

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 (65 eligible)
Proportion (%) of pupil premium eligible pupils	48.03%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years
Date this statement was published	September 2024
Date on which it will be reviewed	Ongoing throughout academic year. First review – September 2025 Second review – September 2026 Final review – September 2027
Statement authorised by	Vicky Mummery
Pupil premium lead	Lewis Sibbons
Governor / Trustee lead	Christopher Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 68,880
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 68,880

Part A: Pupil premium strategy plan

Statement of intent

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

Lime Academy Forest Approach is a special school with a capacity of 132 pupils aged 4-19, all of whom have an Education Health Care Plan (EHCP) issued by a Local Authority. There is planning to increase PAN by September 2025 with the provision of a building extension. The aim is to ensure that our pupils are given the right education, care and support, focused on their specific additional needs. Support can be either in the classroom, working individually, or in groups outside the classroom. We work closely with children and their families as well as with other professionals such as therapists and health visitors to ensure that our pupils thrive and succeed at school. We develop our pupil's abilities both academically and socially so that they have the building blocks to succeed broadly in their future. We help pupils to become more confident and to try new things, modelling that we as adults also continue to learn new things. At Forest Approach we aim to deliver a broad and balanced curriculum offering opportunities to learn at a level that is appropriate to everyone with activities that are accessible to all.

The school has a recently established Leadership team that has expanded in the last year and now consists of Headteacher, Deputy Head Teacher and 3 Assistant Head teachers. Due to a period of instability in the leadership team a, new admission processes have been written and implemented during Autumn 2022 and the intake of pupils since this time date have had successful transitions into the school.

The school received a positive Ofsted in May 2023 being graded Good in all areas. This has been followed with a review by Challenge Partners in May 2024 reporting the school was Effective in all areas.

Located within Havering, the school's population represents the area's multi-cultural heritage, with 13 different home languages spoken. Facilities have recently been improved, including the construction of an outdoor polytunnel and improvement of fencing and security, although further improvement is needed. Just under 50% of the pupil population receive Pupil Premium funding with 48% receiving free school meals, and a proportion of pupils are from out of borough. Safeguarding arrangements are robust and effective.

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
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1	Communication and interaction difficulties
2	Emotional regulation
3	Complex and behaviour that may challenge associated with Autism and other neurological disorders
4	Consistency seen throughout teaching practices and behaviour management strategies

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	Evidence
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"> Progress made by students towards communication and interaction targets, which are broken into: <ul style="list-style-type: none"> Seeds – Communication and Interaction Sapling, Trees and Fores – Speaking and listening targets 	
Learners will begin to demonstrate emotional regulation in order to access learning in all areas.	<ul style="list-style-type: none"> Less reported incidents related to behaviours that may challenge 	
Learners will begin to access the wider community	<ul style="list-style-type: none"> All learners accessing the wider community throughout the academic year 	
A more consistent approach to learning and support behaviours that may challenge	<ul style="list-style-type: none"> Consistent pedagogical approaches seen during drop in's of lessons Consistent use of behaviour management strategies, in line with the School's positive behaviour management policy 	
Developing high-quality teaching	<ul style="list-style-type: none"> Increase in staff confidence and competence in delivering differentiated instruction. Evidence of improved lesson observations and staff self-assessments showing professional growth. Reduced staff turnover, indicating a positive work environment and job satisfaction. 	<ul style="list-style-type: none"> Records of professional development sessions, including feedback and reflective practice logs, e.g. StepLab notes Staff retention data and analysis of exit interviews where relevant. Observations and learning walks with documented improvements in teaching practices. Evidence from pupil work showing progress linked to

		enhanced teaching strategies.
Providing targeted academic support	<ul style="list-style-type: none"> • Measurable academic progress in students who receive additional support, as shown through baseline and follow-up assessments. • Positive impact of targeted interventions, with clear evidence of skills being transferred to independent work. 	<ul style="list-style-type: none"> • Tracking data from interventions showing progress and impact over time. • Individual progress reports and case studies of students who benefited from one-to-one or small group support. • Feedback from staff and families on student academic improvements. • Pupil voice indicating increased confidence and understanding in targeted areas.
Tackling non-academic barriers to academic success, e.g. attendance	<ul style="list-style-type: none"> • Improved attendance rates for identified students, closing gaps with peers. • Reduction in behavioural incidents and an increase in positive behaviour reinforcement records. • Enhanced social and emotional wellbeing, evidenced by improvements in pupil engagement and self-regulation. 	<ul style="list-style-type: none"> • Attendance data analysis showing a reduction in absences for targeted groups. • Records of behavioural improvements and emotional support plans with documented positive outcomes. • Pupil and family feedback highlighting progress in social and emotional development. • Use of well-being measures, like pupil self-assessments and staff observations.

