

## 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	Lime Academy Forest Approach
Number of pupils in school	131 (64 eligible)
Proportion (%) of pupil premium eligible pupils	48.85%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	January 2023
Date on which it will be reviewed	Ongoing throughout academic year. First review – July 2023 Second review – July 2024 Final review – July 2025
Statement authorised by	James Power
Pupil premium lead	Zuzanna Gromska
Governor / Trustee lead	Christopher Cole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72 640
Recovery premium funding allocation this academic year	£ 57 238
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led (NTP)	£ 27 072
<b>Total budget for this academic year</b>	<b>£ 156 950</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Lime Academy Forest Approach, we always put our learners first. Our vision is summed up in our mission, which is; *'Experience, learn, grow, succeed'*.

Lime Academy Forest Approach recognises that children and young people with learning difficulties have unique abilities and ways of learning. We provide a stimulating and safe learning environment that nurtures and maximises the potential of every individual and celebrates their achievements.

We understand that in order to inspire our learners, teaching must be engaging, meaningful and most importantly, fun. We therefore aim to provide a broad, balanced and creative personalised curriculum that develops life skills, social skills, and independence that is firmly underpinned by communication and pupil voice.

We strongly believe that every lesson taught in school should equip our learners with the knowledge and skills to thrive in the outside world. Therefore, with every subject, topic and experience we offer, we strive to fulfil our fundamental curriculum goal: to learn and grow.

Our adapted curriculum provides enriching experiences for our learners, to ensure that they receive an inspiring and broad education that develops them academically, socially, emotionally and physically.

Our current pupil premium strategy works towards achieving the objectives above by developing staff at all levels through high-quality CPD and coaching, ensuring an effective teacher is at the front of every class and is reinforced by skilled support staff.

Investment in catch up is crucial as we continue to battle the effects of the pandemic, including; group intervention, 1:1 targeted support and online intervention. School is developing the Forest School project and working on Speak Up project, working together, with local artists and the National Theatre, to produce creative work and develop learners self-esteem, confidence and art and drama skills.

In terms of wider strategies, there will be further investment into attendance to ensure pupils are in school and learning. This includes ensuring that students would not wish to miss learning by having exciting experiences.

Additionally, support will be put in place for social and emotional well-being. This is significant barrier to learning for our pupils many of whom have suffered significant trauma. We will also be investing in staff CPD to ensure that they are 'trauma responsive' when dealing with vulnerable pupils.

Our school works closely with Educational Psychologists and is implementing Zones of Regulations strategy across the setting.

## Challenges

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

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. Our learners generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
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	The wellbeing and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic.
7	Lack of support from external agencies and reduced services
8	Opportunities beyond the local environment and low aspirations of pupils and parents
9	Our learners have fewer opportunities to develop cultural capital outside of school
10	Lack of prior education experience when joining the setting
11	Mental health of parents, pupils and staff

## 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
To raise confidence in all staff managing behaviours around the school	<ul style="list-style-type: none"> <li>• CPD is delivered for all teaching staff around the Zones of Regulations and structured teaching</li> <li>• Zones of Regulations with help of EP implemented in every classroom</li> <li>• Classroom and behaviour policy reviewed and implemented</li> </ul>

	<ul style="list-style-type: none"> <li>• Explicit teaching of behaviour ensures pupils have clarity around expectations.</li> <li>• A calm, consistent learning environment ensures pupils fulfil academic expectations.</li> </ul>
To Improve attendance across all year groups	<ul style="list-style-type: none"> <li>• Attendance is at or above the national average for SEN schools</li> <li>• PA is decreasing year on year</li> </ul>
To improve parental engagement	<ul style="list-style-type: none"> <li>• Attendance at parent's evenings is showing a year-on-year improvement</li> <li>• Attendance at parent workshops and training such is showing a year-on-year improvement (such as SALT and EP advice)</li> <li>• Support for parents provided by welfare team and family support, organised events including welfare coffee mornings</li> <li>• Parental engagement is positively impacting pupil progress and attainment</li> </ul>
To ensure quality of teaching and learning is improving	<ul style="list-style-type: none"> <li>• Monitoring of teaching and learning shows continual improvement.</li> <li>• Leaders at all levels provide support to move teaching and learning forward and drive standards.</li> </ul>
To develop provision that can successfully support the learners with social and mental health needs	<ul style="list-style-type: none"> <li>• The school provides high-quality pastoral support.</li> <li>• Learners know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy.</li> <li>• They have an age-appropriate understanding of healthy relationships and of the protected characteristics.</li> </ul>
To develop an ambitious curriculum that is personalised to meet the needs of all learners to equip them with the skills to achieve for their future	<ul style="list-style-type: none"> <li>• Curriculum based on preparation to adulthood and independence implemented across the school</li> <li>• The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</li> <li>• Teachers working alongside professionals.</li> <li>• A rigorous approach to the teaching of reading, learners developing confidence and enjoyment in reading.</li> <li>• Teachers have good knowledge of the subject(s) and courses they teach, ongoing CPD in place. The practice and subject knowledge of staff, including ECTs, build and improve over time.</li> </ul>
To enhance experiences, both within and beyond the classroom, to develop aspirations	<ul style="list-style-type: none"> <li>• Development of Forest School to provide more opportunities for outdoor learning.</li> <li>• Enhanced technology available to develop collaborative learning opportunities.</li> <li>• Employment of career adviser, learners accessing various enrichment opportunities, exploring the world of work and education outside the classroom at Forest Approach</li> </ul>
To ensure the learners' needs are met and gaps in learning targeted	<ul style="list-style-type: none"> <li>• Tuition provided through NTP, 1:1 or group interventions</li> <li>• Learners access SALT interventions to improve their communication skills</li> <li>• Access to mentor support, wellbeing aids</li> </ul>

