

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	188
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20.9.24
Date on which it will be reviewed	Summer 26
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	£82,500
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	£82,500

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 learning difficulties, Autism, speech and language needs, physical, perceptual and sensory needs.

36% of our pupils are disadvantaged due to their socioeconomic circumstances (those eligible for pupil premium). However, we consider all of our pupils face significant barriers to learning as a result of their SEND.

Our aim is to use pupil premium funding to support pupils in achieving their 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.

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 pupil 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 pupil 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 SEND, 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 SEND 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.	<p>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:</p> <ul style="list-style-type: none"> Midas training, meaning staff are trained to drive the minibus, allowing pupils to access the community. Rebound training for relevant staff. Trauma and Attachment training delivered by Virtual School – FASD. Ensure all staff can support pupil's emotional needs. Twilight CPD sessions delivered by external providers – Sunningdale SEN Hub, SEND-Sational learning. Outdoor focus – CLOtC conference attended Nov. Planning in the Moment Anna Ephgrave EYFS training – All engagement teachers. Opal Training – part of longer-term strategy to deliver high-quality outdoor learning. Blue Cabin Music training – LB, AM. Thrive Training for AHT. Team Teach trainers to attend refresher training, enabling them to train all KTS staff across the year. PD day and Twilights to ensure all staff are trained to deliver high quality behaviour support. 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 including TD Snap for Schools. This leads to increased engagement, but also develop independent learning and confidence. AAC Coordinator attend TD Snap training in Newcastle. 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.
Pupil's physical and mental health is supported both by school staff and professionals to ensure the best outcomes for all.	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 AHT and interventions are in place including pupils accessing school ELSA, CAMHS and OT. AHT to attend Thrive practitioner training around attachment and disseminate this information to all staff. ELSA trained to spend a day a week supporting pupils who need it - L4 Backfill. Blue Cabin project supporting Looked After and Previously Looked after pupils – Art Therapy. This was recommended by the Virtual School during PEP meetings and network meetings. Pupils are offered a healthy and substantial breakfast every morning to ensure they are ready to learn and engage.
Enriched curriculum providing learning that goes 'beyond the academic' to increase engagement and provide pupils with culturally rich and exciting experiences.	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

	<p>where the whole school community comes together. Pupils take part in enrichment curriculum days and weeks, including Healthy Schools Week, Arts week.</p> <p>Pupils will have access to a Creative play space in school, developed and supported by the Arts Council and developed alongside local art company – Whippet Up.</p>
Increased family engagement	<p>Early Bird, Early Bird Plus and Teen Life programme is being offered to parents of pupils with autism and is well attended. Families have opportunities to attend in-house training and barriers are removed e.g. transport, communication difficulties. Early Bird will be offered alongside the Early Years SEN team at the local authority to develop family links prior to pupils starting school. Parents are offered training to support their child with behaviour, online safety, RSE and reading.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Midas training	All relevant staff have attended high quality CPD delivered by North Yorkshire Council, qualifying them to drive the school minibus, allowing pupils to access the community and enrichment activities more frequently. Pupil progress discussions, Bsquared data and information from lesson observations, learning walks and work reviews, will demonstrate that pupil off-site visits have had a direct impact on teaching and learning.	1,2
Teen Life and Early Bird 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,	2, 5

	<p>sensory needs, social skills and behaviour. We will see an improvement in assessment and observational information, as well as feedback during annual reviews. Staff are experts in supporting pupils with autism and are able to advise colleagues.</p>	
Behaviour training - Team Teach	All KTS classroom based staff have attended Team Teach training, meaning they can support pupil behaviour effectively.	4
EYFS training including:	<p>Planning in the Moment Anna Ephgrave EYFS training.</p> <p>Classroom practice, teaching and learning is improved as a result, as noted in quality assurance.</p>	1, 5
OPAL (Outdoor Play and Learning) training – Primary Programme CLOtC Conference	<p>Introductory training for SLT and OPAL team – supporting better play and playtimes across school.</p> <p>Gaining inspiration and ideas to implement in school.</p>	1, 4
Rebound therapy	<p>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.</p>	1, 4
Blue Cabin Music training	<p>Music Therapy training attended by LB and AM to be shared with all staff, encouraging music teaching and therapeutic work embedded within the day, rather than as stand-alone sessions.</p>	1, 4

