

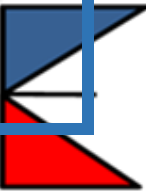


Red Kite Special Academy
Pupil Premium Strategy 2020-2021
Covid-19 Catch-Up Premium 2020-2021

Approved:

Last Reviewed on: October 2020

Next Review Date: September 2022



Pupil Premium Strategy and Covid Catch-Up Premium 2020 - 2021

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 pupil 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. In addition to pupil premium the government recently announced £1 billion of Covid Catch-Up funding to support children and young people to catch up lost time after school closure. This is especially important for the most vulnerable and disadvantaged backgrounds.

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

Barriers to Attainment

Red Kite Special Academy is designated to provide for three distinct cohorts of children; Children with a PMLD/SLD presentation; those children with a complex or profound autistic presentation and those with 'higher functioning autism'.

Through our engaging WOW curriculum, we ensure that children foster a passion for learning and curiosity that will help to develop high aspirations and a lifetime of memories. To ensure pupils are able to fully engage with this curriculum, we work hard to minimise any internal and external barriers to attainment. We do this by addressing:

Internal barriers:

- Cognition and Learning
- Metacognition and Regulation
- Communication and Interaction needs
- Social, emotional and mental health difficulties

External barriers:

- Cultural/social expectations
- Poor attendance due to transition difficulties / LAC Status / Special Educational Needs: Physical/Medical Disability

Unforeseen Barrier: Covid-19 Virus

Allocation of Pupil Premium Funds and Eligibility

Pupil premium funding varies according to the eligibility of each pupil;

£1,320 is awarded for pupils in reception to year 6 recorded as ever Free School Meals

£935 is awarded for pupils in year 7 to year 11 recorded as ever Free School Meals

£2,300 for Looked After Children (LAC)

£2,300 for pupils who have ceased to be Looked After, through adoption, residency order, child arrangements and special guardianship orders.

£300 for pupils families are in receipt of Ministry of Defence pension

Allocation of Covid Premium Funds and Eligibility

School allocations will be calculated on a per pupil basis.

Mainstream school will get £80 for each pupil in from reception to year 11 inclusive.

Special, AP and hospital schools will get £240 for each place for the 2020 to 2021 academic year.

Summary of Expenditure Pupil and Covid Premium

Summary Information (Pupil Premium) Academic Year 2020 - 2021	
Total Number of Pupils on role: 121 Pupils on Pupil Premium: Total number of pupils eligible for PP: 14 13 pupils awarded £1,320 24 pupils awarded £935 5 pupils awarded £2300 1 pupil awarded £300	Free School Meals = Looked after Pupils =3 Care Leavers = 2 Other = 0
Total Pupil Premium Inc:£51,400 Total Spend: Negative:	<u>Expenditure according to focus area:</u> Teaching Professional Development £5000 Recruitment - ITT TLR Mentor £2721 Targeted Academic Support Educational Psychologist (LAC) + TAMHS Programme £5000 Thrive: Occupational Therapies and Sensory Profiling £5000 Music Therapy £9,750 SEMH Intervention £1500 Wider Approaches Parent/Family Support Team £25,000 Motivators - 'Big Picture' activities/trips £2,500

Summary Information (Covid Premium)

Academic Year 2020 - 2021

Total Number of Pupils on role: 121

Total Covid Premium: £29,040

£7945 (contingency spend for the rest of the academic year - interventions to be added as and when agreed and provided)

Expenditure according to focus area:

Teach an ambitious and broad curriculum

External Marking of Mock Papers and QLA Report £750

Maths Tutoring £40 per session - £480

Music Therapy - Summer 1 day a week for PMLD Cohort £275 (per day) £1650

PMLD Learning packs £1600

Transition to normal curriculum by Summer 2021

Non-engagement - places in provision

EP - £1000

SEMH: Mental health, protective behaviours

Educational needs of pupils

Secondary laptops £12,915

Curriculum planning

Remote education - Apps and memberships £1200 (KIAK)

Access to online learning platform -ZOOM £795

Home Resource: £1500

Pupil Premium Allocation in 2020 - 2021

Approach: Teaching	Rationale	Desired Outcome	Monitoring to ensure effectiveness	Review Date(s)
Professional Development: Protective Behaviours	To ensure all staff are able to properly meet pupils personal safety needs, staff will receive a day's training on how to develop safety awareness; review what gets in the way of people acting safely; examine how to make safe choices; use safe language to create a safe environment.	The course will help staff to feel confident and capable in using the Protective Behaviours approach across the school. The applied approach will benefit pupils by improving their self-esteem and family relationships, safety awareness and assertiveness and problem-solving skills.	Teachers performance management Pupil voice	January 2020 July 2020
Approach: Teaching	Rationale	Desired Outcome	Monitoring	Review Date(s)
Professional Development: Educational Psychologist Input CBT Group Therapy Red Kite has signed up to 10 days of the EP Service to develop teachers' knowledge and understanding of	This ultimately is to promote positive child development and learning through the application of psychology, current research and latest ideas that support evidenced based practice.	Practice across the school will reflect current progressive interventions. Teachers, parents and pupils will all have the same understanding and approach to metacognition and concepts of enabled regulation.	Teachers performance management Pupil voice EP feedback data	Every half term Review of provision

