

Pupil Premium Strategy Review 2024 2025

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2024 to 2026 academic year to help improve the progress and learning of our disadvantaged pupils.

Funding criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years	£ 1,480	£ 1,050	School
Pupils previously looked after by a local authority or other state care	£ 2,570	£ 2,570	School
Children who are looked after by the local authority	£ 2,570	£ 2,570	Local authority

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

School overview

Detail	Data
School name	Lime Hills Academy
Number of pupils in school	54
Proportion (%) of pupil premium eligible pupils	67%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2026
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Principal and Academy Council
Pupil premium lead	Lis Jolley
Governor / Trustee lead	Brigid Allen

Funding overview

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Detail	Amount
Pupil premium funding allocation this academic year	£21,581
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	£21,581

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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 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
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<p>1 Attendance</p>	<p>Our attendance data shows that disadvantaged students are not attending in line with their peers. This is particularly apparent for students with very low attendance and disengagement from school. Here the gap widens.</p>
<p>2 Progress</p>	<p>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.</p>
<p>3 Speech and Language</p>	<p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties than non-disadvantaged pupils in our school.</p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.</p> <p>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.</p>
<p>4 Belonging and Esteem</p>	<p>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.</p>
<p>5 Benevolent Childhood Experiences</p>	<p>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.</p> <p>Student voice shows that students appreciate the offsite learning opportunities that are part of the curriculum and are often more regulated offsite due to previous experiences of school and difficult social interactions.</p>

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6. Transition	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged pupils have been affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are backed up by several national studies. We are also aware that disadvantaged students at the point of transition are more likely to have spent time out of school or on adjusted timetables whilst waiting for an EHCP or special school place.
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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
	High Quality Teaching	
1. Attendance	<p>Students attend school because they feel a sense of success</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 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>Attendance is above 90% on site</p> <p>Students with very low attendance (PA) will show termly gains in attendance.</p> <p>Identified pupil premium students engage in transition plans</p> <p>Missed learning decreases as a result of higher attendance</p> <p>Students will report a stronger sense of belonging as a result of intentional work to</p>

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		<p>increase benevolent childhood experiences</p>
2. Progress and attainment	<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>UPS teachers who join in September 2024 have impact on the curriculum</p> <p>Disadvantaged students in KS4 achieve qualifications and support to progress onto relevant and often specialist destinations, supported by secure qualifications in English and maths. This is supported by Weston College and the Local Authority SEND team.</p> <p>Disadvantaged pupils feel better prepared for career progression through mentoring, work experience and good quality careers/ employability programme.</p> <p>Introduction of Unit Awards (AQA) in KS4 to build a</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 and how they are making progress.</p> <p>Strong leadership at this level makes an impact on progress and attainment.</p> <p>0% NEET Students</p> <p>Destination data and trends show that students are making positive destination choices and have qualifications at an appropriate level and a portfolio of tangible and transferable successes.</p> <p>An increase in the percentage of disadvantaged pupils</p>

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	<p>portfolio of success.</p>	<p>entered for GCSE subjects, particularly maths.</p> <p>All disadvantaged pupils can access high quality work experience and careers mentoring.</p>
3. Speech and Language	<p>The Academy uses Speech and Language interventions well in the classroom for all students and in particular Disadvantaged students</p> <p>We will focus on 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 explicitly and modelled by the teacher both verbally and in written form. Reading interventions are targeted and show gains in fluency and confidence.</p> <p>Purchase of an additional half day per week of Speech and Language Therapist (SALT)</p>	<p>Interventions show evidence of progress</p> <p>Student voice shows increased confidence</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>
4. Belonging and Esteem	<p>Students feel part of Lime Hills and talk positively about the school.</p> <p>Students have good relationships with at least three key adults.</p>	<p>Student voice reports a greater sense of belonging.</p> <p>Parent voice shows a supportive and</p>

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	Parents trust the school and feel supported and not judged.	collaborative relationship with school.
5 Benevolent Childhood Experiences	Cultural trips, outdoor forest, offsite SEMH learning, and in-school arts 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.
6. Transition	Students and families engage with transition and there are more opportunities for disadvantaged students to develop a relationship with key adults before starting at the Academy.	Improved attendance Shorter transition at the when the students come on role.

