

## Pupil Premium Statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 24-25 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Lime Academy Hornbeam
Number of pupils in school	285
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Sean Egan, Headteacher
Pupil premium lead	Sean Egan
Governor / Trustee lead	Rachael Holland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£132,600</b>
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	<b>£0</b>
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£132,600</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Lime Academy Hornbeam, we want to provide the best educational experience possible to support all our pupils to ensure they have the relevant skills for when they leave school. We aim to provide an enriching curriculum, that is delivered by specialist teachers enabling students to apply their skills and knowledge into real life contexts. We want our pupils to overcome their barriers to learning and be successful in life.

### Challenges

#### Key challenges to achievement

Challenge number	Detail of challenge
1	All pupils have an Education, Health and Care (EHC) Plan with an increasing number of pupils with co-existing conditions impacting on their everyday lives.
2	An increasing number of pupils have complex mental and emotional health needs that require specialist support.
3	Some pupils present with complex behaviours that may challenge (some eligible for PP) which poses a barrier to learning and can have a detrimental effect on their progress towards end of Key Stage objectives within their EHCP.
4	Some pupils have significant and/or complex medical issues that require specialist support.
5	Specialist knowledge of teachers in relation to specific needs and appropriate strategies. Limited Technology and other resources focussed on supporting high quality teaching and learning.
6	Lack of opportunity for enrichment activities for some pupils at home.

#### Activity in the academic year 24/25

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

#### Section A

Activities	
Speech & Language Therapy (SALT) £70K	SALT to provide classroom recommendations and individual learner recommendations. SALT + SLTA. Staff have received additional universal training, and the SALT team are working collaboratively with staff to ensure recommendations are delivered. SALT team deliver additional specialist training to selected staff on specialist interventions to ensure the delivery of provisions such as Lego Therapy. Additional ACC devices and software bought to support the work of the S and L team and promote total communication.
Sensory and regulation resources £10K	Sensory equipment purchased to enhance experiences in the sensory rooms. Specialist MSI equipment bought to meet the needs of the learners with Visual and Sensory Impairment.
Purchase additional hours of EP time £22K	EP observations and reports have supported teachers and parents with strategies to support pupils for specific needs that have been identified through pupil progress and inclusion meetings. Reports

	support writing specific provision maps for individual learners where an increase in funding is required. Additional hours are needed to support ongoing provision mapping of the learners
Music Therapy £10K	Therapeutic offer for music therapy provided by an external service, Whale Song. In place to support learner communication, interaction and well-being.
Careers advisor £10K	Outside agency to support careers advice. All staff trained on the use of Talentino and Gatsby Benchmarks.
Family Support Worker £10K	The Family Support worker team to support attendance and reduce the PA of the school. The family support workers will facilitate active parent engagement and school level work.

### Section B review of previous Year

Activity/projected spend	Evidence that supports this approach	Challenge number(s) addressed
Training around delivery of Phonics programme	<p>Resources purchased to ensure that all students can access relevant materials matched to their phonics and reading levels.</p> <p>Reading weaved into all curriculum areas and interventions across the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p><b>Impact</b></p> <p>Identified staff received targeted training around the delivery of the phonics programme.</p> <ul style="list-style-type: none"> <li>- Pupils' phonics progress is now systematically tracked on EFL, enabling more informed teaching and targeted support.</li> <li>- A significant improvement in decoding skills and reading fluency has been observed in pupils, particularly those who previously struggled.</li> <li>- Enhanced alignment between resources and pupil needs.</li> </ul>	1.2.3.4.5
Speech & Language Therapist (SALT)	<p>SALT Therapy helps language difficulties, speech delay and disorder, social communication difficulties including ASD. This includes a focus on AAC and improving/implementing communication systems for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/communication-and-language-approaches">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>Impact</b></p> <p>SALT provided tailored recommendations to both classroom teams and individual pupils, resulting in better integration of communication strategies.</p> <ul style="list-style-type: none"> <li>- Significant progress noted in expressive and receptive language skills, with improvements in pupils' ability to access the curriculum.</li> <li>- Staff confidence in using AAC tools has</li> </ul>	1,2,3,4,5,6