Approach: Teaching	Rationale	Desired Outcome	Monitoring	Review Date(s)
<p>Recruitment: TLR ITT Mentor An experienced teacher has been awarded a TLR2 to support 3 individuals currently undergoing Initial Teacher Training at Red Kite. The ITT mentor will meet with each ITT once weekly to work through targets and provide both academic and pastoral support.</p>	<p>Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers. An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession.</p>	<p>ITT trainees will feel supported. ITT trainees will successfully pass their ITT year and present as successful, confident, conscious teaching individuals.</p>	<p>Weekly ITT meetings Termly ITT reports</p>	<p>Half Termly (throughout the 2 terms ITT trainees are with Red Kite)</p>
Approach: Targeted Academic Support	Rationale	Desired Outcome	Monitoring	Review Date(s)
<p>Educational Psychologist Educational Advices (LAC) This year Red Kite will be using 2.5 days of the 10-day EP service to assess each LAC child to look at specialised and focused / diagnostic</p>	<p>The EP will use psychological techniques and therapeutic approaches to elicit information about the child's perceptions and their social, emotional and mental health in order for the school to apply appropriate support and interventions in place.</p>	<p>Teachers will be able to access data that is presented clearly, and combined with the views of the child, parents and teachers to give a psychological formulation of a child's current situation. The EP will help the Family Support team and teachers to link any data</p>	<p>Annual Review Interim Reviews</p>	<p>End of each intervention</p>

assessments of general or specific skills.		formulations to practical and effective intervention.		
Approach: Targeted Academic Support	Rationale	Desired Outcome	Monitoring	Review Date(s)
Regulation: Thrive Occupational Therapy services The OT team will work with teachers to offer advices on daily activities to benefit individual children or the whole class. The OT team will populate individual assessments and therapeutic intervention as required.	Occupational therapies enable pupils to manage pain and prevent deterioration of disease and conditions. By creating sensory diets, we are giving pupils opportunities to regulate themselves and thus, engage in learning. The OT team will support the teacher and child in achieving IEP's and therapeutic goals through collaborative working, individualised therapy and/or small group work.	100% of pupils achieved EHC plan occupational therapy outcome (short or long term). 100% of pupils achieve their predicted cognition and learning targets, through regulated states in class.	Annual reviews. Class observations. Whole school quality assurance of pupil behaviour plans.	February 2021 April 2021 July (end) 2021
Approach: Targeted Academic Support	Rationale	Desired Outcome	Monitoring	Review Date(s)
Music Therapy: Once weekly a music therapist will work with our pupils on a 1:1 basis	Music therapy offers a platform that allows pupils with profound and multiple learning disabilities to independently make choices:	Pupils will have developed: an understanding of emotions; communication and interaction; and	Annual review reports to be wrote music therapist and shared with	February 2021 April 2021

or through small group interventions.	explore emotions; develop early stages of intentional communication and vocalisation.	engaged in meaningful educational/sensory experiences.	class teachers and DHT.	July (end) 2021
Approach	Rationale	Desired Outcome	Monitoring	Review Date(s)
SEMH Interventions: Talk and drawer Lego Therapy Volcano in My Tummy	Social and emotional learning helps to improve emotional and attitudinal outcomes. Early identification of mental health issues allow for early intervention and support in the form of assessment; this can reduce the necessity to escalate support for long term provisions	Appropriate referrals will be made however, these will be reduced as staff will be able to address some difficulties on a daily basis within the schools parameters. Pupils will have improved self-esteem, confidence, and understanding of themselves. Pupils will begin to distinguish between anger the feeling and violence the behaviour.	Intervention records. Pupil feedback. Parent feedback and engagement. Reduction in short term service referrals.	February 2019 April 2019 July (end) 2019
Approach: Wider Approaches	Rational	Desired Outcome	Monitoring	Review Dates
Parent Support Worker and Family Support Worker The PSW monitors attendance and	The PSW regularly holds coffee mornings to facilitate parent partnerships and update	The PSW works with the parents around: parenting; mental health; finance; safeguarding concerns;	DL to complete staff appraisal.	February 2021

