

## Pupil premium strategy statement

### School overview

Metric	Data
School name	Lime Academy Ravensbourne
Pupils in school	79
Proportion of disadvantaged pupils	35
Pupil premium allocation this academic year	£30,160
Academic year or years covered by statement	2022-2023
Publish date	September 2022
Review date	September 2023
Statement authorised by	Andy Smith
Pupil premium lead	Teneille Dardis
Governor lead	Rachael Holland

### 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-speaking 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 neighboring boroughs. This can mean result in limited interaction with families.
- Lack of opportunity for enrichment activities for some pupils at home and in their local community.
- Many of our learners are socially isolated and have limited access to experiences and services that many young people enjoy.

## Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
<ul style="list-style-type: none"> <li>• To ensure pupils sensory needs are understood and met to allow them to self-regulate and to make them ready and available to learn</li> <li>• To provide pupils with opportunities to develop their social interaction and communication skills</li> <li>• To provide pupils resources that support their individual sensory needs and their ability to self-regulate and seek out positive sensory activity and exchanges.</li> </ul>	<p>We aim to provide OT understanding and skills so that staff can offer a universal OT offer in all classrooms.</p> <p>Zones of Regulation will be widely understood through the school and practiced by all staff in appropriate classes.</p> <p>Appropriate resources and equipment can stimulate children's senses, develop social skills, and regulate their energy levels. We aim to create an environment that will improve children's readiness to learn through improved behavior, feelings, sensory processing, communication skills, social interaction and sustained concentration</p>	<p>July 2023</p>

**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 are in school and actively draw upon the innate qualities of music to support people of all ages and abilities and at all stages of life.</p> <p>EfL of music therapists and class staff facilitate communication skills, improve self-confidence and independence, enhance</p>	<p>July 2023</p>
	<p>self-awareness and awareness of others, improve concentration and attention skills.</p>	

## Teaching priorities for current academic year

Measure	Activity
Opportunities for pupils to develop their social awareness, interaction, and communication skills	Train the staff in understanding the role they play in using OT techniques to support our learners, how OT can be planned into curriculum activity, zones of regulation.
Opportunities for staff to help pupils to develop their sensory development skills and incorporate into curriculum offer.	Provide opportunities that will allow pupils to develop their physical and social interaction skills and to self-regulate to help them be available for learning Extend and broaden the resources that we have in school to support OT as part of the curriculum and enable all staff to use equipment effectively within curriculum offer.
Opportunities for pupils engage in learning outside the classroom that supports their sensory regulation and anxiety levels	
Barriers to learning these priorities address	Low resilience to new experiences, Anxiety, impaired 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	Staff training and support in using music, voice and sound as part of curriculum.
To develop social interaction and improved concentration	Development of curriculum planning to include music voice and sound. Music therapy sessions
Barriers to learning these priorities address	Staff skills in using music and voice within the curriculum Poor self-confidence, poor joint attention, low levels of engagement and interaction
Projected spending	15,125

## 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 therapists and staff In class support and development through training on weekly basis.
Targeted support	Ensuring enough time for liaison between therapists and class	Time to be built into directed hours after school
	teams	

## 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