

Pupil premium strategy statement

School overview

Metric	Data
School name	Lime Academy Ravensbourne
Pupils in school	80
Proportion of disadvantaged pupils of eligible	46%
Pupil premium allocation this academic year	£30,300
Academic year or years covered by statement	2023-2024
Publish date	September 2023
Review date	September 2024
Statement authorised by	Andy Smith
Pupil premium lead	Teneille Dardis
Governor lead	Jo Cripps

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"> • To ensure pupils sensory needs are understood and 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 resources that support their individual sensory needs and their ability to self-regulate and seek out positive sensory activity and exchanges. 	<p>We aim to provide OT supported dog therapy.</p> <p>Dog therapy will be widely understood through the school and accessed by all pupils and staff in appropriate classes.</p> <p>Appropriate interventions with the dogs can stimulate children's senses, develop social skills, and regulate their energy levels. We aim to continue development of children's readiness to learn through improved behavior, feelings, sensory processing, communication skills, social interaction and sustained concentration</p>	<p>July 2024</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 therapist’s ad class staff facilitate communication skills, improve self- confidence and independence, enhance</p>	<p>July 2024</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 the 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	
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Review: last year's aims and outcomes

Aim	Outcome
<ul style="list-style-type: none"> •To ensure pupils sensory needs are understood and 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 resources that support their individual sensory needs and their ability to self-regulate and seek out positive sensory activity and exchanges. 	<p>Provision at the school has been organized through the MDT lead. We have regular sessions and assessments for sensory OT intervention with targeted children and class groups.</p> <p>A range of sensory OT resources are regularly used by staff. These are on a loan system, and some are permanently part of class resources this year.</p>
<p>To provide music therapy for all pupils to:</p> <p>explore and express thoughts and feelings. nuture social interaction and communication skills encourage creative and spontaneous play. develop concentration and co- ordination. increase awareness of them- selves and others boost self-esteem and build resilience. stimulate language and listening skills. strengthen peer relationships</p>	<p>All classes have some access to the music therapy team. The teamwork both in class and with individuals providing therapy. We see marked changes in some pupils' ability to regulate and engage. Staff have had training in supporting the aims of the music therapist and in developing their practice in the use of music and sound within their teaching</p>