

Pupil premium strategy statement

School overview

Metric	Data
School name	Lime Academy Ravensbourne
Pupils in school	77
Proportion of disadvantaged pupils	35
Pupil premium allocation this academic year	£25,125
Academic year or years covered by statement	2019-2022
Publish date	September 2019
Review date	September 2020, September 2021
Statement authorised by	Vicki Fackler
Pupil premium lead	Teneille Dardis
Governor lead	

Disadvantaged pupil barriers to success

- All pupils have an Education, Health and Care (EHC) Plan.
- All pupils are functioning significantly below levels expected for their age.
- Most pupils need a high level of adult support to access the curriculum and to meet the personal care needs.
- 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.
- All pupils have significant communication difficulties; non-verbal pupils/ those with limited language and pupils with social communication difficulties.
- Some pupils have significant and/or complex medical issues some of which are life limiting.
- Physical disabilities.
- Complex medical needs result in low attendance rates for some pupils leading to less curriculum access and opportunities for progression.
- 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.
- Lack of opportunity for enrichment activities for some pupils at home.

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
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<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 • To provide pupils with opportunities to develop their social interaction and communication skills • To provide pupils with outdoor learning and exploration opportunities 	<p>Many of our pupils find it hard to access the world around them. We aim to provide an outdoor space that will inspire curiosity and challenge for children of all ages and abilities. Appropriate playground equipment can stimulate children's senses, develop social skills and regulate their energy levels. We aim to create an outdoor environment that will improve children's behavioural traits, emotional feelings, sensory processing, communication skills, social interaction and sustained concentration</p>	<p>July 2022</p>
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Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
<p>To explore and express thoughts and feelings</p> <p>To nurture social interaction and communication skills</p> <p>To encourage creative and spontaneous play</p> <p>To develop concentration and co-ordination</p> <p>To increase awareness of themselves and others</p> <p>To boost self esteem and build resilience</p> <p>To stimulate language and listening skills</p> <p>To strengthen peer relationships</p>	<p>Music Therapy is an established psychological clinical intervention, delivered by registered music therapists to help people whose lives have been affected by injury, illness or disability through supporting their psychological, emotional, cognitive, physical, communicative and social needs.</p> <p>Music Therapists draw upon the innate qualities of music to support people of all ages and abilities and at all stages of life.</p> <p>It can help develop and facilitate communication skills, improve self-confidence and independence, enhance</p>	<p>July 2022</p>

	self-awareness and awareness of others, improve concentration and attention skills.	
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Teaching priorities for current academic year

Measure	Activity
Opportunities for pupils to develop their social interaction and communication skills	To provide opportunities for outdoor learning that will allow pupils to develop their physical and social interaction skills and to self-regulate to help them be available for learning
Opportunities for pupils to develop their physical development skills	
Opportunities for pupils engage in learning outside the classroom	
Barriers to learning these priorities address	Poor self-regulation, sensory and physical needs impacting upon access to learning
Projected spending	15,000

Wider strategies for current academic year

Measure	Activity
To develop self-esteem and confidence	Music therapy sessions
To develop social interaction and improved concentration	
Barriers to learning these priorities address	Poor self-confidence, poor joint attention, lack of engagement and interaction
Projected spending	10,125

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development to ensure equipment is used effectively	CPD sessions to upskill staff Modelling and coaching from experienced staff
Targeted support	Ensuring enough time for liaison between therapists and class	Time to be built into directed hours after school

	teams	
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Review: last year's aims and outcomes

Aim	Outcome
To part fund a FSW to support parents and to improve attendance and outcomes	The FSW has proven to be an invaluable resource within the school and this role has developed beyond than first anticipated. Their impact throughout the pandemic was significant. We have now decided to made this a permanent position within the school
To ensure pupils sensory meets are met to allow them to self-regulate and to make them ready and available to learn	Sensory assessments completed and plans put in place to ensure pupils sensory needs are met resulting in reduced behaviours that may challenge and increased engagement in learning