

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 - 2023 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	170
Proportion (%) of pupil premium eligible pupils	46% (63/138)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	15.9.21
Date on which it will be reviewed	Summer 23
Statement authorised by	Sarah Gunn
Pupil premium lead	Alexis Gardner
Governor / Trustee lead	Maggie Hadland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,820
Recovery premium funding allocation this academic year	£56,002
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	133,882

# Part A: Pupil premium strategy plan

## Statement of intent

KTS Academy is an all-age special school for pupils with a wide range of additional needs including complex, profound and multiple learning difficulties, severe and moderate learning difficulties, Autism, speech and language needs, physical, perceptual and sensory needs. Our aim is to use pupil premium funding to help us achieve outcomes for our pupils to support our pupils to reach their potential towards individual long-term outcomes in line with the shared vision detailed in pupils' Education Health Care Plans.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Everything we do at KTS Academy is highly individualised and our approach will be driven by the needs and strengths of each young person, based on formal and informal assessments alongside other professionals and multidisciplinary teams. This helps us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and future learning

Pupils attend our school from across Redcar and Cleveland. We also have a small number of pupils who reside in neighbouring local authorities. We use pupils premium funding to help remove some of the barriers this creates. Our families make up a diverse community with a wide range of differences in socio-economic status. The wide catchment area, along with the complex issues that come from having a child with additional needs, means that family engagement is a challenge and investing pupils premium funding can help us develop these links and in-turn, improve outcomes for children. The isolation many of our families face can also impact on the experiences our pupils have and places our pupils are able to access. Using pupil premium funding to enhance the curriculum can lead to increased engagement, develop skills and improve progress; providing experiences that go beyond the academic, giving pupils culture-rich experiences that will provide them with the knowledge and skills they need to succeed in life.

## 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, which can affect all areas of their learning and development. A high proportion of our pupils have Autism and sensory processing needs, which could impact on their ability to access the curriculum, due to their sensory needs and narrow interests. Some pupils have physical needs, requiring specialist equipment. Having a vibrant and holistic curriculum delivered by highly trained staff is critical in narrowing the gap and reducing the impact the pupil's needs have on their development.
2	KTS is a special school that serves several local authorities and few families are within walking distance. Many of the areas our families live in have poor transport links. This can affect engagement and communication with families.

3	Families can be isolated and pupil's experiences can be limited, through lack of opportunities in the locality, financial pressures and also due to pupil's SEN and suitability of activities and experiences available.
4	Many pupils at KTS Academy experience difficulties with their emotional development and it can be a challenge for them engage in new or unfamiliar learning activities. Their emotional needs may also impact their ability to learn. Our assessments and safeguarding processes show that a relatively high percentage of children who attend KTS Academy have SEMH issues around attachment, trust, self-esteem and well-being. Children can find it difficult to regulate their behaviour in different situations, and may lack the confidence to fully engage in learning opportunities.
5	Lack of external support can put increased pressure on children and their families e.g. OT, respite, behavioural support, training for parents.

## 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
Improved attainment for disadvantaged pupils in all areas of learning relative to their starting points as identified through Bsquared assessments, pupil progress meetings and annual reviews.	Staff are involved in high quality CPD, which is often provided by external providers to ensure all staff are able to support learning effectively. This includes the PD day to introduce the new maths scheme, delivered by White Rose Maths in November 2022 and all new teachers attending two-day Read Write Inc training in September 2022. All relevant staff will have attended Rebound training, meaning this can be delivered by all of the pupils who need it. Pupil progress discussions, Bsquared data and information from lesson observations, learning walks and work reviews, will demonstrate that training has been implemented and had a direct impact on teaching and learning.
Pupils have a high level of adult support in the classroom in order for them to remain regulated and access their learning.	Additional staffing in place to support the individual needs of our more complex learners. The pupils are working in smaller class groups, and often individually for parts of the day, in order to access learning. Many pupils have constant adult support to ensure pro-active behavioural strategies are employed to keep pupils regulated and avoid escalation in behaviour.
Pupils use technology to develop their skills across both the developmental and formal curriculum.	Pupils have access to laptops, Ipads and communication Apps to develop their literacy and numeracy skills as well as specialist programmes to develop communication skills. This leads to