<p>impacts on persistent absences by working with the families to overcome barriers to getting their pupil to school.</p>	<p>families on the school and opportunities available to the schools pupil.</p> <p>The PSW supports parents to ensure that their child(ren) thrive in a safe and caring environment.</p>	<p>strategies, and intervention support for in the home.</p> <p>By supporting parents, we aim to improve pupil's attendance.</p>	<p>Completion of attendance reports shared with DL and governors.</p>	<p>April 2021</p> <p>July (end) 2021</p>
<p>Approach: Wider Approaches</p>	<p>Rationale</p>	<p>Desired Outcome</p>	<p>Monitoring</p>	<p>Review Date(s)</p>
<p>Big Picture activities/trips</p> <p>Classes are awarded class tokens for good behaviour, attitude to learning, excellent work, and for going above and beyond!</p> <p>Once a class fills up their Big Picture, the group are offered a reward.</p>	<p>The Big Picture activities and trips encourage good behaviour and participation in class/group ethos.</p> <p>Many of the Big Picture Trips involve pupils working as a team to decide upon a group reward; this positively enhances communication and interaction amongst peers.</p> <p>Historically, pupils have decided to use their big picture award to attend local community amenities such as McDonalds, Cinema, and parks. This enables groups accessing the community to plan a journey,</p>	<p>Pupils will be highly motivated pupils.</p> <p>Pupils will have positive behaviour.</p> <p>Pupils will demonstrate the need to work as a team to achieve something - this develop pupil's abilities to encourage team work and support peer on peer.</p> <p>Classes will be asked to deliver a big picture assembly, once a term, to share their success stories with the rest of their peers; this will further</p>	<p>The senior leadership team are always involved in the Big Picture discussions to determine if an activity or trip is feasible.</p> <p>Trip documentation specifically highlights the</p>	<p>Half termly</p>

	cost a trip - all of which are learning opportunities.	reinforce positive behaviour and attitude towards learning	benefits of the arranged visit.	
Approach: Ambitious and Broad Curriculum	Rationale	Desired Outcome	Monitoring	Review Date(s)
Mock Paper Assessments - externally marked and intervention plans obtained for each pupil.	This will ensure accurate and consistent marking of year 11 papers with which will inform individual bespoke revision strategies for each pupil. This will support us in identifying learning gaps and will inform a maths intervention teacher what needs teaching to increase a pupil's overall maths grade.	Identified gaps in knowledge and intervene accordingly applied. One level increase in teacher assessment.	Mock papers QL	Termly
Approach: Ambitious and Broad Curriculum	Rationale	Desired Outcome	Monitoring	Review Date(s)
1:1 Maths Tutor Intervention for GCSE pupils.	'There is extensive evidence supporting the impact of high-quality 1:1 and small group tuition as a catch-up strategy.' Therefore, pupils undertaking Maths GCSE will be offered a weekly 1:1 maths intervention session to support them in their final GCSE year due to lost time as a result of Covid. Where the bubble has to	Improved attainment and progress scores between October and April mocks in Year 11	Mock papers Session observations pupil feedback	Weekly - ongoing Per mock

	isolate, additional intervention can be sought.			
Approach: Ambitious and Broad Curriculum	Rationale	Desired Outcome	Monitoring	Review Date(s)
<p>Music Therapy - over summer (holidays)</p> <p>Once weekly a music therapist will work with our pupils on a 1:1 basis or through small group interventions.</p>	<p>Music therapy offers a platform that allows pupils with profound and multiple learning disabilities to independently make choices: explore emotions; develop early stages of intentional communication and vocalisation.</p> <p>This learning opportunity will offer pupils continuity throughout summer for pupils who have already missed a lot of structured schooling due to covid-19. This will be deemed as additional learning opportunities.</p>	<p>When pupils transition back to school, transitions will be easier as staff will have not had a 6-week break from pupils. Families and staff will be aware of any concerns and these will be addressed prior to a pupil transition plan.</p>	<p>Teacher feedback</p> <p>Parent/child feedback</p> <p>Attendance records</p>	<p>Weekly-ongoing</p>
Approach: Curriculum Planning	Rationale	Desired Outcome	Monitoring	Review Date(s)
<p>Learning Apps - Staff reimbursement for teaching and learning apps necessary to support blended learning</p>	<p>Staff are able to access a variety of apps and memberships in order to make video recordings/sessions, teaching and learning resources and pupil logins to apps and websites for directed learning tasks. E.G Quizzes.</p>	<p>Staff will be able to produce effective videos that engage learnings in online learning. The use of specific apps will save staff time and will make creating resources easier.</p>	<p>Purchase orders</p> <p>Review of online learning</p>	<p>Financial month end - ongoing</p>

