

The Pupil Premium

The Pupil Premium – Strategy Statement and planned spend at Lime Academy Ravensbourne 2020-21

OVERVIEW

The Pupil Premium Funding up is additional funding that the Government have make available to publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities. Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers.

During the 2020-21 academic year Lime Academy Ravensbourne will receive £31,245. These funds are for schools to use to support pupils.

Main barriers to educational achievement faced by eligible pupils

The main barrier to educational achievement for all pupils at Lime Academy Ravensbourne is their severe and complex learning difficulties.

How we intend to use The Pupil Premium funding to address those barriers

We will provide additional targeted support to pupils to support them in their learning and to be healthy, physically, socially and emotionally.

- The Pupil Premium funding will allow us to provide specialist OT support and resources focusing on pupils' sensory needs
- Wider strategy spend will include part funding the schools Family Support Worker

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1. Summary information					
Lime Academy Ravensbourne					
Academic Year	2020/21	Total PP inc. PP+	£ 31,245.00	Date of PP Review	Sept 2020
NOR	81	No. of pupils eligible for PP inc. PP+	33	Date of next internal review	Sept 2021

2. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A	All pupils have an Education, Health and Care (EHC) Plan. All pupils are functioning significantly below levels expected for their age.
B	Most pupils need a high level of adult support to access the curriculum and to meet the personal care needs.
C	Some pupils present with complex behaviours that may challenge which can pose a barrier to learning and can also have a detrimental effect on their progress towards end of Key Stage objectives within their EHCP.
D	Communication difficulties; non-verbal pupils/ those with limited language and pupils with social communication difficulties.
E	Some pupils have significant and/or complex medical issues some of which are life limiting.
F	Physical disabilities .
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
G	Complex medical needs result in low attendance rates for some pupils leading to less curriculum access and opportunities for progression
H	Many pupils come to school on school transport and they come from all across the borough as well as several neighbouring boroughs. This can mean result in limited interaction with families. This has been further impacted upon by to COVID-19.
I	Lack of opportunity for enrichment activities for some pupils at home.

Strategy	Desired outcomes	Impact	Allocated Funds
1: Family Support Worker	<ul style="list-style-type: none"> To ensure that all pupils and their families (including a large percentage with financial difficulties) are fully supported through crises, challenges, issues and concerns through timely, targeted and specialist advice, counselling and 	<ul style="list-style-type: none"> Improved attendance Support for parents in areas such as: benefit applications, including DLA blue badge, travel assistance, resolving housing issues, providing practical support for families with specific needs, 	£21,245

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	<p>guidance and to reduce the effect of these difficulties on pupils' learning</p> <ul style="list-style-type: none"> • To support positive outcomes for families and improving the wellbeing and therefore the capacity of families, pupils' behaviour, wellbeing will be improved and their opportunities for learning and progress maximised. • To monitor attendance and work with families in order to achieve the highest school attendance percentages and therefore maximise each child's access to education, progress and achievement. • To ensure that early support is provided where necessary and that joint working and multi-agency input is maximised and supports the most positive outcomes in all cases. • To ensure safeguarding within the school is robust 	<p>assistance in arranging and attending medical and therapeutic appointments, giving information and supporting access to charitable financial support including food banks, access to short breaks and respite, providing liaison with Social Care</p> <ul style="list-style-type: none"> • Pupils and family's needs being met through collaborative working with external agencies such as health/social care/police through meetings and by completing referrals. • Support for families in place: Multi agency working through statutory meetings such as Child Protection Conferences and core groups as well as CIN meetings /Early Help meetings and in house Wellbeing Assessments and other interventions • Support for families impacted by Covid-19 in place: food / resource / equipment drops and regular welfare checks through phone calls and home visits. 	
<p>2: Sensory Input: Monthly sensory OT visits/ assessments Sensory resources</p>	<ul style="list-style-type: none"> • To ensure pupils sensory needs are met to allow them to self-regulate and to make them ready and available to learn 	<ul style="list-style-type: none"> • Fewer incidents of behaviour that may challenge recorded for identified pupils • Pupils actively engaged in learning 	<p>£10,000</p>

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Pupil Premium 2020/21

The Pupil Premium 2020-2021 priorities are part of our improvement strategy to ensure the best support is in place for maximising progress for the most vulnerable learners in addition to our core provision. As a school, we have responsibility to use this funding to 'narrow the gap' for this specific cohort of learners.

Lime Academy Ravensbourne aims to ensure the gap being narrowed is supporting learners in meeting their individualised EHCP end of Key Stage Outcomes. These outcomes are working towards narrowing gaps in the areas of:

- Personal Development and Behaviour
- Independence Skills
- Communication Skills
- Cognition and Learning
- Movement and Mobility
- Social Interaction

The Pupil Premium Funding will be used in different ways for different cohorts of learners depending on the individual priorities that have been identified.

What are we investing in for narrowing this gap?

- Targeted support for parental engagement where the priorities will lead to a narrowing of gap through focused support.
- Targeted support to meet pupil's sensory needs to allow enable them to self-regulate, be ready to learn and to access the curriculum

How we'll measure the impact of Pupil Premium

We use a range of approaches to collect, collate and analyse data on pupil progress, including measuring the impact of the above interventions on attainment through Annual Reviews and progress towards end of Key Stage targets.

Monitoring progress:

- Throughout the term through the Leadership Mentor monitoring & evaluation process
- Monitoring of individual progression journeys towards end of key stage outcomes via AR process and termly QA reviews