

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2022 to 2024 academic year to help improve the progress and learning of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview 2023 -2024

Detail	Data
School name	Lime Hills Academy
Number of pupils in school	29
Proportion (%) of pupil premium eligible pupils	69%
Academic year/years that our current pupil premium strategy plan cover	2022- 24
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Principal and Academy Council
Pupil premium lead	Lis Jolley
Governor / Trustee lead	Brigid Allen

Funding overview 2022 -2023

Detail	Amount
Pupil premium funding allocation this academic year	£18,140
Recovery premium funding allocation this academic year	
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	£18,140

Part A: Pupil premium strategy plan

Statement of intent

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 and privileging these at every opportunity.

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.

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 progress 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.

The success criteria - pupil premium students will:

- Attend school more regularly
- Make learning and SEMH progress
- Meet and sustain EHCP targets
- Self-report a greater sense of belonging and self esteem
- Gain recognition with more regularity
- Avoid suspension from school

Challenges

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

Challenge number	Detail of challenge
1	Self-Deselection

	National data suggests that pupil premium students are more likely to opt out through non-attendance at school, and self-deselection in the classroom and with wider opportunities and trips (benevolent childhood experiences).
2	Gaps in learning, feeling success Our disadvantaged cohort have gaps in their learning linked to their EHCP needs, the pandemic and a reduced amount of time in previous settings including being out of school.
3	Self-Esteem and belonging 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 and friendship group and in the wider community. This can also extend to families especially of disadvantaged SEMH learners where the circle of support can narrow over time.
4	Literacy and Oracy Disadvantaged students are more likely to have a language deficit. We know that in addition to this students with SEMH needs are more likely to need speech and language intervention.

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 for pupil premium students
<p>Students attend school because they feel a sense of success</p> <p>Students are supported to engage with intervention</p> <p>Teachers use strategies to mitigate self-deselection looking for the learning where it happens and creating bespoke opportunities and curricula.</p> <p>Our trauma informed approach to behaviour builds a culture where students are supported by calm</p>	<p>Attendance is above 90% on site</p> <p>Identified pupil premium students engage in transition plans</p> <p>Missed learning decreases as a result of higher attendance</p>

<p>consistent adults</p> <p>We will intentionally create more quality opportunities for students experiencing disadvantage to experience joy-filled learning through bespoke curricula and outdoor learning, and children's own perspectives on the extent of their 'belongingness' and self-esteem will inform significant change.</p>	<p>Students will report a stronger sense of belonging as a result of intentional work to increase benevolent childhood experiences</p> <p>Students will gain recognition with more regularity</p>
<p>Consistent and organised teaching and learning that is bespoke and well planned and sequenced so that the student builds knowledge and skills and feels success</p> <p>Live feedback and modelling are features of the classroom</p>	<p>Teachers, HTLAs and TAs invest in planning time to create opportunities that are bespoke to the learning needs of each student. Progress and the learning journey is evidenced, quality assured and regularly discussed. Staff can articulate the individual learning needs for each student.</p>
<p>Disadvantaged students in KS4 achieve qualifications to progress onto relevant and often specialist destinations, supported by secure qualifications in English and maths.</p>	<p>0% NEET Students</p> <p>Destination data and trends show that students are making positive destination choices</p>
<p>We will focus on the development of oracy as a priority.</p> <p>Oracy will be developed through more precise teaching and modelling, coupled with more and better opportunities to explore through spoken language</p> <p>Our classroom practice will be to prepare students for writing through talk.</p> <p>The use of keywords and Tier 2 words to reduce the impact of any language deficit. This is taught</p>	<p>Students are able to articulate their ideas orally</p> <p>Children's development of ideas (and then writing) will significantly improve</p> <p>A culture of reading is visible with opportunities taken and planned for regularly.</p>

explicitly and modelled by the teacher both verbally and in written form	
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Supervision £4, 285

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Trauma informed training for all staff.</p> <p>CPD focussed on meeting the needs of students and EHCP targets</p> <p>CPD focussed on developing bespoke curricula that develops a sense of self and a sense of place</p>	<p>Quality teaching helps every child</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1 2 3 4</p>

<p>Literacy and Oracy CPD for all student facing staff.</p> <p>This included whole staff training in delivering Lexia and training for 6 members of staff delivering a reading recovery package <i>That Reading Thing</i></p>	<p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Very high impact for very low cost based on extensive evidence</p>	<p>2 4</p>
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	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	
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<p>Professional Development Actions</p> <p>All staff work on professional development that has an impact on SEND and pupil premium students. This also includes specialist training in particular areas of SEND.</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1 2 3 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Voice 21 – central cost

Online subscriptions £2,135

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>1-1 and Small group Lexia Literacy intervention</p> <p>1-1 Reading Intervention That Reading Thing</p>	<p>Moderate impact for low cost based on moderate evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>4</p>
<p>NGRT Reading Assessment</p>	<p>Very high impact for very low cost based on extensive evidence</p>	<p>4</p>
<p>Data</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>1-1 English</p>	<p>High impact for moderate cost based on moderate evidence</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2 & 4</p>
<p>1-1 Maths</p>	<p>High impact for moderate cost based on moderate evidence</p> <p>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</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>2</p>

Oracy	<p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	4
Doodle maths	<p>High impact for very low cost based on very limited evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2
Live feedback	<p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2 & 3

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

Budgeted cost:

Pastoral/ Attendance Lead Contribution £10,000

Benevolent Childhood Experiences Cost and Transport £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead	<p>Pupil Premium students are picked up by the Pastoral Lead at the first sign of reduced attendance, the Pastoral Lead works with families to support students back into school and to remove barriers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1 & 3
Benevolent Childhood Experiences (Offsite and Outdoor Learning)	<p>Moderate impact for very low cost based on moderate evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1 2 3 4
Parental engagement	<p>Moderate impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1 2 3 4
Mental Health and Wellbeing School Counsellor Jigsaw programme Mental Health Lead		1 & 3
Access to technology		1 2 3 4

Trauma Informed Behaviour Management	Moderate impact for low cost based on limited evidence	1 & 3
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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
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Total budgeted cost:

£28,420