Pupil premium strategy statement – Lime Hills Academy 2025-2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	82%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	December 2026
Date on which it will be reviewed	July 2026
Statement authorised by	Principal and Academy Council
Pupil premium lead	Lis Jolley
Governor / Trustee lead	Brigid Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,680
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£51,680

Part A: Pupil premium strategy plan

Statement of intent

Lime Hills Academy is a specialist school that provides education for pupils who have an EHCP based on an SEMH diagnosis of need. We currently have 60 pupils on roll, 82% of which are eligible for pupil premium.

The approach taken at Lime Hills when working with young people is personalised – identifying individual barriers to growth and then putting in place appropriate support to enable a young person to overcome them.

Regarding pupil premium expenditure, we reflect upon previous year's qualitative and quantitative data to identify the top barriers to engagement for our most disadvantaged students and then put in place a solution focused implementation plan to mitigate against these.

Our aim is to use pupil premium funding to improve the educational experience and progress for students experiencing economic disadvantage through deeper understanding of their needs.

Our focus is on those presently experiencing disadvantage even over other groups or areas. We will improve standards through professional development and effective leadership to improve outcomes and the quality of provision for those presently experiencing disadvantage to achieve greater equity through education.

What are the key principles of your strategy plan?

The key principle of the plan is to deliver a pupil premium strategy that has demonstrable impact for students who have an EHCP and experience disadvantage.

Ultimately the outcomes, destinations and attendance of pupil premium students is the key measure for the Academy as an indicator of the effectiveness of provision for those who most need it. We also know that pupil premium students thrive when the bespoke curricula is effective, removing barriers and meeting the needs of the individual student.

Ultimate objectives of our Pupil Premium Strategy

Pupil premium students will:

➢ Attend school more regularly

➢ Make academic progress and progress in their SEMH needs

➢ Meet EHCP targets

➢ Self-report a greater sense of belonging and self esteem

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1- Attendance	Pupils who are eligible for pupil premium fall below the national average for attendance. In 2024-2025, our attendance for these pupils was 74.7% compared to a whole school attendance of 84.5% Off the 44 pupil premium children on role at the start of 2025-2026, only 50% (22 pupils) had attendance of 85% for Term 1. As all the pupils who attend the school have a primary need of SEMH, lower attendance leads to poor social skills, a reduced sense of belonging and loss of opportunity.
2- Outcomes	Internal assessments show that disadvantaged pupils generally make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress and progress towards EHCP targets tends to be lower compared to non-disadvantaged pupils. This trend is most recognisable in core subject outcomes.
3- Speech and Language	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties, greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties than non-disadvantaged pupils in our school.
4- Belonging and mattering	All our students have an EHCP for a SEMH need. Coupled with this, students who are disadvantaged are more likely to report lower self-esteem and a lack of belonging to school. This can also extend to families especially of disadvantaged SEMH learners where the circle of support can narrow over time.
5- Benevolent Childhood Experiences	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. A limited number of pupils attend an activity or belong to a club outside of school.
6- Reading ages	Reading ages of our disadvantaged pupils and engagement in reading typically falls below that of their chronological age. 10/44 of pupil premium young people are at or above their chronological age, and 34/44 are below

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All pupil premium pupils have increased attendance	All Pupil Premium pupils are actively engaging with the academy: engaging in lessons and working with staff daily. Where there are challenges, pupils and families are supported through early intervention such as staff calls, pastoral support, home visits, family liaison, outside agency involvement such as the EHCP case holders or Early Help. All pupils will be making attendance progress measured against the 85% Trust standard.
All pupil premium pupils make progress in academic outcomes, SEMH needs and EHCP outcomes	Pupils make progress in their learning, evidenced by assessments and qualifications. Year 11 pupils are able to access meaningful post-16 education. Pupils make progress in their STAR data Pupils make progress against their EHCP outcomes
All pupil premium pupils make progress with their Speech and Language needs	Interventions show evidence of progress Student voice shows increased confidence Students are able to articulate their ideas orally Children's development of ideas (and then writing) will significantly improve
All pupil premium pupils have an improved sense of belonging and mattering	Student voice reports a greater sense of belonging and talk positively about school Parent voice shows a supportive and collaborative relationship with school, feel supported and not judged

