to learn and develop independence, social skills, increase awareness of the consequences of their actions on peers through team activities such as sharing tools and participation in play, communication, language development is prompted by the learner’s sensory experience.</li> <li>• Pupils develop a keenness to participate and the ability to concentrate over longer periods of time.</li> <li>• Physical skill improvements are characterised by the development of physical stamina and gross and fine motor skills</li> <li>• Knowledge and understanding -the pupils develop an interest in the natural surroundings and respect for the environment.</li> <li>• Forest School - Professional development for teachers to offer an optimum combination of practical skills, woodland and ecological management leadership and risks evaluation and the application of learning theory</li> </ul>
<p>Speech &amp; Language Therapy (SALT)</p> <p>£57,000 p.a.</p>	<ul style="list-style-type: none"> <li>• SALT Therapy helps language difficulties, speech delay and disorder, social communication difficulties including ASD. With a focus on AAC and improving/implementing communication systems for pupils</li> </ul>

## 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.

Due to COVID-19, performance measures have not been published for 2020 to 2021

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact. This disrupted the teaching of all subject areas and had a negative impact on most pupils’ development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.

We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when pupils were not in school, via resources shared on our website and live Google Classroom lessons. However, it was challenging to provide differentiated support to our pupils online.

Our assessments and observations suggested that for many pupils, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, wellbeing and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.



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The impact of all of these challenges was greatest on our disadvantaged pupils and they were disproportionately affected, as has been evidenced across the country. They were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.