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: £68,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Positive behaviour co-ordinator – partially funded - £10,000	<p>Evidence that supports this approach:</p> <ul style="list-style-type: none"> • Behaviour incident data: Reduction in the number of recorded incidents of challenging behaviour across the school year, providing clear evidence of improved emotional regulation and engagement in learning. • Individual success stories: Case studies of targeted learners who previously struggled with behaviour, now 	1, 2, 3, 4

	<p>showing sustained progress in managing emotions and reducing negative interactions with peers and staff.</p> <ul style="list-style-type: none"> • Staff feedback: Surveys and feedback from teachers and support staff reflecting greater confidence and competence in implementing positive behaviour strategies, leading to a more consistent and effective approach school-wide. • Parental input: Feedback from families detailing how improved behaviour support at school has had a positive effect on their child's behaviour and emotional wellbeing at home. <p>Impact for learners:</p> <ul style="list-style-type: none"> • Enhanced emotional regulation: Learners with complex needs are better able to manage emotions, reducing disruptive behaviours that previously impacted their access to learning. • Improved learning atmosphere: A calmer, more predictable school environment means all learners benefit from fewer interruptions, making it easier to focus on academic tasks and social development. • Reduced exclusions: Fewer instances of exclusions, meaning learners spend more time in school accessing the curriculum, critical for those with already reduced educational opportunities. • Holistic development: Learners develop important life skills such as self-regulation and emotional resilience, which are foundational for their future independence and wellbeing. 	
<p>Family Support Worker – partially funded - £10,000</p>	<p>Evidence that supports this approach:</p> <ul style="list-style-type: none"> • Increased family engagement: Logs from family support sessions, demonstrating a rise in parental involvement in school activities, target-setting meetings, and attendance at workshops aimed at supporting learner progress. • Improved attendance data: Analysis showing a direct link between family support interventions and improved attendance rates, particularly for those learners previously identified as persistent absentees. • Case studies of family interventions: Detailed examples where targeted support for families facing difficulties (e.g., housing, health, social care needs) has led to noticeable improvements in the learner's emotional wellbeing and academic engagement. • Parent surveys: Positive feedback from families highlighting how the support worker has helped them better understand and address their child's needs, resulting in more consistent behaviour and progress both at home and at school. <p>Impact for learners:</p>	<p>3, 4</p>

	<ul style="list-style-type: none"> • Increased attendance: Learners who attend more consistently are exposed to the full curriculum, allowing for greater academic progress, social interaction, and emotional development. • Better home-school relationships: Stronger communication between families and school leads to more tailored support, ensuring learners' needs are met in both environments, which is vital for those with complex needs. • Holistic support for the learner: By addressing family challenges (e.g., mental health, financial issues), the Family Support Worker helps to reduce external stresses that can negatively impact a learner's ability to engage with school. • Learner progress: Improved family-school partnerships lead to more effective strategies being implemented at home and school, ensuring a consistent approach that supports learner growth and development. 	
<p>Miscellaneous equipment for targeted learners. Throughout Pupil Progress Meetings, class leads will identify any barriers to learning, which will encapsulate any specialist equipment needed for learner to engage with the curriculum - £15,000</p>	<p>Evidence that supports this approach:</p> <ul style="list-style-type: none"> • Detailed records from Pupil Progress Meetings: These show a systematic identification of specific learner barriers and the purchasing of equipment (e.g., adaptive seating, sensory resources, assistive technology) to directly address these needs. • Improved learner engagement data: Tracking progress post-intervention, showing significant improvements in learner focus, participation, and reduced anxiety when using equipment designed to support their sensory or physical needs. • Observation reports: Teacher and support staff feedback, documenting how the provision of specialist equipment has transformed the learning experience for individuals, allowing them to fully engage with lessons where they were previously unable to do so. • Case studies on individual impact: Examples of learners who, with the right equipment (e.g., communication devices, sensory aids), have transitioned from disengagement or frustration to active participation in classroom activities. <p>Impact for learners:</p> <ul style="list-style-type: none"> • Greater curriculum access: Learners who face physical, sensory, or cognitive barriers are better equipped to engage with the curriculum, leading to improved learning outcomes and personal growth. • Increased independence: Learners are able to participate more fully and independently in school activities, building skills and confidence that will benefit them in their long-term development. • Reduction in frustration: By removing barriers to learning, specialist equipment helps to alleviate frustrations that often lead to behavioural issues, 	<p>1, 2, 3, 4</p>