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:

Ed Psych £4,950

1-1 Step into teaching contribution £9,100

AQA Unit Awards £500

Activity	Evidence that supports this approach	Challenge number (s) addressed
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<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>All staff have training in nurture principles</p> <p>CPD delivered by Ed Psych</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>2</p>
<p>Literacy and Oracy CPD for all student facing staff.</p> <p>Key staff trained in delivering <i>That Reading Thing</i> intervention</p> <p>Investment and training in Talk for Writing TBC</p> <p>Phonics training for KS2</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	<p>2 & 3</p>

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	Phonics - High impact for very low cost based on very extensive evidence	
Developing leadership at all levels – Senior and UPS teachers.		2
Purchase of an additional half day per week of Speech and Language Therapist (SALT) time.	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
Live feedback	Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	2
Metacognition and Self Regulation	Very high impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	2

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

Budgeted cost:

SALT £4,000

SALFORD £300

Online subscriptions £540

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Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1-1 Reading Intervention That Reading Thing</p> <p>1-1 SALT and whole group strategies</p> <p>Small group Inference training</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>Reading comprehension strategies</p> <p>Very high impact for very low cost based on extensive evidence</p>	2 & 3
<p>Reading Assessment Data (Salford Reading)</p>	<p>Very high impact for very low cost based on extensive evidence</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3
<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>	2
<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.</p> <p>Low attaining pupils are particularly likely to benefit</p>	2

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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
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>	3
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

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

Budgeted cost:

Pastoral/ Attendance Lead Contribution £10,000

Nurture UK £2,000

Education Welfare Officer £5,000

Offsite Provision Costs £15,000

Drama Therapist: £8,640

Uniform £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead</p> <p>Teaching Assistants are deployed in WSM before the start of the day to collect non attenders and those needing support to attend regularly.</p>	<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

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	Moderate impact for very low cost based on moderate evidence	
Benevolent Childhood Experiences (Offsite and Outdoor Learning)	Moderate impact for very low cost based on moderate evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	4
Parental engagement	Moderate impact for very low cost based on extensive evidence https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1
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

Total budgeted cost: TBC
£52, 03

Part B: Review

Attendance	Attendance 2024 2025					
	2024 2025	Year End	2023 2024	Year End	2022 2023	
	PP	74.7%	PP	71.5%	PP	78.5%
	Non-PP	84.5%	Non-PP	77.7%	Non-PP	83.4%
Progress and Attainment	AQA Unit Awards - 4/6 Year 11 FSM – 3/4 boosted their portfolio with unit awards					

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	<p>All Year 11 FSM secure destinations and have started college (No NEET)</p> <p>All gained qualifications</p> <p>All met EHCP targets</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>AQA Unit Awards</th> <th>ELC English</th> <th>ELC Maths</th> <th>FSK Maths</th> <th>GCSE Maths</th> <th>GCSE English</th> <th>Destination</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Yes</td> <td>14</td> <td>EL3</td> <td>EL3</td> <td></td> <td></td> <td></td> <td>Weston College</td> </tr> <tr> <td>2</td> <td>No</td> <td>16</td> <td>EL3</td> <td>EL3</td> <td></td> <td></td> <td></td> <td>Weston College</td> </tr> <tr> <td>3</td> <td>Yes</td> <td>8</td> <td>EL3</td> <td>EL3</td> <td></td> <td>Grade 1</td> <td>Grade 2</td> <td>Weston College</td> </tr> <tr> <td>4</td> <td>Yes</td> <td>28</td> <td>EL3</td> <td>EL3</td> <td>FSK 1</td> <td>Grade 2</td> <td>Grade 1</td> <td>Weston College</td> </tr> <tr> <td>5</td> <td>No</td> <td>16</td> <td>EL3</td> <td>EL3</td> <td></td> <td>Grade 2</td> <td></td> <td>Weston College</td> </tr> <tr> <td>6</td> <td>Yes</td> <td></td> <td>EL1</td> <td>EL2</td> <td></td> <td></td> <td></td> <td>Weston College</td> </tr> </tbody> </table> <p>Ed Psych</p> <p>Predominantly worked with Blackdown (4/6 FSM) and Weston (FSM and PLAC).</p> <p>2024 2025 Annual Reviews</p> <p>Annual reviews show children are making good progress towards targets. Three children experiencing care make some progress towards targets, but not all</p> <p>Boxall – fully implemented, all staff trained.</p>									PP	AQA Unit Awards	ELC English	ELC Maths	FSK Maths	GCSE Maths	GCSE English	Destination	1	Yes	14	EL3	EL3				Weston College	2	No	16	EL3	EL3				Weston College	3	Yes	8	EL3	EL3		Grade 1	Grade 2	Weston College	4	Yes	28	EL3	EL3	FSK 1	Grade 2	Grade 1	Weston College	5	No	16	EL3	EL3		Grade 2		Weston College	6	Yes		EL1	EL2				Weston College
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2	No	16	EL3	EL3				Weston College																																																															
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Speech and Language	<p>Literacy and Oracy Professional Development for all staff delivered</p> <p>Speech and Language Professional Development for all staff delivered</p>																																																																						