	<p>increased engagement, but also develop independent learning and confidence. Pupil progress discussions, Bsquared data and information from lesson observations, learning walks and work reviews, will demonstrate that technology has had a positive impact on outcomes.</p>
<p>Pupil's physical and mental health is supported both by school staff and professionals to ensure the best outcomes for all.</p>	<p>Pupils engage with weekly PE and physical development sessions, as well as daily physical opportunities outside. Pupil behaviour and wellbeing is monitored by the DSL and Behaviour and wellbeing lead and interventions are in place including pupils accessing school counsellor, CAMHS and OT. Lead practitioner for behaviour (TLR) to attend training around attachment and disseminate this information to all staff.</p>
<p>Enriched curriculum providing learning that goes 'beyond the academic' to increase engagement and provide pupils with culturally rich and exciting experiences.</p>	<p>Pupils have opportunities across the curriculum to experience activities and visit places they might otherwise not get the chance to do. This includes, for example, regular visits to sports and leisure centres, swimming sessions, theatre visits and special occasions including a 'KTS Pumpkin patch' at Halloween and a whole school 'Dance Day' involving dance specialists where the whole school community comes together. Pupils take part in enrichment curriculum days and weeks, including Healthy Schools Week, Arts week and Outdoor Classroom day.</p>
<p>Increased family engagement</p>	<p>Links family support group is up-and-running. Early Bird Plus and Teen Life programme is being offered to parents and is well attended. Families have opportunities to attend in-house training and barriers are removed e.g. transport, communication difficulties.</p>

## 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: £ 25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
White Rose training and resources	New maths scheme in place and being delivered effectively. Pupil progress discussions, Bsquared data and information from lesson observations, learning walks and work reviews, will demonstrate that training has been implemented and had a direct impact on teaching and learning.	1
Early Bird Plus Train the Trainer course completed and being delivered to parents.	Course is well attended and parents feel supported, as evidenced by feedback. Parents are able to understand their child's autism and have a greater understanding of how to support their communication, sensory needs, social skills and behaviour. We will see an improvement in assessment and observational information, as well as feedback during annual reviews.	2, 5
Behaviour training - Thrive and Team Teach	Thrive practitioner status regained by Lead Practitioner for Behaviour. Thrive approach is included within school policy and training and evidence of this being implemented through reports on Sleuth. New behaviour Team trained to be trainers.	1, 5
Read Write Inc two-day training	All teachers have full RWI training and are able to adapt, plan and deliver RWI effectively. Bsquared data and information from lesson observations, learning walks and work reviews, will demonstrate that training has been implemented and had a direct impact on teaching and learning.	1, 5
Rebound therapy	Enough staff trained in rebound to enable all classes who need rebound therapy are able to access it and this has a positive impact on pupil's learning and behaviour. We will see an improvement in assessment and observational information, as well as feedback during pupil progress meetings.	1, 4, 5

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

Budgeted cost: £ 73000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support	1:1 support ensures individual programmes can be delivered and progress is seen across all areas of development, including English, maths and communication, which is evidenced by assessment information. Sleuth data will also provide evidence of staff supporting behaviour and using de-escalation to improve engagement learning outcomes.	1, 4
Small group work	Small group support ensures individual programmes can be delivered and progress is seen across all areas of development, including English, maths and communication, which is evidenced by assessment information.	1,4
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. Sleuth data will also provide evidence of staff supporting behaviour and using de-escalation to improve engagement learning outcomes.	1, 4

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

Budgeted cost: £ 36000

Activity	Evidence that supports this approach	Challenge number(s) addressed
OT support 3 days per month, plus resources to support programmes.	Pupils with sensory processing difficulties are assessed and have sensory integration (SI) programmes written by an OT. This improves engagement and behaviour, due to increased sensory regulation. This will be evident through Bsquared assessment and behavioural data on Sleuth.	1, 2, 3, 4, 5

