

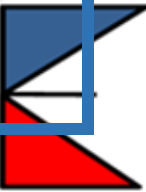


Red Kite Special Academy Pupil Premium 2018-2019

Approved:

Last Reviewed on:

Next Review Date: July 2019



Pupil Premium Strategy 2018 - 2019

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:

- Social, emotional and mental health difficulties
- Occupational therapies and sensory regulation
- Communication needs
- Special educational needs and disabilities

External barriers:

- Cultural/social expectations
- Poor attendance due to transition difficulties

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 2018 - 2019	
Total Number of Pupils: 63 Total number of pupils eligible for PP: 9 pupils awarded £1,320 10 pupils awarded £935	Free School Meals = Looked after Pupils = Care Leavers = 0 Other = 0
Total Pupil Premium Inc: £21,230 Total Spend: £26,529 Negative: £5,299	Expenditure according to focus area: Staff Training £1,000 Music Therapy £5,850 Occupational Therapies and Sensory Profiling £13,912 Parent Support Worker £5,000 SEMH Programmes: Volcano in my Tummy £67.00 Motivators - 'Big Picture' activities/trips £700.00

Pupil Premium Allocation in 2018 - 2019

Approach	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
<p><i>Occupational Therapy and Sensory Profiling (Thrive)</i></p> <p>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>
Approach	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
<p><i>Parent Support Worker</i></p> <p>The PSW monitors attendance and impacts on persistent absences by working with the</p>	<p>The PSW regularly holds coffee mornings to facilitate parent partnerships and update families on the school and opportunities available to the schools pupil.</p>	<p>The PSW works with the parents around: parenting; mental health; finance; safeguarding concerns; strategies, and</p>	<p>DL to complete staff appraisal.</p>	<p>February 2019</p> <p>April 2019</p> <p>July (end)</p>

families to overcome barriers to getting their pupil to school.	The PSW supports parents to ensure that their child(ren) thrive in a safe and caring environment.	intervention support for in the home. By supporting parents, we aim to improve pupil's attendance.	Completion of attendance reports shared with DL and governors.	2019
Approach	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
Music Therapy Once weekly a music therapist will work with our pupils on a 1:1 basis or through small group interventions.	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.	Pupils will have developed: an understanding of emotions; communication and interaction; and engaged in meaningful educational/sensory experiences.	Annual review reports to be wrote music therapist and shared with class teachers and assistant heads.	February 2019 April 2019 July (end) 2019
Approach	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
Big Picture activities/trips Classes are awarded class tokens for good behaviour, attitude to learning, excellent	The Big Picture activities and trips encourage good behaviour and participation in class/group ethos. Many of the Big Picture Trips involve pupils working as a team to decide upon a group	Pupils will be highly motivated learners. Pupils will have positive behaviour.	The senior leadership team are always involved in the Big Picture discussions to determine if an activity or trip is feasible.	Half termly

<p>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>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>Trip documentation specifically highlights the benefits of the arranged visit.</p>	
Approach	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
<p>Training - Lifeguard</p> <p>21 members of staff will be offered lifeguard training.</p>	<p>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.</p>	<p>All pupils are able to access swimming as part of their curriculum.</p>	<p>AH to review termly to ensure staff are delivering appropriate swimming activities and</p>	<p>February 2019 April 2019</p>

	Swimming offers many benefits to our pupils which include: Improved muscle definition and strength; flexibility; life skills; reduces inflammation; communication and interaction opportunities	Pupils benefit from improved health benefits associated to swimming.	are adhering to school swimming policy.	July (end) 2019
Approach	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
Holiday and after school clubs	Afterschool clubs and holiday clubs offer pupils opportunities to learn something new. This can offer insight into new hobbies and interests. Holiday clubs and after school provisions allow for families to work extended hours whilst their young person is safely cared for and engaged. After school clubs offer alternatives to extended engagement with television.	Pupil will have increased self-esteem, confidence and improved friendships. Pupils that attend afterschool clubs are thought to be happier, safer children as opposed to those that do not when parents are working.	Pupil and parent feedback. Annual review discussions.	February 2019 April 2019 July (end) 2019

Approach	Rationale	Desired Outcome	Monitoring to ensure effective implementation	Review Date(s)
<p data-bbox="69 323 499 403">Social, Emotional, Mental Health Learning / Intervention</p> <p data-bbox="69 443 353 480">Group interventions:</p> <p data-bbox="69 512 353 549">Volcano in my tummy</p> <p data-bbox="69 580 286 617">Sexual Literacy</p>	<p data-bbox="521 323 1104 451">Social and emotional learning helps to improve emotional and attitudinal outcomes.</p> <p data-bbox="521 491 1104 715">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.</p> <p data-bbox="521 978 1104 1106">*Volcano in my Tummy helps children and young adults to understand and deal constructively with anger.</p>	<p data-bbox="1126 323 1491 643">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.</p> <p data-bbox="1126 683 1491 858">Pupils will have improved self-esteem, confidence, and understanding of themselves.</p> <p data-bbox="1126 898 1491 1074">Pupils will begin to distinguish between anger the feeling and violence the behaviour.</p>	<p data-bbox="1514 323 1816 360">Intervention records.</p> <p data-bbox="1514 400 1720 437">Pupil feedback.</p> <p data-bbox="1514 477 1879 557">Parent feedback and engagement.</p> <p data-bbox="1514 596 1879 676">Reduction in short term service referrals.</p>	<p data-bbox="1901 323 2033 403">February 2019</p> <p data-bbox="1901 443 2049 480">April 2019</p> <p data-bbox="1901 520 2040 557">July (end) 2019</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.

<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/
Wrap around care - Afterschool clubs/ Summer schools	Low Impact for moderate cost +2 months	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/summer-schools/