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

Budgeted cost: £32,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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: £41,600

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 Emotional Literacy Support Assistant (ELSA)	Pupils have access to specialist support for their mental health and wellbeing through ND who has received ELSA training delivered by M'Bro EP department. ND to receive supervision.	1, 3, 4,5
Blue Cabin Art Therapy	Targeted project for LA and PLA pupils. Progress and impact evident through pupils and staff feedback, pupil progress meetings, PEP meetings, Bsquared and Sleuth data and QA.	1, 3, 4,5

Use of digital technology	Pupils access the curriculum using tablets and I pads, which increases engagement and develops independence. Communication Apps develop language skills. 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
Magic Breakfast	Pupils are offered a healthy and substantial breakfast every morning to ensure they are ready to learn and engage.	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 Therapy dog and animal encounters Art Installation Whippet Up – pathways Senses	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 and are better prepared for the future – pupils may develop interests which will inform their choices when leaving KTS, for example, attending College to study a sports course, or attending a creative day service. This is evidenced by evaluation and speaking with pupils and their families as well as looking at destinations pupils move onto and alumni information.	1, 3
Parent engagement	Holding training in a central locations that families can get to easier, increases	2, 4, 5

	engagement, develops positive relationships with families.	
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Total budgeted cost: £ 82,500

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

Teaching (for example, CPD, recruitment and retention) 10 %

Funding has covered the cost of the following:

- Staff attended Midas training, delivered by North Yorkshire Educational Visit Advisory Service. This worked well and we plan to use this service to refresh more staff next year. Having more staff trained to drive the minibuses, enables more groups to access the community and widen their interests and experiences.
- NAS Autism courses have been delivered across the whole year and is now been delivered alongside the Early Years SEN Team, which not only saves KTS money, but also strengthens our links with our stakeholders.
- The EYFS staff have attended a wealth of training, specific to their phase, including Nursery Nook training and they also attended an EYFS Conference. They came back very enthused and many ideas they acquired have been implemented.
- Behaviour training - Team Teach refresher training and train the trainer (RW). All staff have completed TT training. We see the positive outcomes of this in terms of reduction in behavioural incidents and classes being supported by the behaviour team effectively when pupils need extra support.
- Online Safety Training delivered by Safeguarding Support – Twilight meeting for staff and parent training offered in the Summer. This up-to-date high quality training will help safeguard pupils and support pupil wellbeing.
- Rebound Therapy – Several staff have attended the two-day rebound training delivered by Hadrian School in Newcastle. Since then, they have met as a team and looked at our delivery of rebound. We have developed the way we teach rebound, included lots of new ideas, as well as updated our recording system, ensuring pupil progress is tracked more effectively. Resources have also been purchased to improve the quality of the sessions and make them as engaging as possible.
- The AHT attended TAC PAC training, which has been disseminated down to all engagement pathways teachers, improving the quality of TAC PAC teaching.

Targeted academic support (for example, tutoring, one-to-one support structured interventions) 50 %

Funding has covered the cost of the following:

- Staffing - Funding towards staffing ensures that pupils across the whole school receive a high level of support. This means that pupils who need individual support have access to it and also that individual programmes can be delivered, as needed. Having a high staff:pupil ratio across the whole of school, allows a high level of differentiation, meaning

teachers can tailor the curriculum towards individual needs. It also supports pupils who need help to remain calm and regulated, who might struggle with their behaviour. This may involve a staff member being available to deliver a sensory programme, or a team having the capacity to be able to offer pupils a 'change of face', or change of environment. When pupils are calm and regulated, they make greater progress and are able to engage.

- Individual resources – some pupils in receipt of pupil premium require additional resources to allow them to access their learning and make progress across all areas.