## 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: £53 753

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved quality first teaching – CPD around curriculum development (including purchase of helpful resources in aid of supporting development of schemes of work) and delivery.</p> <p>Class teachers to be directly responsible for the progress and attainment of their Pupil Premium pupils.</p> <p>£3000 – Curriculum development resources</p>	<p>Evidence shows that teaching strategies to help plan, monitor and evaluate specific aspects of learning can be effective.</p> <p>Continued Professional Development records.</p> <p>Individual PMR records (BlueSky)</p> <p>Quality Assurance evidence demonstrates clear impact of CPD on Teacher</p> <p>Development and improvement in classroom provision and pupil progress</p> <p>Clear evidence of progress towards individual EHCP outcomes is demonstrated via use of Evidence for Learning, including any bespoke interventions delivered.</p>	1,2,5
<p>Building capacity and upskilling staff members</p> <p>Spending on improving teaching including high quality professional development for all support staff.</p> <p>This will ensure that effective teachers are supported effectively in every class.</p> <p>£5000 – staff training</p>	<p>Teaching assistants can provide a large, positive impact on learner outcomes, however, how they are deployed is key.</p> <p>Building capacity and upskilling staff members will include:</p> <ul style="list-style-type: none"> <li>• Training opportunities for all staff members.</li> <li>• Continued Professional Development records.</li> <li>• Individual PMR records (BlueSky)</li> <li>• Quality Assurance evidence demonstrates clear impact of CPD on Teacher</li> <li>• development and improvement in classroom provision and pupil progress</li> </ul>	1,2,5
<p>Recruitment and retention Specialist subject teacher</p> <p>£40 000</p>	<ul style="list-style-type: none"> <li>• High quality CPD for staff- Including investing in all staff completing NPQs</li> <li>• Recruitment of new staff members- advertising to a wider pool of applicants</li> </ul>	1,2,5
<p>iPads and AAC aids (such as switches) for learners and training for staff members</p> <p>£2000 – switches</p>	<p>Evidence shows collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.</p> <p>Implementation of technology will support with:</p>	1,2,5

<p>£3000 – Snap Core Plus and IPADs          £0 – training on Snap Core Plus</p>	<ul style="list-style-type: none"> <li>• Developing speaking and listening through use of tailored communication programmes such as Snap Core Plus and switches.</li> <li>• Raising attainment</li> <li>• Developing key vocabulary</li> <li>• Staff CPD to maximise effective use of iPads, including the CPD delivered by SALT</li> </ul>	
<p>£753 – Makaton training</p>	<p>Increase in use of Total Communication across the school, enhancing communication and learners' understanding. CPD for staff.</p>	<p>1,5</p>

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

Budgeted cost: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1, Small group tuition            Tutor cost £30 000            (2 terms term time)</p>	<p>Evidence shows that small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>The desired effects of small group tuition will include:</p> <ul style="list-style-type: none"> <li>• Maximising learning time through after school provision</li> <li>• Targeted small group interventions lead by teacher.</li> <li>• Targeted learners with educational gaps, preparation for Entry/ Functional Skills exams as well as high achieving learners who can access further learning opportunities</li> </ul>	<p>6, 10</p>
<p>Therapy interventions            (i.e. art/ play therapy; music therapy; sensory OT, SALT)</p> <p>Music therapy            £40 000</p>	<p>SALT and sensory OT advice is vital for learners ongoing progress and interventions that will allow the school staff to meet their need and ensure the learners' readiness for learning.</p> <p>The use of music therapy is proven to have many benefits so as art/ play therapy. It can help to improve communication, interaction and self-expression.</p> <p>Music therapy can also help to empower people by offering them choices, increase motivation, and encourage physical activity and coordination.</p>	<p>1,2,4,5,7</p>

