

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	182
Proportion (%) of pupil premium eligible pupils	35%
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 25
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	£ 75,000
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	£ 75,000

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.	<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. Early Excellence EYFS training – EYFS and KS1 teachers to attend EYFS Roadshow Sep 2024. Curriculum TLR attend Nursery Nook continuous provision training Autumn 24. AHT to attend TAC PAC training Autumn 24. Team Teach trainers to attend refresher training, enabling them to train all KTS staff across the year. <p>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.</p>
Pupils have a high level of adult support in the classroom in order for them to remain regulated and access their learning.	<p>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.</p>

<p>Pupils use technology to develop their skills across both the developmental and formal curriculum.</p>	<p>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. 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. Time4U counsellor employed fortnightly to see pupils who need her. Pupils are offered a healthy and substantial breakfast every morning to ensure they are ready to learn and engage.</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.</p> <p>Pupils will have access to a Creative play space in school, developed and supported by the Arts Council.</p>
<p>Increased family engagement</p>	<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: £ 9,000

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, 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.	2, 5
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: Early Excellence EYFS training – EYFS North East Roadshow Nursery Nook continuous provision training Autumn 24.	EYFS and KS1 teachers to attend EYFS Roadshow Sep 2024. Curriculum TLR attended Nursery Nook training. Classroom practice, teaching and learning is improved as a result, as noted in quality assurance.	1, 5

AHT to attend TAC PAC training Autumn 24.	TAC Pac delivery in school is reviewed. AHT disseminate information from training. All relevant classes have improved TAC PAC sessions. Pupil progress discussions, Bsquared data and information from lesson observations, learning walks and work reviews demonstrate there has been an impact of the training.	1, 4
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

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

Budgeted cost: £ 24,000

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: £ 42,000

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 6 sessions per term	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, 4,5
Use of digital technology	Pupils access the curriculum using tablets and Ipads, 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	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-	1, 3

<p>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 Senses</p>	<p>being. Pupil’s cultural capital is developed. This is evidenced by evaluation and speaking with pupils and their families.</p>	
<p>Parent engagement</p>	<p>Holding training in a central locations that families can get to easier, increases engagement, develops positive relationships with families.</p>	<p>2, 4, 5</p>

Total budgeted cost: £ 75,000

Part B: Review of outcomes in the previous academic year 2023-2024

Pupil premium strategy outcomes

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

Funding has covered the cost of the following:

- Autism in Girls twilight in the Autumn term was delivered by Daisy Chain. This session raised awareness of how autism may present in girls. Since then two girls have been accepted on the autism pathway awaiting assessment.
- Teen Life and Early Bird Train the Trainer course completed and being delivered to parents.
- 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 Childnet – Twilight meeting for staff and parent training offered in the Autumn term. This up-to-date high quality training will help safeguard pupils and support pupil wellbeing.
- National Autistic Society (NAS) training – 5 staff will have completed the Early Bird, Early Bird Plus and Teen life training, so they are qualified to deliver the programmes to parents. These are offered to parents of pupils with an autism diagnosis at different ages. The sessions run across a 10-week period and parents and carers are supported in better understanding their child's autism and how to support them. Feedback so far has been excellent.
- Rebound Therapy – Six 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.

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.
- 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, 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.