Wider strategies (for example, related to attendance, behaviour, wellbeing) 40 %

Funding has covered the cost of the following:

- Support for pupil's physical and emotional health and wellbeing – Pupil Premium funding partly funds 3 days per month for an Occupational Therapist from Treetops. They assess and support pupil's sensory processing needs to increase their sensory regulation. It also pays for a counsellor to come into school for a day a fortnight to support pupils who need help with their mental health.
- Use of digital technology – Every pupil has access to an Ipad or laptop, which enhances how they access the curriculum and increases engagement and develops independence. In addition, some groups have Ipads with communication Apps on which help support their ability to communicate. This year, we have introduced the TD Snap App, which supports communication and literacy. This will continue to be embedded next year.
- Curriculum Enrichment – Annual enrichment events are funded, this includes Arts Week, Healthy Schools Week, sports day, Annual Theatre visit/visiting theatre group, Science Day, Pumpkin Patch/harvest festival, Dance Day. We have found that during these events and activities, pupils display increased engagement. They develop interests through 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.
- Parent engagement – To remove barriers, we have hired a central venue to deliver Early Bird, to make it easier for families to access. We have also helped with transport, when families have been unable to get to the venue without this support.

Pupil Premium Impact

How is the impact of pupil premium measured?

The pupils who receive Pupil Premium funding have made excellent progress this year. We are unable to make direct comparisons between those who receive pupil premium, compared to their peers, due to all of the pupils having very individual needs. However, during individual pupil progress meetings with teachers, EHCP reviews and ongoing assessment throughout the year, it is clear that each pupil is making expected, or better than expected progress.

During lesson observations, learning walks and planning and work reviews, the impact of the CPD has been evident. The quality of teaching and learning and stimulating environment in the EYFS is

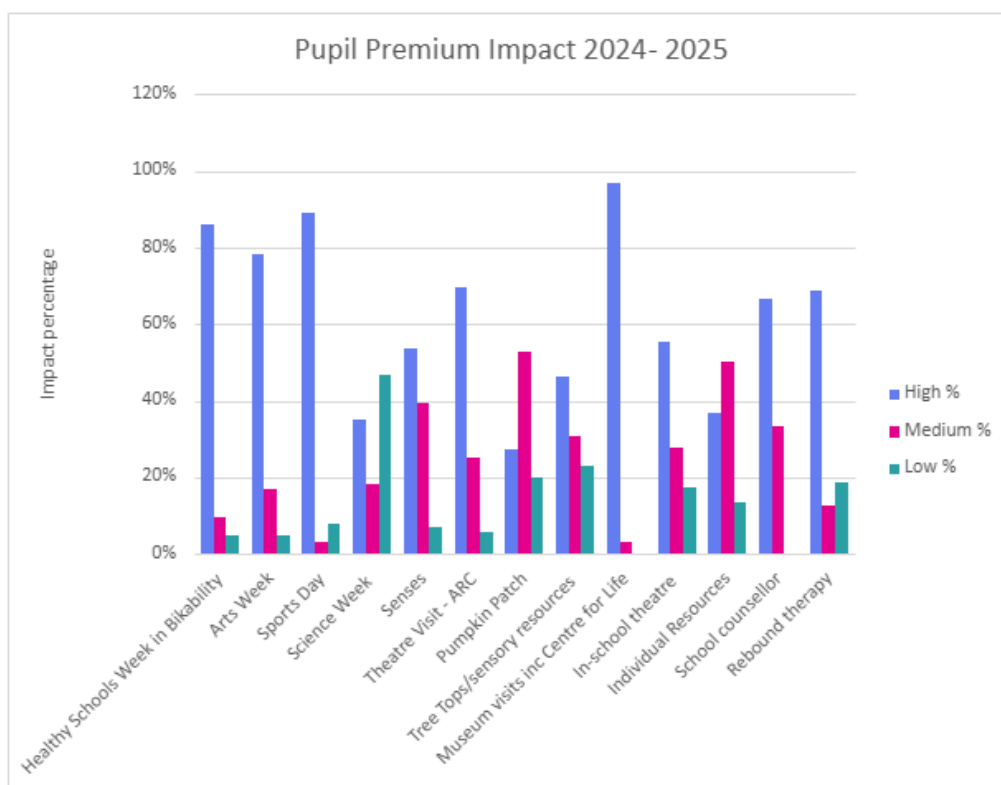
particularly evident, with ideas and resources being shared and extended into KS1. Rebound teaching is excellent, with pupils making measurable progress and lessons being engaging and motivating with staff using lots of new ideas gained on their training and a dedicated rebound team of staff to ensure best-practice is shared.