Mental health support through a counsellor	Pupils have access to specialist support for their mental health and wellbeing. Pupils have increased wellbeing, self-esteem and improved mental health, as evidenced by individual discussions and assessment information from counsellor.	1, 3, 4
Use of digital technology	Pupils access the curriculum using tablets and Ipads, which increases engagement and develops independence. This is evidenced by assessment information and information gained during lesson observations, learning walks and planning reviews. Pupils make progress with their communication, as evidenced by individual discussions and assessment information from SALT.	1, 2, 4
Locality visits / experience days / use of local resources	Pupils have increased confidence when out in the community. They develop interests through enrichment experiences, which can be life-long. Pupils express enthusiasm and enjoyment, which is good for their mental health and well-being. Pupil's cultural capital is developed.	1,3
Outdoor learning	Adventure learning interventions consistently show positive benefits on academic learning, possibly through the development of perseverance and resilience.	1, 3
Curriculum Enrichment days/weeks/events: Arts Week Healthy Schools week Outdoor classroom day Annual Theatre visit/visiting theatre group, Science Day Pumpkin Patch Dance Day Sport Day/Sensory Sports day Visiting musicians	Pupils display increased engagement. They develop interests through enrichment experiences, which can be life-long. Pupils express enthusiasm and enjoyment, which is good for their mental health and well-being. Pupil's cultural capital is developed. This is evidenced by evaluation and speaking with pupils and their families.	1, 3
Parent engagement	Offering transport and holding training in a central locations that families can get to easier, increases engagement.	2, 4,

**Total budgeted cost: £ 134000**

## 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 2021-2022 academic year.

#### **Outcomes**

##### **Teaching**

- Numerous CPD opportunities took place and had a direct impact. Our Maths lead attended training through Early Excellence, which she then shared with all staff. Whole school training needs were identified through this and White Rose Maths are now booked for November 2022 to deliver whole-school training. Following this, this scheme will be implemented across school. All staff attended Read Write Inc (RWI) update training and staff new staff were paid overtime to attend induction training on RWI and Fresh Start. This ensures phonics and reading are being taught effectively and the schemes implemented correctly. The quality of teaching following this training was recognised during lesson observations and learning walks, as well as through pupil progress meetings.
- Two staff attended rebound training and more staff are booked on for November 2022 and Jan 2023. This will mean that rebound therapy can be offered to all pupils who require it. This has a positive impact on health and wellbeing, as well as communication and self-regulation. Teachers have reported the positive impact of Rebound Therapy during pupils progress meetings.

##### **Targeted academic support**

- Many pupils receive 1:1 support across the day. This has been shown to have a direct positive outcome on both academic achievement, as well as behaviour. Lesson observations and learning walk feedback demonstrates that a high staffing level enables pupils to access their learning. Behaviour support plans document the crucial role staff play in implementing pro-active strategies to improve self-regulation and avoid pupil's behaviour escalating.

##### **Wider strategies**

- Pupils have continued to receive support from Treetops Occupational Therapy, as needed. The OT completed over assessments last year and offered training to many class teams. This has a direct positive impact on pupil's ability to regulate and engage with their learning. This is evidenced during pupil progress meetings and also annual reviews with families.
- Ten pupils have accessed the school counsellor and more have recently been referred, meaning pupils are able to access the specialist support with their mental health and wellbeing.
- All pupils have access to Ipads or laptops. This has meant that pupils are able too access learning Apps linked to the curriculum to develop their knowledge, skills and independence. For example, assessing Lexia for their reading, or carrying out independent research for Understanding the World lessons. Some individual Ipads have also been purchased for pupils to use for communication, meaning pupils have made progress with this, as evidenced by speech and language reports.
- All pupils have been able to access the community and visit placed linked to the topic, making learning more interesting and meaningful. Pupils who follow the Developmental Curriculum have visited the specialist health and wellbeing centre 'Senses', where they have taken part in sensory or dance sessions. Feedback from pupils, staff and families has been very positive and some families now access the centre in their own time, due to the pupils feeling confident in the environment.
- Healthy Schools week was a success with teachers reporting that all pupils joined in with a range of healthy activities and many tasted healthy foods they had not tried before. Some pupils worked with a professional chef to create a healthy meal. All pupils took part in forest



school activities outdoors. The 'Bubble Man' came and had all of the pupils completely engaged, dancing and socialising with one-another, even some pupils who can be reluctant to spend time outside, got involved. Some of the activities and ideas have since been replicated into lessons for the pupils to enjoy and develop their skills further.