	<p>allowing learners to feel more comfortable and secure in the school environment.</p> <ul style="list-style-type: none"> • Personalised learning support: Providing tailored resources ensures that each learner can access the curriculum in a way that suits their individual needs, leading to more meaningful progress and a deeper sense of achievement. 	
<p>SEN curriculum – staff covering costs through the year due to joint planning days - £5,000</p>	<p>Evidence that supports this approach:</p> <ul style="list-style-type: none"> • Joint planning documentation: Records of collaborative staff meetings, showing how SEN specialists and class teachers work together to plan differentiated and engaging lessons that meet the diverse needs of all learners. • Feedback from lesson observations: Reports from senior leadership team (SLT) or external visitors demonstrating high-quality teaching and learning, driven by the detailed, collaborative planning that allows staff to tailor lessons appropriately. • Assessment of curriculum outcomes: Data showing improved learner progress across multiple pathways (pre-formal, semi-formal, formal), directly linked to more cohesive and effective curriculum design. • Staff feedback: Surveys indicating increased teacher confidence in delivering SEN-specific strategies and approaches, enhancing the consistency of support across the school. <p>Impact for learners:</p> <ul style="list-style-type: none"> • Bespoke learning opportunities: Learners benefit from a curriculum that is specifically designed to meet their complex and varied needs, ensuring that each lesson offers meaningful learning experiences that promote progress. • Improved learner outcomes: Better-quality curriculum planning leads to more structured and engaging lessons, which supports learners in achieving their personalised targets, be it in communication, sensory development, or academic achievement. • Enhanced staff collaboration: A unified approach to curriculum design means learners receive consistent and targeted teaching, increasing their chances of success in all areas of development. • Consistent progress tracking: With thorough planning comes better assessment and tracking, ensuring that each learner's growth is continuously monitored and supported in real-time. 	4
<p>Communication/ AAC devices and support, e.g. CENMAC - £30,000</p>	<p>Evidence that supports this approach:</p> <ul style="list-style-type: none"> • Speech and Language Therapist (SALT) assessments: Data from communication assessments, identifying specific needs and recommending AAC 	1, 2, 3

	<p>devices to improve communication for non-verbal or minimally verbal learners.</p> <ul style="list-style-type: none"> • Learner progress data: Clear evidence of how AAC devices, such as iPads with communication apps or speech-generating devices, have improved the ability of learners to express their needs, participate in lessons, and engage socially. • Teacher and parent feedback: Regular reports from both school staff and families showing how the use of AAC devices has transformed learners' ability to communicate, leading to improved emotional wellbeing and reduced frustration. • Case studies on long-term impact: Documented examples of learners who, through consistent AAC support, have progressed from being unable to express themselves to confidently using their devices to communicate in all aspects of school life. <p>Impact for learners:</p> <ul style="list-style-type: none"> • Increased communication: Learners who were previously unable to communicate their needs are empowered to do so, leading to reduced frustration, better emotional regulation, and more meaningful engagement in the classroom. • Enhanced learning participation: With the ability to communicate, learners can engage more actively in lessons, leading to better academic outcomes and greater independence in their learning journey. • Social inclusion: AAC devices promote inclusion, allowing non-verbal learners to participate in social activities with their peers, which is crucial for their emotional and social development. • Long-term benefits: As communication is a key area of development for many learners with SEN, improved communication skills will have a lasting impact on their future opportunities, independence, and overall quality of life. 	
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Total budgeted cost: £70,000

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 2023 to 2024 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. Phonics and reading have now become a strength of the school and is embedded well throughout, at all ages and pathways. Due to the training staff have received and SLT oversight of the implementation, learners are now experiencing a solid foundation of learner to read and recognise letter and sounds. Forest Approach are now able to identify progress made by learners as well as offering targeted support through identification of gaps of knowledge due to data analysis.

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. Within the previous 2 years, Forest Approach have successfully employed a Positive Behaviour Co-Ordinator, who has supported staff to understand the methodology, research, implementation and ensuring that behaviour management strategies are embedded throughout the school. The PBC has 3 days per week supporting classes by modelling interventions, in addition to the remaining 2 days per week for targeted support for learners who require it plus report writing time to advise class teams.

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. In 2023-2024, Lime Academy successfully developed a SEN curriculum, which is now being implemented into all Lime Special Schools. Due to the new consistent approach, in conjunction with the breadth and depth of the new curriculum, learners can access an excellent offer around the quality of education. Due to joint planning days taking place during school time, class leads require covering, at a cost of the school.

Identified 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
Little Wandle Phonics	
Big Cat Collins online platform	
Ark Maths	Ark
CUSP	Unity Partnership