

Lime Trust Pupil premium strategy statement 2021-22

School overview

| Metric | Data |
|---|-----------------------------------|
| School name | Lime Academy Orton |
| Pupils in school | 149 |
| Proportion of disadvantaged pupils | 51.6% |
| Pupil premium allocation this academic year | £69,995 (Projected spent £81,600) |
| Academic year or years covered by statement | 2021-22 |
| Publish date | 01.09.21 |
| Review date | 31.08.22 |
| Statement authorised by | C Whysall |
| Pupil premium lead | R Le Caplain |
| Governor lead | TBC |

Disadvantaged pupil barriers to success

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| All pupils have an Education, Health and Care (EHC) Plan. An increasing number of pupils have complex or co-morbid needs |
| Low self-esteem and self-confidence is an issue for many pupils. |
| Some pupils present with complex behaviours that may challenge (some eligible for PP) which poses a barrier to learning and can have detrimental effect on their progress towards end of Key Stage objectives within their EHCP. |
| 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. |
| Specialist knowledge of teachers in relation to specific needs and appropriate strategies |
| Lack of opportunity for enrichment activities for some pupils at home |

Strategy aims for disadvantaged pupils - academic achievement

| Aim | Evidence of impact | Target date |
|---|---|---------------------|
| For pupils to undertake activities to raise their self-esteem and self-confidence. | All PP pupils access enrichment activities/ educational visits and show observable gains in their confidence and self-esteem. Evidenced withing EfL Learning journeys | July 2022 |
| For pupils with communication difficulties to be able to use alternative means of communication | Staff in classes with pupils with communication difficulties will be proficient in their use of signing and communication aids- Evidence at QA points | Dec, April and July |
| All pupils working towards managing their self-regulation in a variety of environments as appropriate | Reduction in number of SIFs recorded term on term, across the year. | July 2022 |

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

| Measure | Activity |
|--|---|
| Training of TA3s as Intervenorors in all classes to support those with VI and or MSI to reach their individual capacity of independence. | 5 day intervenor course. PMR target focus for TA3s in relation to daily practice QA cycle evidence impact |
| Use of targeted interventions such as music therapy, Hydrotherapy, family work, equine therapy, play therapy to enhance pupils emotional, social and personal well-being | Termly review of impact at point of QA |
| Increase Attendance | <ul style="list-style-type: none"> • Renewed (post covid) attendance procedures • Clear process and protocol –including roles and responsibilities • Direct work with families to improve attendance • Use of EWO SLT to support as and when required |
| Projected spending | Intervenor Training: £15 300 Music Therapy: £7500 Play Therapy: £6800 Equine Therapy: £5,700 Hydrotherapy: £25000 |

Teaching priorities for current academic year

| Aim | Evidence of impact | Target date |
|--|---|-------------|
| Spending on improving teaching including high quality professional development for all teachers. This will ensure that effective | Continued Professional Development records. Individual PMR records (BlueSky) Quality Assurance evidence demonstrates clear impact of CPD on Teacher development and improvement in classroom provision and pupil progress | April 2022 |

| | | |
|--|---|------------|
| teachers are leading every class and every teacher is supported to keep improving. | | |
| Spending on improving teaching including high quality professional development for all support staff. This will ensure that effective teachers are supported effectively in every class. | Continued Professional Development records. Individual PMR records (BlueSky) Quality Assurance evidence demonstrates clear impact of CPD on Teacher development and improvement in classroom provision and pupil progress | April 2022 |
| Curriculum delivery is based on each pupil individual EHCP outcomes to support and drive their success | Quality Assurance evidence demonstrates clear impact of CPD on Teacher development and improvement in classroom provision and pupil progress | July 2022 |

Targeted academic support for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Class teachers to be directly responsible for the progress and attainment of their Pupil Premium pupils. Clear evidence of progress towards individual EHCP outcomes is demonstrated via use of Evidence for Learning, including any bespoke interventions delivered. |
| Priority 2 | Identify and embed Preparation for Adulthood pathways which are individual to each pupil and support them in their journey to fulfil their aspirations. |
| Barriers to learning these priorities address | Complex medical/health needs impacting on attendance and 'readiness to learn' Parental involvement and support Cost to support personalised need |
| Projected spending | Intervention resourcing £5000 Link courses £3000 Community Access- The Hub (PfA focus) £ 9000 |

Wider strategies for current academic year

| Measure | Activity |
|--|--|
| All pupils to have an individualised offer than meets their needs and supports them in progressing towards their highly individualised goals | Pupil Pathways derived from EHCP are embedded into both individual Digital Passports and daily curriculum deliver. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Physical disabilities and other SENDs inhibiting access to learning • Parental engagement with activities and strategies to help support their children • A lack of self-confidence to achieve • Economic hardship effecting the learning opportunities that pupils can access • Reduced attendance, due to medical/health conditions restricting access to learning |
| Projected spending | Curriculum resourcing £7000 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | Ensuring enough directed time is allocated to enable a rigorous, evidence informed and responsive CPD programme that supports colleagues to flourish within the profession, and to help shape excellent, individualised outcomes for all students- striking a balance between statutory and required training. | Well structure and balanced CPD programme for staff at all levels, including the use of disaggregated INSET to allow for ‘little and often’ approach |
| Targeted support | To quickly and accurately identify the support and interventions required for all Pupil Premium | Ongoing monitoring and dialog with class teachers and SLT |
| Wider strategies | <p>Engaging families</p> <p>Sustaining transition links with providers in the face on the ongoing pandemic</p> | Family Support Team. |