

KTS Academy Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	KTS Academy
Number of pupils in school	171
Proportion (%) of pupil premium eligible pupils	63/138 = 46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	15.9.21
Date on which it will be reviewed	Spring 22
Statement authorised by	Brian Richardson
Pupil premium lead	Sarah Gunn
Governor / Trustee lead	Maggie Hadland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,185
Recovery premium funding allocation this academic year	£18,270
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,140
Total budget for this academic year	£112,595

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for your disadvantaged pupils?

- To enhance the curriculum to improve motivation, develop skills and improve progress.
- To provide additional support to pupils in order to improve progress and achievement.
- To enhance reading and numeracy programmes to improve literacy and numeracy skills.
- To utilise ICT to support learning and improve achievement.
- To utilize specialist ICT, assisting with AAC, technology aids
- To provide emotional and physical support and well-being which will lead to improvement in attendance, progress and achievement.
- To provide additional staffing support to enable behavioural support, to allow for increased learning opportunities.
- To provide extended learning experiences and improve culture capital.

How does our current pupil premium strategy plan work towards achieving those objectives?

- Providing additional staffing to support the individual needs of our more complex learners. Increasingly, the pupils are working in smaller class groups, and often individually for parts of the day, in order to access learning, and part of the funding from pupil premium contributes towards this. Without the staff support / resource, the pupils would not be able to access their learning and progress would be limited.
- The use of ICT and other technological resources, which help support communication skills of the pupils who find communication difficult. We have and continue to develop the use of iPads, Eyegaze, and switches which aid the pupils with their communication and interaction skills.
- Development of ICT resources, to update and ensure interest is maintained in learning through the use of ICT.
- Funding of an occupational therapist to carry out sensory assessments and provide sensory plans for our pupils who have sensory needs. These pupils need to have their sensory needs met before they will be able to access their learning.
- Funding of a counsellor to provide mental health support for those students who require it.
- Curriculum enhancement / extended learning experiences. This will include regular visits to sports and leisure centres, swimming sessions and other activities which support the pupils through extending their experiences (culture capital) and making learning in all areas a fun and different experience.

Challenges

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

Challenge number	Detail of challenge
1	All pupils have a SEN
2	Special school that serves several local authorities – therefore restricted in some possible solutions. Restricted family access.
3	Lack of external support / services
4	Increased health needs – dietary, exercise, mental health
5	Communication difficulties – understanding, comprehension across all learners.

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
Healthy students	More physical activity, healthy diet, students in a healthier physical state to support their learning.
Improved family links	Parents feel supported by the school. Surveys, parents groups, regular contact through the homebook and phone.
Improved language use, ability to communicate effectively	Engagement in increased language and communication programmes, students able to engage in meaningful discussion and conversation.
Full use of external services to support the whole child	Engagement with OT, physio, SALT, counselling, CAMHS to support the whole child.
Access to the community, to support learning	Students to have full use of the local community and its services, broadening their outlook, investing in their culture capital.

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: £ 27000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numicon / phonics training and development	Phonics and numeracy programmes have been found to be effective in supporting the mastery of reading and number.	1
AET training	Social and emotional interventions have an impact on learning and social relationships.	1, 4, 5
Thrive training and development	Self-regulation approaches (such as Thrive) have high levels of impact, particularly with low-achieving children.	1, 4, 5
Makaton training	Language interventions show a positive impact on learning.	1, 5
Rebound therapy	Where students have instructions broken down into steps, as in rebound therapy, receive feedback on their learning, and move on when they have mastered a step can lead to positive impacts.	1, 4, 5

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

Budgeted cost: £ 45000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support	Where students have instructions broken down into steps, receive feedback on their learning, and move on when they have mastered a step can lead to positive impacts, particularly in English and maths. This can only be done in a 1:1 situation for some pupils.	1
Small group work	As above, where students have instructions broken down into steps,	1

	receive feedback on their learning, and move on when they have mastered a step can lead to positive impacts. This can only be done in small group situations for some pupils.	
Behaviour intervention	Behaviour interventions seek to improve attainment by reducing challenging behaviour, from low level disruption to aggression and violence. Reducing challenging behaviour can have a direct and lasting effect on pupils' learning.	1, 3, 5

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

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased OT, physio, SALT support.	Where students have instructions broken down into steps, receive feedback on their learning, and move on when they have mastered a step can lead to positive impacts, particularly in English and maths (SALT). With OT(sensory), self-regulation approaches through support of an OT and staff members can have high levels of impact, particularly with low-achieving children.	1, 2, 3, 4, 5
Mental health support through a counsellor	Self-regulation approaches through support of a counsellor have high levels of impact, particularly with low-achieving children.	1, 3, 4
Use of digital technology	Digital technology approaches are more beneficial for writing and maths practice, and more effective with young learners.	1, 2, 5
Locality visits / experience days / use of local resources	Through external experiences, adventure learning interventions consistently show positive benefits on academic learning, possibly through the development of perseverance and resilience.	1, 2, 4
Outdoor learning	Adventure learning interventions consistently show positive benefits on academic learning, possibly through the development of perseverance and resilience.	1, 2, 4

Healthy schools week	Using a collaborative learning approach has a consistently positive impact. Well designed tasks within healthy schools week lead to the greatest learning gains.	1, 2, 3, 4
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Total budgeted cost: £ 112000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Outcomes

- Opportunities to provide extended learning experiences were not possible due to the Covid 19 pandemic and the restrictions on going out into the community or inviting outside people in to work in school with pupils. Beyond Boundaries, the leisure Centre were not able to take place, allocation was and carried over to the next academic year.
- Additional funding was provided for pupils to 'catch up' and to access remote learning and ICT in the home during the national lockdown periods. This money was spent on iPads and laptops and the Pupil Premium ICT allocation was and carried over to the next academic year.
- £22053 was allocated to Tree Tops Occupational Therapy to assess and provide advice and guidance to pupils on PP with sensory processing needs.
- £30940 was spent on staffing costs. This included: additional staff to enable classes to provide intensive small group and individual tuition in reading and number intervention to improve literacy and numeracy skills. Also, additional staff to provide personalised learning and individual timetables – 30 pupils on PP require 1:1 support so this in addition to their high needs funding to cover their 1:1 or 2:1.
- £15500 one PP pupil who had not attended school for almost 18 months was supported in the home using a No Isolation robot, iPad and staff member building up to 5 mornings a week and supporting transport on the transition back to fulltime school. This supported the provision until high needs funding was increased. Thrive practitioner has supported 2 pupils on PP with 1:1 sessions on emotional wellbeing.
- £66493 spent on the above
- £16140 carried over to next year