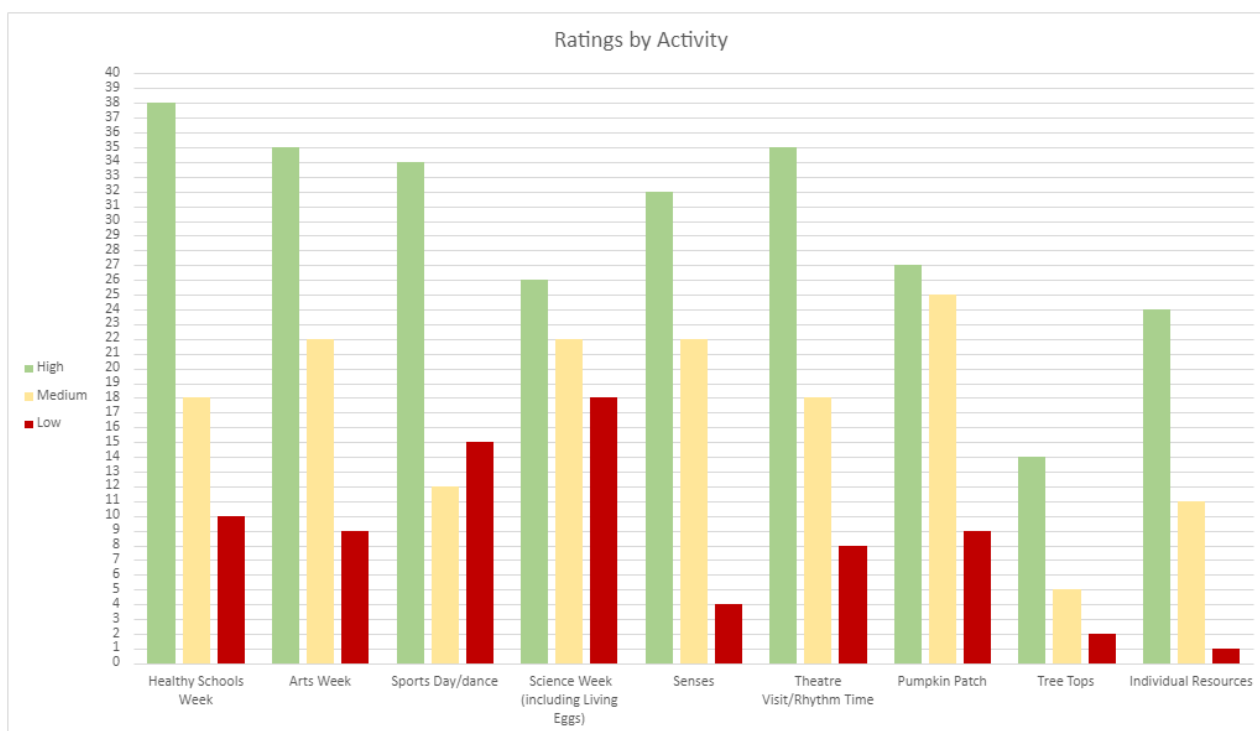
During lesson observations, learning walks and planning and work reviews, the impact of the CPD has been evident. Staff are supporting pupils with autism effectively and are more aware of how this might present in girls. The improvement in teaching Rebound therapy has been particularly high. It has also been clear that having such high staff: pupil ratios has 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 has been discussed 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 feel that Healthy Schools Week and the theatre visits had the highest impact on our Pupil Premium pupil’s personal development. Healthy schools week is well established and aims to support all elements of being healthy. Across the week pupils have the chance to taste/explore lots of healthy foods and part of the budget is allocated to this. Outside providers set up inclusive activities and this year we had a sensory ‘camp’ as well as some rewilding

outdoor activities. This allowed all pupils to develop their interests and talents across a broad range of activities.

All of the pupils following the formal and semi-formal pathways visited the theatre at Christmas and feedback from this was excellent. Many pupils had not been to the theatre before and this was a very enriching experience for them. Giving the pupils this opportunity to develop their cultural capital and their enjoyment of stories and drama is something we will definitely continue next year. The pupils who did not access this, had a visit from Rhythm Time, who delivered some thrilling sensory music sessions. Again, staff commented on how engaged the pupils were and teachers have developed their own, similar sessions after taking part in these.

Arts Week also had a high impact on our Pupils Premium pupils. Staff commented on how much the pupils get from expressive art sessions and having these embedded in the curriculum for the whole week was really engaging for many pupils. External providers gave the event the 'wow' factor, including having a whole-school dance performance on the field at the end of the week, which is filmed and then shared afterwards. Teacher's commented on how much pupil's confidence increased throughout the project. Having a whole-school even like this, support's pupil's understanding of fundamental British Values as diversity and acceptance is celebrated. Many of our older pupils, who follow our formal curriculum pathway, supported those with more complex needs.

The subject leads who organise these events, are well aware of the vast needs of our pupils and have the knowledge and skills to plan the week, taking these into account. The events are well established and have been developed over time, after taking annual feedback from teachers, pupils and staff.

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.

Sports day also had a big impact on students. This year, we were part of the School Sports Partnership and they helped organise the days. The new PE lead has a wealth of experience and ensure the days were high energy and inclusive. The feedback from this year was much better than previous years and pupils had a fantastic day on the whole. The PE subject leads have a teacher meeting planned to gain feedback from teachers to find out why some pupils did not engage as well and will adapt things for next year.

Science week had the lowest impact on our pupil premium pupils. Subject leads will look at this feedback when planning next year's events and consider how they could have a greater impact. This is the second year the feedback has not been as positive as feedback from other events. It

might be we combine science week with another key event to try and enhance the activities on offer next year.

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