



Red Kite Special Academy Pupil Premium Strategy
2019-2020

Approved: SLG

Last Reviewed on: September 2019

Next Review Date: July 2020

Pupil Premium Strategy 2019 - 2020

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.

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

Allocation of 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

Summary of expenditure

Summary Information Academic Year 2019 - 2020		Costs
Total Number of Pupils on role: 100 Pupils on Pupil Premium: 35 Total number of pupils eligible for PP: 12 pupils awarded £1,320 15 pupils awarded £935 5 pupils awarded £2300 1 pupil awarded £300 Total Pupil Premium Inc: Total Spend: £41,665 Negative: £87	Free School Meals = 30 Looked after Pupils = 3 Care Leavers = 2 Other = 0	Expenditure according to focus areas using the Education Endowment Foundation Tiered Approach: <u>Teaching</u> Professional Development Numicon Refresher and Class Input - £1400 Educational Psychologist Input £5000 Life Guard Training - £600 (£50 pp) Recruitment ITT Mentor TLR £2721 Makaton Training £1225 Makaton Resource for Loaning £500 <u>Targeted Academic Support</u> Parent Support Worker £18,000

		<p>Regulation - Thrive OT Service £9,000 (contribution)</p> <p><u>Wider Strategies</u></p> <p>Parent Development: Training in Numicon; Online safety</p> <p>Parent Involvement: Family Learning Weeks - £200 for resource</p> <p>Improving Parent and school communications £606 (£6 per pupil)</p> <p>Extra Curricula and Big Picture Treats £2500</p>
--	--	--

Pupil Premium Allocation in 2019 - 2020

Approach: Teaching	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
<p>Professional Development: Numicon Refresher This September the Numicon Curriculum for maths was introduced and embedded across all primary and secondary (primary based) classes. Staff received a full day of training during staff training/induction to help them to familiarise themselves with the resources and the theory behind the Numicon approach; knowledge to appreciate the essential building blocks that underpin the key mathematical ideas and time to explore the benefits of using Numicon with all children.</p>	<p>To ensure staff are delivering the Numicon programme correctly, staff will receive a half day refresher with the lead trainer and some internal class observations to ensure teachers are delivering the programme as it should be.</p>	<p>The fresher course will ensure staff feel confident and capable in using the Numicon approach to teach mastery and improve standards across mathematics.</p> <p>Staff who are not delivering the programme properly will receive further support from department and the maths lead.</p>	<p>Book scrutiny Class observations Curriculum review</p>	<p>January 2020 July 2020</p>
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>Teachers performance management Pupil voice EP feedback data</p>	<p>Every half term Review of provision</p>

through high quality professional development and resources.				
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 assessments of general or specific skills.	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.	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 formulations to practical and effective intervention. These interventions form as part of Red Kites TAMHS approach.	Annual Review Interim Reviews	End of each intervention
Professional Development: Lifeguard 12 members of staff will be offered lifeguard training.	RedKite offers swimming as part of the whole school curriculum. By training 11 members of staff, there are enough staff members for all classes to swim weekly. Swimming offers many benefits to our pupils which include: Improved muscle definition and strength; flexibility; life skills; reduces inflammation;	All pupils are able to access swimming as part of their curriculum. Pupils benefit from improved health benefits associated to swimming.	SLG to review termly to ensure staff are delivering appropriate swimming activities and are adhering to school swimming policy.	February 2020 April 2020 July (end) 2020

	communication and interaction opportunities			
<p>Professional Development: Makaton Trainer Makaton Tutor training covers, in depth, the design of the Makaton Language Programme and its implementation over an extensive range of difficulties.</p>	<p>By training a member of staff in Makaton, it would be expected that this knowledge is shared with other teachers and teaching assistants to improve communication in classes and therefore, pupils' abilities to access quality teaching and learning.</p> <p>This provision could also be used to help parents in extending communication across settings.</p>	<p>Staff will develop their knowledge and understanding of language structure; develop your translation skills; learn about techniques to advance signing and symbol use and learn about delivering Makaton Workshops.</p> <p>Classes will be more reflect successful 'Total Communication' environments.</p>	<p>Performance management</p> <p>Class observation with total communication focus</p>	<p>April 2020</p> <p>July (end) 2020</p>
<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</p> <p>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 to ensure effective implementation	Review Date(s)
<p>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.</p> <p>The OT team will populate individual assessments and therapeutic intervention as required.</p>	<p>Occupational therapies enable pupils to manage pain and prevent deterioration of disease and conditions.</p> <p>By creating sensory diets, we are giving pupils opportunities to regulate themselves and thus, engage in learning.</p> <p>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.</p>	<p>100% of pupils achieved EHC plan occupational therapy outcome (short or long term).</p> <p>100% of pupils achieve their predicted cognition and learning targets, through regulated states in class.</p>	<p>Focus child meetings.</p> <p>Annual reviews.</p> <p>Class observations.</p> <p>Whole school quality assurance of pupil behaviour plans.</p>	<p>February 2019</p> <p>April 2019</p> <p>July (end) 2019</p>
<p>Regulation: Interoception Training</p> <p>This interactive two-day training course will provide the schools Autism lead (senior leader) and Autism Department Leader a solid understanding of interoception, as well as in-depth instructions on the</p>	<p>This training programme will provide training for department leads and senior leaders to appropriately off support systems when addressing behaviour management across The Woods department. This will be disseminated in department</p>	<p>Senior leaders, department leads and teachers are better able to manage behaviours in and outside of classes due to current interventions and research.</p> <p>Consistent approach to behaviour management amongst teachers and senior leaders. This, therefore, will</p>	<p>Focus child meetings.</p> <p>Annual reviews.</p> <p>Class observations.</p> <p>Whole school quality assurance of</p>	<p>February 2019</p> <p>April 2019</p> <p>July (end) 2019</p>