	Students have good relationships with at least three key adults.
All pupil premiums have wider opportunities for benevolent Childhood Experiences	Cultural trips, outdoor learning, forest school, offsite SEMH learning, and in-school arts and cooking activities are feature of the bespoke curriculum. As well as being valuable for wider development outcomes, participation can have a positive impact on EHCP targets as well as longer periods of regulation. Pupils have access to opportunities to enhance their knowledge, skills, and experiences so they are able to navigate society, be socially aware and engage with their community, gain exposure to different cultures and creative activities, make a positive contribution to society whilst also improving their life chances.
All pupil premium pupils make progress with their reading ages providing access to the wider curriculum	A culture of reading is visible with opportunities taken and planned for regularly. Pupil Premium pupils will make accelerated progress in targeted intervention work. Pupils will be identified using their current literacy levels and will receive additional 1:1 and small group intervention through their teacher, TA, other key adult or specialist teacher to close the gap.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,859

- Ed Psych - currently secured 20 days @ £625 per day (£12,500)
- Speech and Language Consultancy £4217
- Trauma Informed CPD and School Support £6142
-

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key staff trained in delivering That Reading Thing intervention ~~(10 staff) £1000~~ Phonics training for KS2 in Unlocking Letters and Sounds Training in Rapid Plus Reading Intervention for KS3 and KS4	Very high impact for very low cost based on extensive evidence https://educationendowmentfo undation.org.uk/educationevidence/teaching-learningtoolkit/oral-languageinterventions Phonics https://educationendowmentfo undation.org.uk/guidance-forteachers/literacy Phonics - High impact for very low cost based on very extensive evidence	6- Reading
6 days per year of support from Speech and Language	The Communication Trust worked with the Better Communication Research Programme to develop the What Works database of evidenced interventions to support children's speech, language and communication, which is endorsed by the Royal College of Speech and Language Therapists: What works database	3- Speech and Language

20 days per year Educational Psychologist-		2, 4, 5
Teachers, HTLAs and TAs invest in planning time to create opportunities that are bespoke to the learning needs of each student so that the student builds knowledge and skills and feels success	Quality teaching helps every child Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation	2,3,4,5, 6
Live feedback and modelling are features of the classroom	Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Step into teaching recruitment	Graduate support in English and maths	
CPD focused on meeting the needs of students and EHCP targets CPD focused on developing bespoke curricula that develops a sense of self and a sense of place All staff have training in nurture principles	Quality teaching helps every child Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *25,614*

Step into teaching contribution £9100

- Boxall Profile £500
- ELSA £5000
- Salford £300
- Drama Therapy £10,214.
- TALC Assessments £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Intervention: That Reading Thing	Moderate impact for low cost based on moderate evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don't own a book. Children who own books are fifteen times more likely to read above ARE. Systematic synthetic phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 3
Reading Assessment Data (Salford Reading)	Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	6

1:1 SALT and whole group strategies	Moderate impact for moderate cost based on moderate evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3
1-1 English	High impact for moderate cost based on moderate evidence Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2
1-1 Maths	High impact for moderate cost based on moderate evidence Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5
Trauma Informed Behaviour Management – natural consequences	Moderate impact for low cost based on limited evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
1:1 support for SEMH needs through ELSA	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-onetuition	

	https://www.elsanetwork.org/elsa-network/evaluation-reports/ https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/325/Somerset-Project-Report20187.PDF	
1:1 therapy for previous trauma	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *25,000*

- HUB Lead HLTA £10,000
- Offsite Provision Costs £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HUB Lead Hub staff are deployed in WSM before the start of the day to collect non attenders and those needing support on attend regularly.	Pupil Premium students are picked up by the HUB team at the first sign of reduced attendance, the Pastoral Lead works with families to support students back into school and to remove barriers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Moderate impact for very low cost based on moderate evidence	1
Benevolent Childhood Experiences (Offsite and Outdoor Learning)	Moderate impact for very low cost based on moderate evidence	4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	

Total budgeted cost: £73,473 (82% of this cost 60,247)

- **£22,859**
- **£25,614**
- **£25,000**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes *Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider