

Pupil premium strategy statement –Red Kite Special Academy



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 the last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	142 (November 24)
Proportion (%) of pupil premium eligible pupils	30.28% (43)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 – 2024 2024 – 2025 2025 – 2026
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	
Pupil premium lead	Gemma Underwood (until Jan 25) Bonnita Pawlusek (Jan 25 onwards)
Governor / Trustee lead	Kayleigh Clements

Funding overview

Detail	2023-2024	2024-2025	2025-2026
Pupil premium funding allocation this academic year	£74, 408	£52,030	
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0		
Recovery premium funding allocation this academic year	£ 60, 952	£0	
Total budget for this academic year <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>	£135, 360		

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium was introduced by the Government in 2011 to provide additional school funding for the purpose of boosting the attainment and progress of those pupils classed as having a deprived background (measured by entitlement to Free School Meals within a 6 year period) as well as those who have been 'looked after' by a Local Authority for more than six months. In addition, the Service Premium was introduced for pupils whose parent(s) are, or have since 2011, served in the armed forces.

At Red Kite we use Pupil Premium funding to overcome a number of barriers (see challenges). We have identified concerns across the school and on an individual pupil basis to be able to reduce such barriers and to ensure that pupils are able to foster a passion for learning and curiosity that will help to develop high aspirations, and preparation for adulthood.

Our ultimate objectives are to:

- Provide an engaging thematic curriculum and preparation for adulthood (including options) where pupils can use their functional skills with increasing independence.
- Minimise any internal and external barriers to attainment.
- Develop positive relationships with pupils, families and other professionals.
- Ensure all pupils have access to communication aids to enable them to communicate effectively.
- Ensure all pupils have access to resources to meet their sensory regulation needs and develop their resilience.
- Enable staff to look after their own emotional wellbeing and develop resilience in a challenging environment.
- Provide access to a wide range of teaching programmes and therapeutic consultation to ensure we offer a range of opportunities to engage.

We do this by:

- Supporting high-quality teaching, such as staff professional development
- Provide optimal learning for all pupils in our care
- Providing targeted academic support, such as SALT, OT input, tutoring
- Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing
- Working in partnership with families to support one another and work towards shared goals

This is not an exhaustive list.

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. Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Contextual information:

Red Kite Special Academy is designated to provide for three distinct cohorts of children and young people; Children/YP with a PMLD and/or SLD presentation; those children/YP with a complex or profound autistic presentation. Red Kite is a through school from 4 – 18 years of age. We are part of Kingsley Learning Foundation which also includes Kingsley Special Academy in Kettering.

Challenges

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

Challenge number	Detail of challenge
1	<p>Cognition and Learning</p> <p>All pupils have profound, severe or moderate learning difficulties as outlined in their EHC plans. In order for our pupils to learn effectively, they must develop their executive functioning skills including attention skills, working memory, problem solving skills and self-regulation. In addition to the learning to learn skills, our pupils also require support to develop their reading, writing and maths skills so that they can apply these in their everyday lives.</p>
2	<p>Communication and Interaction needs</p> <p>Most of our pupils have communication and/or interaction difficulties which is identified their EHC plans. There are a large number of pupils who are non-verbal or have limited language and require an alternative communication mode including technological devices. They need support to develop their communication skills to enable them to make their wants and needs known in a range of situations and with a variety of people.</p>
3	<p>Social, Emotional and Mental Health Difficulties</p> <p>Many of our pupils have delays in their social and emotional skills which is identified in their EHC plans. A large proportion of our pupils have a positive behaviour support plan as they find it difficult to regulate their behaviour independently. There are a number of pupils across the school who also have low self-esteem and struggle with their mental health. This may be due to experiencing trauma or Adverse Childhood Experiences (ACEs).</p>
4	<p>Metacognition and Sensory Processing</p> <p>There are a large number of pupils who require support to regulate their emotions due to sensory processing difficulties. Pupils require a sensory diet to</p>

	support their availability for learning including through movement opportunities, occupational therapy input or specific sensory equipment.
5	<p>Attendance</p> <p>Our whole school attendance rate has fallen below 85% which is below the national overall attendance rate for special schools. This is due to a number of reasons including transition difficulties, physical/medical disability or mental health and anxiety challenges. We recognise that support needs to be given to some of the families to improve their child/young person's attendance in school.</p>
6	<p>Independence and Personal Development</p> <p>Many of our pupils require additional support to develop their personal skills including organisation, self-care and independent travel. Some of our pupils may also have physical disabilities and require support in accessing their learning and environment as independently as possible.</p>

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
The majority of pupils will make at least expected progress in Maths, Reading and Writing or against their Communication/ Cognition & Learning EHCP outcome.	<p>Statutory assessment will show progress in reading, writing and maths.</p> <p>Pupils will achieve their Priority Now Targets, enabling them to make progress towards their EHCP outcomes. Pupils will show progress in their communication skills.</p>
Pupils will develop their communication skills and will use their preferred communication mode to make their wants and needs known.	<p>Pupils will make progress in their communication and interaction skills on Assessment for All.</p> <p>Total communication environment evident in classrooms</p> <p>Feedback from families of pupils using their preferred communication mode at home</p>
Improved sensory regulation and access to learning	<p>Behaviour reports will show a reduction in behaviour incidents across the school.</p> <p>Staff report feeling confident to support pupils who are showing signs of dysregulation.</p> <p>Lesson visits and learning walks show calm classrooms with pupils engaging in their learning.</p> <p>Pupils will have individualised sensory diets following recommendations/reports from the occupational therapist.</p>
Families feel supported by school and know how to access a range of services to support their child/young person's learning and development	<p>Feedback from families shows they feel well supported by school and can support their child at home.</p> <p>Increased parental engagement leading to pupil progress in their learning.</p>

	Improved attendance over 85% for the whole school and improved attendance for individual pupils with low attendance
Increased pupil engagement in learning including in a wide range of extra-curricular activities and enrichment opportunities	Pupils entitled to PP will be financially supported to attend school events, trips and residential. Lesson visits/Learning walks show high pupil engagement in learning opportunities.
To upskill the staff to enable them to better support the academic and personal development of our pupils' wide range of needs.	Pupils will make at least expected level of progress on Assessment for All in Cognition and Learning and Personal Development. Staff absences will be reduced. Staff wellbeing surveys report that staff feel positive about their role and have improved wellbeing. Lesson visits and Learning walks show improved teaching practice.

Activity in this academic year 2024-2025

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9876

Activity	Evidence that supports this approach	Challenge number(s) addressed
PACE Approach	'The PACE (Playfulness, Acceptance, Curiosity, Empathy) approach is a therapeutic framework developed by Dan Siegel, a clinical professor of psychiatry at the University of California, Los Angeles (UCLA) and a leading expert in the field of interpersonal neurobiology. PACE is designed to help individuals develop a more positive and healthy relationship with themselves and others'. Evidence suggests improvements in decision making skills, interactions with others and their self-management of emotions.	1, 2, 3, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Intensive Interaction	<p>Intensive interaction is a person-centred communication approach that directly promotes social inclusion and communication by responding to each individual's uniqueness through adjusting their communicative style to facilitate a mutual connection.</p> <p>Research and publications completed on the intervention show increased communication and interaction skills, improved mental health and positive relationships.</p>	1, 2
Norfolk Steps Lead Professional – Step On and Step Up	<p>'Step On' is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions. 'Step Up' focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1, 3
TEACCH	<p>'The TEACCH programme has received National and International recognition and is widely regarded as an outstanding model of service, training, and research. In 1972, the Programme was given the Gold Achievement Award by the American Psychiatric Association "for the establishment of productive research on developmental disorders of children and the implementation of an effective clinical app'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</p>	1, 2, 3, 6
Talk for Writing	<p>Talk for Writing is an engaging teaching framework based on the principles of how children learn. It enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version. It has recently been adapted to special schools and evidence has shown improvement engagement, communication skills and Literacy skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
Level 4 staff delivering PPA cover	<p>The school has employed x3 Level 4 Learning Support Assistants who deliver PPA cover. Their role is to enhance the teaching practice within the class using specific strategies and interventions to help support and enhance learning. This targeted support will link to academic learning and support the learning within our 'my world' curriculum.</p>	1, 2, 4, 6

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development>

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Support	<p>Our Family Support Team works sensitively with parent's and encourages them to have a good relationship with school. They offer help to families in a variety of ways, such as facilitating the benefits and aid they are entitled to, financial help with school meals, transport and clothing. Administrative assistance is given when making referrals to other agencies, such as social services, educational psychologists or health professionals. A number of home visits or meeting pupils and parents either in school or via virtual technology provide on-going support.</p> <p>'Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	1, 2, 5
Speech and Language Therapy – Powerful Voices	<p>The department for Education recognises that some pupils with SEND would benefit from a boost to their progress in other academic areas, such as learning capabilities, sensory development and communication therefore, we as a school have opted to invest funding received via the national tutoring programme to support wider tutoring interventions across the school via speech and language therapy. Red Kite have commissioned the work of a SALT for 1 day per week to work on 1:1 and small group basis. The therapist will offer intervention to pupils and advice/instruction to Red Kite staff In order to maximise the programme's benefit. Powerful Voices will work with the already placed NHS SALT that are to complete assessments as per statutory requirements.</p> <p>In addition to Powerful Voices, we have a full time communication lead that helps with interventions and to support staff.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2
Occupational Therapy - Thrive	<p>One Occupational Therapist attends Red Kite for 1 day per week. The aim is to help children improve their participation and function in everyday activities. The OT provides a variety of services including assessments, therapeutic intervention consultation and training.</p>	3, 4

	Many sensory issues can be addressed, including special dietary needs. Family involvement is encouraged with support groups on offer.	
Music Therapy and Tuition	Music therapy offers a platform that allows pupils with profound and multiple learning disabilities to independently explore emotions and develop early stages of intentional communication and vocalisation whilst enjoying a sensory experience. Group sessions as well as individual sessions are undertaken as a creative arts therapy. The therapist uses music and all of its facets—physical, emotional, mental, social, aesthetic, and spiritual to help pupils improve their physical and mental health. Virtual lessons are offered to families who are too vulnerable to attend school onsite due to acute illness. The benefits of music tuition to a child's development generally, cannot be overstated enough. Social, physical, spiritual, mathematical, linguistic, cultural, scientific, historical... yet alone musical development!	2, 3, 6
Educational Psychologist	An Educational Psychologist is available to Red Kite staff through Mosaics service level of agreement (minimum 10 days per year). Staff can access this provision to discuss child development and receive advice and strategies on how to engage pupils in their learning. Discussion to gain assessment of pupils is undertaken which will produce recommendations of teaching approaches and appropriate improvements. Parents are also invited to join the discussion to help with the home environment. Feedback from Mosaic clients suggest the provision is supportive. https://www.mosaicpsychology.co.uk/testimonials	1, 2, 3, 4, 5, 6
English resources to develop Reading and Writing skills	Developing pupils' in their early language, vocabulary and attention skills supports engagement and access to all curriculum areas. Reading and writing are essential life-long skills and the support the preparation for adulthood. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory equipment	Sensory integration is proven to impact a person's availability for learning by reducing anxiety and developing regulation and metacognition skills. Sensory integration interventions have been highly successful in previous years.	1, 3, 4, 6
Big Picture Treats	At Red Kite there are many strategies and interventions that underpin the schools behaviour and motivation systems, one of which is the Big Picture Treat. The Big Picture Treat is a class earned provision that allows classes to engage as a class in a	3, 5

	reward. Examples of this might include, trips out into the local community, trips into the local Corby Town, McDonalds, Cinema etc. The reward is earned by each class filling their Big Picture Treat tile for positive behaviours, work and school contributions.	
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Total budgeted cost: £133, 876

The school acknowledges that the total budgeted cost is considerably more than the amount of pupil premium funding being received. The pupil premium funding contributes towards the interventions and strategies listed above.

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

Outcomes for disadvantaged pupils

Targeted academic support

Red Kite employed part time tutors for 1:1 tuition and small group tuition as part of the catch up strategy after Covid-19 to work with the KS4 pupils who will be sitting more formal based qualifications. This support has had a positive impact on pupil progress in Maths and English and pupils are either on target to gain their qualification (or have been moved up to sit a higher qualification).

Therapeutic support

The work of the occupational therapists has continued to support the school, families and staff understanding of occupational therapies and sensory regulation within school and the home. We have continued to see across the school sustained progress within our executive functioning skills and independence skills. Facets of individual children's specific needs are comprehensively addressed and therapists work in close collaboration with class teachers and leaders, developing interventions and programmes for children but also contributing to our curricular framework.

We have been working with an educational psychologist since opening in 2018. Over the last year we have built a new relationship with Mosaic Psychology. Mosaic help us to address specific group and individual needs of the current cohort. A number of targeted interventions have been worked on, essentially with parents who were experiencing particular difficulties. Feedback has continued to be positive, especially where advice has been offered to parents and when supporting placements and EHCP updates.

Pastoral Support/ Family Support

The advice and support offered to parents from the pastoral team has enabled our families to overcome very significant challenges with particular focus on pupils whose families are struggling, often those who are entitled to pupil premium. We always hope to see a reduction in CIN cases. The family support team have ran events including coffee mornings and family learning weeks to improve parent engagement. Pastoral support has also continued to take place with key pupils to develop their emotional regulation skills and mental health/anxiety. Feedback from the pupils and their families on this intervention has been extremely positive for personal development and wellbeing.

Staff Development

Staff development continues to be strong across the school. Staff have been able to take advantage of bespoke training and training that offers the school greater depth and understanding in behaviour, attachment, ASD strategies and regulation skills based theories. By topping up the schools professional development funding, more training has been able to be cascaded and taught at a higher rate than a lead professional sharing with all.

Norfolk steps trainer training has enabled the whole school staff to develop their skills in de-escalating behaviour at the earliest moment using identified strategies for each individual pupil. As a result, staff report to feeling more confident in de-escalation strategies and physical interventions have reduced across the school.

TaSSels on body signing training has supported the staff working with our PMLD pupils which has had a positive impact on their communication and interaction skills. The on body signing has enabled the pupils to develop their anticipation skills and awareness of what is going on around them, leading to increased wellbeing.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TaSSels	Pavilion
Norfolk Steps Lead Tutor Step On Step Up	Norfolk County Council
TEACCH	Autism Independent UK

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

X1 service pupil premium = £340.00

Workstation desk: £245.00

Sensory resources: £50.00

Regulatory resources: £45.00

Total: £340.00

The impact of that spending on service pupil premium eligible pupils

Due to multiple relocations and attending different settings, our service pupil premium for the academic year 2023-2024 was used to support regulation skills and provide sensory learning experiences. The resources purchased had a positive impact on the pupil's availability for learning and engagement in learning experiences. Evidence shows that progress has been made in cognition and learning and emotional regulation skills.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.