	<p>increased due to universal and targeted training.</p> <ul style="list-style-type: none"> <li>- Pupils demonstrate greater engagement and social interaction.</li> </ul>	
<p>Development of Assessment and progression of skills within EFL</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Pupils are assessed using progression of skills with the EFL framework. Clear coherent assessment process for staff</p> <p><b>Impact</b></p> <p>The EFL framework has streamlined the tracking of individual pupil progress</p> <ul style="list-style-type: none"> <li>- Staff now have a consistent and coherent assessment process, reducing variability in tracking methods.</li> <li>- Parents have greater understanding and satisfaction with updates on pupil progress, fostering stronger home-school collaboration.</li> <li>- The framework supports targeted intervention planning.</li> </ul>	1.2.3.4.5

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

Activity/projected spend	Evidence that supports this approach	Challenge number(s) addressed
<p>TA with responsibilities for ELSA</p>	<p><a href="#">TA Guidance Report MakingBestUseOfTeaching Assistants-Printable 2021-11-02-162019 wsqd.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><b>Impact</b></p> <p>Pupils received targeted emotional literacy support from the ELSA tutor, helping them regulate emotions and manage challenges.</p> <ul style="list-style-type: none"> <li>- Resulted in a notable reduction in behaviour issues, fostering a more conducive learning environment.</li> <li>- Improved pupil well-being and confidence in social interactions.</li> </ul>	1.2.3.4.5.6

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

Activity/projected spend	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Family Support worker</p>	<p><a href="https://publishing.service.gov.uk">Engaging parents and families (publishing.service.gov.uk)</a></p> <p>Family support workers engage with families and lead on attendance. They form key part of the pastoral and Inclusion Team.</p> <p><b>Impact</b></p> <p>Family Support Worker led initiatives to enhance parental engagement, forming an integral part of the pastoral and inclusion team.</p>	1,2,3,4,5.

	<ul style="list-style-type: none"> <li>- Parents reported feeling supported, as highlighted in feedback surveys.</li> <li>- Attendance rates improved due to proactive engagement and early intervention strategies for at-risk families.</li> </ul>	
Purchase additional hours of EP time	<p>Educational Psychologists work with our pupils to offer observations, staff training / support, parental consultations and support with identifying appropriate needs. Evidence shows that support from the EPs directly supports pupils with challenging behaviour at school.</p> <p><b>Impact</b></p> <p>EP reports provided teachers with tailored strategies to support individual pupils, directly impacting classroom management.</p> <ul style="list-style-type: none"> <li>- Specific provision maps created from EP recommendations ensured targeted and effective interventions.</li> <li>- Increased staff confidence in managing diverse needs and complex behaviours.</li> </ul>	1,2,3,4,5
Continuation of Extended services Breakfast club	<p><u><a href="#">Breakfast clubs found to boost primary pupils' reading writing...   EEF</a></u>  <u><a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></u></p> <p>Continue to provide a safe space in the morning for learners in mornings.</p> <p><b>Impact</b></p> <p>Provided a safe, supportive environment for an average of 25 pupils daily.</p> <ul style="list-style-type: none"> <li>- Boosted pupil readiness for learning by ensuring they started the day with a nutritious breakfast.</li> <li>- Contributed to improvements in attendance, punctuality, and overall pupil well-being.</li> </ul>	1.2.3.4.56
Careers advisor	<p>Increase employment encounters and experiences for learners.</p> <p><u><a href="https://blog.insidegovernment.co.uk/schools/employment-for-young-people-with-send">https://blog.insidegovernment.co.uk/schools/employment-for-young-people-with-send</a></u></p> <p><b>Impact</b></p> <p>Post-16 learners had one-to-one career interviews, helping them identify future opportunities and pathways.</p> <ul style="list-style-type: none"> <li>- Enhanced learners' understanding of employment options and increased engagement with post-education planning.</li> <li>- Strengthened connections between learners, schools, and local employment opportunities.</li> </ul>	