It is clear that having such high staff: pupil ratios have a direct impact on pupil’s achievements and ensures all pupils receive a high level of support. Without this support, it would be difficult to implement sensory programmes, speech and language programmes and offer pupils individualised support with their behaviour. It would also prevent teachers being able to differentiate lessons effectively, as having several teaching assistants allows teachers to plan work for each ability group/individual in their class.

Parent feedback from surveys and EHCP reviews demonstrates that parents feel that they are supported by school and that communication is good. They appreciate the training that has been provided, especially the National Autistic Society courses.

Pupil Premium is highlighted within Pupil Progress meetings and teachers have discussed whether they feel the pupil premium funding is having a positive impact on the pupil and also if there is anything else they feel could help remove any potential barriers for each pupil. Any suggestions are shared with the senior leadership team and actioned. In addition to this, teachers complete a Pupil Premium Impact review, which focuses on personal development and provides a quantitative overview of the impact of some of the expenditure, this can be seen below:

Graph to show impact of activity on pupil premium student’s personal development:



Findings

Teachers felt that whole-school events including; Healthy Schools Week, Arts Week and Sports day had a big impact on pupil engagement and achievement. These are all well-established events, which are carefully planned by school leaders, considering each individual cohort and taking feedback from previous years.

During Arts Week, external providers brought the 'wow' factor including the 'Bubble Man', 'Mix it Up Music' and 'Urban Chaos'. We find that expressive art sessions are highly engaging for many of our pupils and Arts Week is always a really successful event.

Having two Sports Days that each cater for our different cohorts of pupils worked really well for the second year running. The PE lead has a wealth of experience and ensured the days were high energy and inclusive. Engagement with our wider community was also part of this and sports leaders from our neighbouring secondary school came to support Sports Day, supporting engagement and inclusion. During Healthy Schools Week, pupils had the opportunity to find out more about healthy lifestyles. They were able to taste and cook ingredients they may not have tried before and healthy snacks and meals were prepared.

The Museum Visit to the Centre for Life had a high impact on personal development – this is fantastic to hear, as it was the first visit of its kind. The visit was daunting for some pupils and for many, it was their first experience of a city. Staff reported the pupils coming back 'buzzing' and it was enjoyed by all.

All of the pupils following the formal and semi-formal pathways visited the theatre at Christmas and feedback from this was excellent again. Giving the pupils this opportunity to develop their cultural capital and their enjoyment of stories and drama is something we value greatly and have already booked a similar visit this Christmas. The pupils who did not access this, had a visiting theatre group in school, who performed Jack and the Beanstalk. Again, staff commented on how engaged the pupils were and how wonderful it was for all pupils, regardless of ability, to have the opportunity to enjoy the relaxed performance without the pressure of a being in an unfamiliar theatre setting.

Visiting Senses Wellbeing Centre had had a high impact on our Pupil Premium pupils. Karen Winspear, who runs senses has an excellent understanding of our pupils and has tailored each session to support their needs. All pupils who follow our developmental curriculum pathway have been able to visit Senses at least once per half term and two of our groups who follow the formal curriculum have had drumming and dance sessions. Staff have commented on how the sessions have had a positive impact on pupil's confidence and behaviour.

Science week will take a different format next year, with the subject leads gathering feedback from teachers and integrating science activities into other topics, rather than stand alone.

The impact review above, as well as feedback from teachers, will be considered when reviewing planning spending for next year.