<p>assessment and development of interoception, supporting them to implement an interoception-based approach to behaviour and self-regulation for individuals with autism.</p>	<p>CPD sessions and regularly reviewed for efficiency.</p> <p>With recent country findings (Ofsted, 2019) which focused on teacher well-being at work in schools and further education providers, research suggested overall there is a perceived lack of support from senior managers, especially in behaviour management. Although this has not been highlighted at Red Kite through the Ofsted questionnaire, the SLG want to ensure this does not happen.</p>	<p>ensure any perceived lack of support from senior leaders because of an inconsistent approach is not present at Red Kite (Ofsted, 2019).</p>	<p>pupil behaviour plans.</p>	<p>After a PBP update</p>
<p>Parent Support Worker The PSW monitors attendance and impacts on persistent absences by working with the families to overcome barriers to getting their pupil to school</p>	<p>The PSW regularly holds coffee mornings to facilitate parent partnerships and update families on the school and opportunities available to the school's pupil.</p> <p>The PSW supports parents to ensure that their child(ren) thrive in a safe and caring environment.</p>	<p>The PSW works with the parents around: parenting; mental health; finance; safeguarding concerns; strategies, and intervention support for in the home. By supporting parents, we aim to improve pupil's attendance.</p>	<p>DL to complete staff appraisal.</p> <p>Completion of attendance reports shared with DL and governors.</p>	<p>February 2020</p> <p>April 2020</p> <p>July (end) 2020</p>

Approach: Wider Strategies	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
<p>Parent Development: Training in Numicon offered in online safety, 123 Magic, phonics, visuals</p>	<p>By providing parents with knowledge of interventions and curriculum strategies in school, parents are better equipped to support extended learning tasks within the family home. Parents will also feel more empowered to address areas such as behaviour management, communication and</p>	<p>Parents are better able to support pupils in overlearning tasks.</p> <p>Attainment targets supported by parents where appropriate.</p> <p>Families feel Red Kite consider training sessions to offer interventions across settings.</p>	<p>Parent feedback forms</p> <p>Pupils voice (where appropriate)</p>	<p>November 2019</p> <p>February 2020</p> <p>April 2020</p> <p>July 2020</p>
<p>Parent Involvement: Family Learning Weeks Family learning week allows for families to come to Red Kite to enjoy short activities led by staff and external agencies with their children.</p>	<p>All members from the family support team will be able to engage through this vocational week promoting and encouraging strong family and school relations.</p>	<p>Enhanced staff understanding of family needs.</p> <p>Families feel supported by the school.</p>	<p>Impact statements</p>	<p>November 2019</p> <p>February 2020</p> <p>April 2020</p> <p>July 2020</p>
<p>Improving Parent and School Communications: Text Tools Eduspot Eduspot is a market leading text and email software that allows clear and efficient communication between teachers and parents in a couple of clicks.</p>	<p>At Red Kite teaching tools has been useful to provide parents with quick reminders regarding lunches, clubs, trips, payments, closures and letters within pupil bags without having to call parents. This ensures parents have important information at its</p>	<p>By using a text service, staff at Red Kite are able to easily maintain a convenient way of passing information to parents and guardians.</p> <p>Improved pupil attendance.</p>	<p>Each year ask for updated contact details from parents to ensure the numbers being used are up to date</p>	<p>Throughout the academic year</p>

	<p>earliest convenience allowing for better systems across school and family life. This service also ensures all parents who have opted for this service receive information at the same time.</p> <p>Furthermore, a study in the United States (EEF, 2019) found evidence that texting information to parents about children's attendance and homework submission (N/A) records was successful in increasing their attainment.</p>			
--	---	--	--	--

<p>Social, Emotional, Mental Health Learning / Intervention:</p> <p>Protective Behaviour Intervention</p> <p>Lego Therapy</p> <p>Talk and Draw</p>	<p>Social and emotional learning helps to improve emotional and attitudinal outcomes.</p> <p>Early identification of mental health issues allows for early intervention and support in the form of assessment; this can reduce the necessity to escalate support for long term provisions.</p> <p>Interventions such as Lego Therapy and Talk and Draw use child engagement through play to create safe spaces and relations with trusted adults to provide appropriate intervention, strategies and any required further referrals.</p>	<p>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 school's intervention parameters.</p> <p>Pupils will have improved self-esteem, confidence, and understanding of themselves.</p> <p>Pupils will begin to distinguish between anger the feeling and violence the behaviour.</p>	<p>Intervention records.</p> <p>Pupil feedback.</p> <p>Parent feedback and engagement.</p> <p>Reduction in short term service referrals.</p>	<p>February 2019</p> <p>April 2019</p> <p>July (end) 2019</p>
---	--	--	--	---

<p>Behaviour Motivators:Big Picture Treats</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, cost a trip - all of which are learning opportunities.</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 reinforce positive behaviour and attitude towards learning.</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 benefits of the arranged visit.</p>	<p>Half Termly</p>
---	---	--	---	--------------------

Education Endowment Foundation

Where applicable, RedKite have used the Education Endowment Foundation to support the selection and application of pupil premium funding and approaches. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

<u>Strategy</u>	<u>Cost</u>	<u>Link</u>
Metacognition and Self Regulation	High impact for low cost + 7 months	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/#search
Texting parents	Varies according to purpose of engagement	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/texting-parents/
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 development, involvement and engagement	Moderate impact for moderate costs +3 months	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-involvement/

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-psychology-service/Documents/FRIENDS%20for%20Life.pdf>