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

Budgeted cost: £ 33 197

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support delivered by a variety of stake holders</p> <p>£0 – family support and welfare team</p> <p>Additional SALT hours - £10000</p> <p>Additional OT hours - £5000</p>	<p>Evidence shows parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <ul style="list-style-type: none"> <li>• Supporting families with a wide range of difficulties including: additional meetings, referrals for early help and targeted parent workshops</li> <li>• Improve school-parent relationships</li> <li>• Improve attendance</li> <li>• Target families for workshops to support learning and offered professionals' support (SALT, EP, OT)</li> </ul>	8,11
<p>Behavioural and well-being support</p> <p>Additional EP hours - £500</p> <p>1:1 Counselling - £3000</p> <p>Kids Inspire - £3000</p>	<p>Evidence shows both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p> <p>The school will seek to:</p> <ul style="list-style-type: none"> <li>• Improving the well-being of pupils and therefore improving learning outcomes</li> <li>• Upskill staff so that become 'trauma responsive when dealing with dysregulated children.</li> <li>• Introduce Zones of Regulations to help learners manage their own regulation</li> <li>• Invest in pastoral team who have experience in significant childhood trauma</li> <li>• Work with behavioural specialists and EP to help support children who become dysregulated frequently.</li> </ul>	2,7
<p>Subsidised trips and extra-curricular experiences</p> <p>Involvement of career advisor</p> <p>Trips - £5000</p>	<p>Evidence shows that specialist teachers' input can have a positive impact on academic outcomes in different areas of the curriculum.</p> <p>The school providing subsidised aspirational experiences will provide pupils with:</p> <ul style="list-style-type: none"> <li>• Increased self confidence</li> <li>• Greater independence</li> <li>• Improved teamwork, collaborative and improved social skills</li> <li>• Extending experiences offered to vulnerable pupils</li> </ul>	7,8,9

	<ul style="list-style-type: none"> <li>• Improving knowledge and understanding of the world</li> <li>• Deepening school learning</li> <li>• Links to local area</li> <li>• Identifying future pathways, opportunities such as college trips and work experience</li> <li>• Links made with new curriculum offer</li> </ul>	
<p>Forest School/ Outdoor Learning Training: £697 Area and resources: £6000</p>	<p>“SEN children tend to respond well because of the multi-sensory and enabling environment of Forest School, where children can explore and take supported risks. Particular benefits include gaining more independence, reducing anxiety and creating a sense of belonging.”</p> <ul style="list-style-type: none"> <li>• Continued development of Forest Schools</li> <li>• Development of outdoor environment to improve teaching and learning experiences</li> <li>• Development of the curriculum to encompass more outdoor learning opportunities.</li> </ul>	<p>3,8,9</p>

**Total budgeted cost: £155,197**



## 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.

Lime Academy Forest Approach undertook wide assessment of the learners' knowledge and cognitive abilities last year.

The interventions such as phonics scheme and building further on reading and comprehension was implemented. Phonics assessment allowed us to identify the groups/ learners that the intervention is successful and can help learners in the progression in this area.

We continue identifying the gaps in learning and other effects of the Covid-19 impact. The negative impact on most pupils' development, particularly in limiting opportunities to progress social and communication skills and independence required many of our learners to adjust again to the school life, learn routines and accept change.

Many of our learners required further support due to mental health issues in relation to the above. The school invested in pastoral support in form of implementation of Zones of Regulations. CPD for staff was provided with support of Educational Psychologist.

Our Curriculum required adjustment and changes. Lots of work was dedicated to the development of the Curriculum. We acknowledge though that the implementation and mastering in the delivery will take time.

Learners started accessing music therapy and drama lessons last academic year. That helped in building confidence and self-esteem, and we have noticed decline in harming incidents across the school.

School also employed the sports coach and career advisor. Our learners have now access to the wide variety of sports activities. They also, as a part of preparation to adulthood, attend interviews and make plans for future steps in their careers.

### 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
Maths, English 1:1 and group tuition	Agency tutor
Little Wandle Phonics	
Pickatale	