		Wider pupil engagement. Extended learning opportunities - Independent learning when completing tasks such as quizzes.	resources and videos	
Approach: Curriculum Planning	Rationale	Desired Outcome	Monitoring	Review Date(s)
Online Learning Platform accounts - 5 ZOOM accounts have been purchased to offer staff unlimited access to live video recordings, meetings and pre-recorded sessions for pupils to access as part of online learning.	By having access to 5 unlimited accounts staff are able to offer extended online sessions and meetings with parents to address pupil's needs if this is needed. This will ensure teachers activities are not limited by a membership/technology.	100% of pupils (appropriate to them) accessing virtual lessons due to bubble closures/lockdown have access to lessons and internet activities	Pupil feedback Staff feedback Account log-in records/usability review	Termly
Approach: Transition	Rationale	Desired Outcome	Monitoring	Review Date(s)
EP - Examinations Intervention Due to the pandemic many GCSE and BTEC assessments	To support pupils in understanding this and their feelings and thoughts attached to their examinations being cancelled, an EP is to provide group intervention to discuss accepting this change, exploring what this	Pupil's anxieties will be reduced. Pupil's anxieties will be reduced enough that in the future they will be confidence to attempt examinations	Pupil feedback post intervention	On completion of intervention

have been cancelled therefore an EP will deliver intervention as a group to explore what this actually means.	means individually for pupils and exploring a theme of control. For some pupils, extended work may be offered on their own anxieties and mental health issues as a result of their KS4 options being cancelled. 1:1 session will also be offered with the school's career leaders as a way of mapping KS5 options and any suitable qualifications the YP may be interested in.	again without anxieties of them being cancelled. Pupils will have a good understanding of why examinations had to be cancelled. Pupils understand their KS5 options.		July 2021
Approach: Pupils Needs	Rationale	Desired Outcome	Monitoring	Review Date(s)
Laptops (all H, F, LO pupils)	This will mean more pupils have access to computers during their lessons; particularly supports subjects where computers are necessary. Pupil's access to technology has been an important factor affecting whether they can learn at home. As pupils return to schools, technology could also be valuable; for example, by facilitating access to online tuition or support.'	100% of pupils accessing virtual lessons due to bubble closure, have access to lessons and internet activities	Work completion	Termly ongoing -

Approach: Curriculum Planning	Rationale	Desired Outcome	Monitoring	Review Date(s)
Resources for Home Learning: Drywipe Whiteboards/pens; Maths Stationery Kits (dice, measuring materials); Phonics Sound Strips; Motivators; books; paper; printing ink.	By providing resources to children in their family homes we are able to ensure in the event of any isolation periods of local lockdowns pupils will not miss out on activity learning due to a lack of resource.	Engagement in learning from all pupils. Pupils from low-income households will not be at a disadvantage to their peers.	Weekly welfare calls. MyConcern call records/logs	Weekly
Approach: Ambitious and Broad Curriculum	Rationale	Desired Outcome	Monitoring	Review Date(s)
PMLD - Learning packs At RedKite there are 16 pupils that fall into the category of early pupils (K1 - K3). In order to offer these pupils bespoke learning during this pandemic, resources will be purchased, and learning sacks will be made and distributed (quarter termly) to target engagement levels.	For some pupils at RedKite they have been shielding since March due to profound and multiple medical and learning difficulties. As a result of this, many of these pupils are still at home during this pandemic. In order to support learning, stimulation packs have been created to address this groups learning needs. This will be met in the form of learning sacks that will aim to address K1 - K3.	Pupils will be able to engage in learning through the exploration of learning packs resources that will offer visuals, calming, auditory, musical, textures, reflections, choice making activities.	Parent feedback Weekly welfare calls TLR lead review Photographs and videos	Half Termly

Education Endowment Foundation



Where applicable, Red Kite have used the Education Endowment Foundation to support the selection and application of pupil premium funding and approaches.

<u>Strategy</u>	<u>Cost</u>	<u>Link</u>
Social and Emotional Learning	Moderate impact for moderate cost +4 months	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/
Parent Support - Parental Involvement	Moderate impact for moderate costs +3 months	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/
Covid- Catch Up	See above strategy	https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf
Digital Technology	Moderate impact for moderate cost +4	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/digital-technology/
One to one tuition	Moderate impact for high cost +5	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/

Other documents considered in the implementation of this strategy are as follows:

<https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report>

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychologyservice/Documents/FRIENDS%20for%20Life.pdf>

