

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	127 (57 eligible)
Proportion (%) of pupil premium eligible pupils	44.89
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	November 2023
Date on which it will be reviewed	Ongoing throughout academic year. First review – July 2024 Second review – July 2025 Final review – July 2026
Statement authorised by	James Power
Pupil premium lead	Lewis Sibbons
Governor / Trustee lead	Christopher Cole

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72 375
Recovery premium funding allocation this academic year	£ 53 814
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
School Led (NTP)	£ 10 927.50
<b>Total budget for this academic year</b>	<b>£ 137 116.50</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Lime Academy Forest Approach, we always put our learners first.

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.

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.

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, while working on proactive strategies to support learner development.

## Challenges

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

Challenge number	Detail of challenge
1	Communication and interaction difficulties
2	Emotional regulation
3	Complex and behaviour that may challenge associated with Autism and other neurological disorders

## 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
Learners to be able to develop, maintain and generalize their preferred mode of communication. This will allow learners to become more independent and work towards their Communication and Interaction EHC targets	<ul style="list-style-type: none"> <li>Progress made by students towards communication and interaction targets</li> </ul>
Learners will begin to demonstrate emotional regulation in order to access learning in all areas.	<ul style="list-style-type: none"> <li>Less reported incidents related to behaviours that may challenge</li> </ul>
Learners will begin to access the wider community	<ul style="list-style-type: none"> <li>All learners accessing the wider community throughout the academic year</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music Therapy - £35,000	<p>Music therapy is a valuable tool for learners, particularly those with Special Educational Needs (SEN), as it significantly contributes to communication development and emotional regulation. Engaging with music allows individuals to express themselves non-verbally, addressing challenges in traditional communication. Research, such as a study in the "Journal of Music Therapy," indicates that music therapy interventions enhance communication and social interaction skills, particularly in those with autism spectrum disorder. Moreover, the rhythmic and melodic aspects of music have a calming effect, supporting emotional regulation. A meta-analysis in "Frontiers in Psychology" suggests that music therapy can lead to significant reductions in anxiety, highlighting its positive impact on emotional well-being. In essence, music therapy provides an effective and dynamic avenue for learners, including those with SEN, to improve communication and cultivate essential emotional regulation skills.</p>	1,2
National Tutoring £30,000	<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 tutor</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>	2
Art Therapy - £5,000	<p>Through creative expression, children with SEN can communicate thoughts and feelings that may be challenging to express verbally. Engaging in artistic activities aids in emotional regulation by providing a constructive outlet for processing emotions. The therapeutic nature of art allows these learners to develop essential coping skills, fostering improved emotional well-being and enhancing their ability to navigate social interactions more effectively. KidsInspire serves as a vital platform for these individuals to express themselves and</p>	1,2

	develop crucial skills for communication and emotional self-regulation.	
Positive Behaviour Coordinator - £35,000	Having a Positive Behaviour Coordinator (PBC) in a school is crucial for creating an environment conducive to learning and ensuring the well-being of students. The PBC serves as a vital support system for learners with various behavioural needs, aiming to engage them effectively in the curriculum. Through the application of structured teaching methods, the coordinator establishes a positive and predictable learning atmosphere, promoting successful academic and social development. The PBC's specialised knowledge in emotional regulation enables them to assist students in managing their emotions, resolving conflicts, and cultivating essential social skills. This proactive approach not only enhances the overall school climate but also contributes to long-term student success by addressing behavioural challenges early on. The presence of a Positive Behaviour Coordinator underscores the school's dedication to comprehensive education, emphasising academic achievement alongside the social and emotional growth of each student.	1,2,3
Sports Coach – Little Foxes - £35,000	Hiring a sports coach to support learners with Special Educational Needs (SEN) is crucial for fostering communication skills, emotional regulation, and community integration. Sports coaches possess a unique skill set that extends beyond the physical aspects of their expertise. In the context of SEN learners, these professionals can tailor their approach to address individual communication challenges, providing a supportive environment where participants can express themselves effectively. Furthermore, the structured and goal-oriented nature of sports activities helps SEN learners develop emotional regulation skills, contributing to improved overall well-being. Additionally, sports coaches facilitate community engagement by creating opportunities for social interaction and participation in group activities, fostering a sense of belonging and encouraging the integration of SEN learners into the wider community. In essence, employing a sports coach proves instrumental in enhancing the holistic development of SEN learners, promoting communication, emotional well-being, and community inclusion.	1,2,3

**Total budgeted cost: £140,000.00**

## 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.

<p>Lime Academy Forest Approach undertook wide assessment of the learners' knowledge and cognitive abilities last year.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
--

### 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 – Reeson
Little Wandle Phonics	
Pickatale	