

The Pupil Premium – Strategy Statement and planned spend at Lime Academy Ravensbourne 2024-25

OVERVIEW

The Pupil Premium Funding is additional funding that the Government have made 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 2024-25 academic year Lime Academy Ravensbourne will receive £35,100. These funds are for schools to use to support pupils

The funds are allocated to all schools on a ‘per pupil basis’ for –

Disadvantaged Pupils as follows:

- Pupils in year groups, reception to year 6 as recorded as Ever 6 FSM: £1,455
- Pupils in years 7 to 11 recorded as Ever 6 FSM: £1,035
- Looked After Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority: £2,530
- Children who have ceased to be Looked After by the Local Authority in England and Wales because of adoption, a special guardianship order, a child arrangement or a residency order: £2,530

Service Children as follows:

- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defense: £335

Main barriers to educational achievement faced by eligible pupils

The main barrier to educational achievement for all the children here 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 enables us to continue to provide direct, specialist Hydrotherapy support. This support will be monitored by the leadership team who will evaluate the impact and make adaptations to provide the best support possible.
- The Pupil Premium funding will also allow us to provide and maintain specialist equipment and staff training to facilitate curriculum access and enhance Quality First Teaching.
- Wider strategy spend will include the provision of Therapy dogs within school and Music therapy

Pupil premium strategy statement 2024.25

1. Summary information					
Lime Academy Ravensbourne					
Academic Year	2024/25	Total PP inc. PP+	£35,850	Date of PP Review	Sept 2024
NOR	85	No. of pupils eligible for PP inc. PP+	40%	Date of next internal review	Sept 2025
Authorised by	Andy Smith	Pupil Premium lead	Teneille Dardis	PP governor	Jo Cripps
2. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers (issues to be addressed in school, such as poor oral language skills)					
A.	All pupils have an Education, Health and Care (EHC) Plan.				
B.	All pupils are functioning significantly below levels expected for their chronological age.				
C.	Most pupils need a high level of adult support with all their care needs, mobility and to access the curriculum and to meet their personal care needs.				
D.	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.				
E.	All pupils use adapted and augmented communication systems and devices as they have significant communication difficulties; non-speaking pupils/ those with limited language and pupils with social communication difficulties.				
F.	Some pupils have significant and/or complex medical issues some of which are degenerative or life limiting.				
G.	Many of our pupils have physical disabilities.				
External barriers (issues which also require action outside school, such as low attendance rates)					
H.	Complex medical needs result in lower attendance rates for some pupils leading to less curriculum access and opportunities for progression.				
I.	Many pupils come arrive on LA provided transport from across Havering and neighboring boroughs. This can have an impact on the interaction we				

	are able to have with families.
J.	Due to their complex needs and learning difficulties many of our pupils are not able to access any out-of-school provision after school at weekends or in holidays. This can mean they and their families live quite isolated lives, lacking the opportunity for enrichment activities at home and in their local community.

Outcomes			
	Desired outcome	How they will be measured	Allocated Funds
1.	Host OT and dogs therapy sessions throughout the school once per week during the school year to offer class based and individual activity for targeted learners.	Pupils will be able to engage in all learning opportunities through having dogs with trained staff present; pupils will make at least the expected progress. Therapists will liaise and report to class teachers and SLT regarding progress. This will be discussed and assessed on a half termly basis within class progress reviews.	15000
2.	Development of the use of sound baths within our immersive classroom work in PMLD classes. This will be through a combination of equipment and training for a group of staff	Pupils will be able to engage in all learning opportunities through having sound baths incorporated into their environments and learning experiences in class with trained staff present; pupils will make at least the expected progress. Teachers will liaise and report to SLT, parents and wider MDT regarding progress. This will be discussed and assessed on a half termly basis within class progress reviews.	£5000
3.	To host training and performances within school. Bamboozle theatre company. One performance and training will target PMLD pathway classes and one training and performance will target ASD classes. Singing Hand s will provide in-class and in hall session in February 2025.	Wider cultural capital and exposure to creative and social experiences are not usually available to our learners. Parents feedback regarding performances. Teacher feedback about training and impact on their practice following the encounters with the theatre team.	£3000
4.	To have three days per week of music therapy available delivered by a qualified music therapist that will be accessed by learners in all classrooms.	Pupils will be able to engage in all learning opportunities through having trained staff present; pupils will make at least the expected progress. Therapists will liaise and report to class teachers and SLT regarding progress. This will be discussed and assessed on a half termly basis within class progress reviews.	110000
5.	To have weekly dog therapy sessions led by qualified occupational therapists that will be accessed by learners in all classrooms.	Pupils will be able to engage in all learning opportunities through having trained staff present; pupils will make at least the expected progress. Therapists will liaise and report to class teachers and SLT regarding progress. This will be discussed and assessed on a half termly basis within class progress reviews.	£10000

6.		£35,850
	<p>End result:</p> <ul style="list-style-type: none"> • Pupils will have the opportunity to access a curriculum which engages them and one in which they can make progress that is appropriate to them. Pupil progress is evidenced through school monitoring procedures. • The curriculum is reviewed and offers a wide choice of subjects to engage pupils at all stages of school life 	

The Pupil Premium

Pupil Premium 2023/24

The Pupil Premium 2023-2024 priorities were part of our improvement strategy to ensure the best support was in place for maximizing progress for the most vulnerable learners in addition to our core provision. As a school, we had a responsibility to use this funding to 'narrow the gap' for this specific cohort of learners.

Lime Academy Ravensbourne aimed to ensure the gap being narrowed in supporting learners in meeting their individualized EHCP end of Key Stage Outcomes. These outcomes were identified in each pupil 'Pathway' within their Digital Passport and were 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 was used in different ways for different cohorts of learners depending on the individual priorities that have been identified.

What are we investing in to narrow this gap?

- Targeted training for staff to ensure they have the required skill set to meet the needs of complex learners.
- Additional resources and specialist music and dog therapy sessions to support the development of physical and sensory, communication, cognition, independence and life skills

How we measured the impact of National Tutoring Programme funding £8550

We used a range of approaches to collect, collate and analyse data on pupil progress, including measuring the impact of the above interventions on attainment through Pupil Deep Dives, class reviews, Annual Reviews and progress towards end of Key Stage targets. Monitoring progress:

- Providing additional music therapy sessions to targeted pupils across the school.

Aim	Outcome
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To provide OT supported dog therapy for all pupils to::

To give the pupils opportunities to engage with an animal in their own environment. 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 and express thoughts and feelings.

nurture social interaction and communication skills encourage creative and spontaneous play.

develop concentration and co-ordination. The enable pupils to gradually increase awareness of themselves and others.

To boost self-esteem and build resilience.

Stimulating communication, language, and listening skills.

strengthen integration with others.

All classes have regular access to the music therapy team. The teamwork both in class and with individuals providing therapy. We have data to show marked changes in some pupils' ability to regulate and engage. Staff have had training in supporting the music therapist's aims and in developing their practice in music and sound in their classrooms. Music therapists have supported universal, targeted and specialist levels of intervention. EFL shows the impact on individuals at school. Events that have included parents have had a musical element in 23/24: **review.**