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	<p>Phonics training in the Nailsea site delivered</p> <p>Key staff trained on That Reading Thing intervention</p> <p>Reading ages tracked and intervention plan implemented – disadvantaged first</p> <p>Culture of reading has been observed in internal, trust and external (Ofsted)</p> <p>Daily reading is robust and planned for all students</p>																																																				
<p>Belonging and Esteem</p>	<p>Student voice is very strong – internal and external (Ofsted)</p> <p>Parent voice is also strong – internal and external (Ofsted)</p> <p>Personal development – Ofsted Outstanding June 2025</p> <p>STAR Data shows positive SEMH impact for all students:</p> <table border="1" data-bbox="392 1039 1401 1552"> <thead> <tr> <th></th> <th>Year</th> <th>Regulation Score</th> <th>Social Development Score</th> <th>Emotional Development Score</th> <th>Attendance Score</th> <th>Academic Engagement</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td rowspan="3">PP</td> <td>Term 1</td> <td>2.7</td> <td>2.9</td> <td>2.9</td> <td>4.7</td> <td>1.9</td> <td>6.7</td> </tr> <tr> <td>Term 5</td> <td>4.0</td> <td>4.0</td> <td>3.7</td> <td>4.9</td> <td>3.1</td> <td>7.7</td> </tr> <tr> <td>Progress</td> <td>1.3</td> <td>1.1</td> <td>0.9</td> <td>0.2</td> <td>1.3</td> <td>1.0</td> </tr> <tr> <td rowspan="3">All</td> <td>Term 1</td> <td>2.6</td> <td>2.8</td> <td>2.8</td> <td>5.0</td> <td>1.9</td> <td>7.4</td> </tr> <tr> <td>Term 5</td> <td>4.2</td> <td>4.3</td> <td>3.8</td> <td>4.9</td> <td>3.1</td> <td>8.6</td> </tr> <tr> <td>Progress</td> <td>1.5</td> <td>1.5</td> <td>1.1</td> <td>-0.1</td> <td>1.2</td> <td>1.2</td> </tr> </tbody> </table>		Year	Regulation Score	Social Development Score	Emotional Development Score	Attendance Score	Academic Engagement	Total	PP	Term 1	2.7	2.9	2.9	4.7	1.9	6.7	Term 5	4.0	4.0	3.7	4.9	3.1	7.7	Progress	1.3	1.1	0.9	0.2	1.3	1.0	All	Term 1	2.6	2.8	2.8	5.0	1.9	7.4	Term 5	4.2	4.3	3.8	4.9	3.1	8.6	Progress	1.5	1.5	1.1	-0.1	1.2	1.2
	Year	Regulation Score	Social Development Score	Emotional Development Score	Attendance Score	Academic Engagement	Total																																														
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	Progress	1.3	1.1	0.9	0.2	1.3	1.0																																														
All	Term 1	2.6	2.8	2.8	5.0	1.9	7.4																																														
	Term 5	4.2	4.3	3.8	4.9	3.1	8.6																																														
	Progress	1.5	1.5	1.1	-0.1	1.2	1.2																																														
<p>Benevolent Childhood Experiences</p>	<p>Tangible development of learning beyond the classroom, this is also the number one in student voice (What makes school unmissable?)</p> <p>Opportunities are for all students and take the place of extracurricular.</p> <p>BCEs also include visits to employers for groups and individuals – disadvantaged first.</p> <p>Personal development – Ofsted Outstanding June 2025</p>																																																				
<p>Transition</p>	<p>Transition started earlier in Term 6 – disadvantaged first</p>																																																				

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	Transition time in September reduced supporting parents and attendance
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