

### 3 Year Pupil Premium strategy plan

All students at Catcote Academy have special educational needs. 49% of students are eligible for the Pupil Premium.

For students with special educational needs deprivation is likely to be part of the broader context for many of our families. Therefore, the Pupil Premium is used to help students and families to overcome the dual barriers of special educational needs and socio-economic disadvantage.

The Academy's aim is that all students, irrespective of background and barriers to learning, are happy, safe and grow in confidence and independence.

Over the next 3 years wellbeing, communication, achievement and independence are areas that the Academy is seeking to address for identified students when spending pupil premium funding.

A tiered approach to Pupil Premium spending will be adopted which will focus on teaching, targeted academic support and wider strategies.

SUMMARY INFORMATION			
CURRENT STUDENT INFORMATION (2019-2020)			
Total Number of students:	174 (Pre 16 127, Post 16 47)	Anticipated pupil premium budget:	£76'000
Number of students eligible for pupil premium:	85 (to be confirmed after January census)	Amount of pupil premium received per child:	Varies (information on request from the school)

COHORT INFORMATION (85 students)		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
MLD	35	41.2%
SLD	12	14.1%
PMLD	3	3.5%
ASC	12	14.1%
OTHER	23	27.1%
BOYS	54	63.5%
GIRLS	31	36.5%

## END OF YEAR ASSESSMENT DATA

YELLOW AND BLUE PATHWAY			
	Data from previous 3 years		
	2016-17	2017-18	2018-19
% greatly exceeding expectations	*N/A	N/A	13% (1)
% exceeding expectations	N/A	N/A	25% (2)
% meeting expectations	N/A	N/A	38% (3)
% not meeting expectations	N/A	N/A	25% (2)

RED PATHWAY			
	Data from previous 3 years		
	2016-17	2017-18	2018-19
Average % progress in Maths	N/A	N/A	30%
Average % progress in English	N/A	N/A	32%

*\*Trend data will start from 2018-2019 due to new ways of reporting progress within the different pathways*

OTHER DATA									
	Data from previous 3 years								
	2016-17			2017-18			2018-19		
Attendance	%	Authorised absence	Unauthorised absence	%	Authorised absence	Unauthorised absence	%	Authorised absence	Unauthorised absence
Pupil Premium	93.72	4.59	1.79	93.9	4.31	1.79	93.52	4.02	2.46
Non-Pupil Premium	94.87	4.9	1.69	93.38	4.93	1.69	94.52	3.65	1.83

## BARRIERS TO ATTAINMENT

Barrier to future attainment	
In-school barriers	
A	Dynamics of class groups; increasing severity and complexity of need
B	Limitations of the building (lack of small group/break out spaces)
External barriers	
A	Social deprivation including issues outside of school impacting on social and emotional wellbeing and their readiness to learn
B	Type and severity of SEN
C	Impact of ACEs (Adverse Childhood Experiences)

## PRIORITIES

LONG TERM PLAN (3 YEAR TIMESCALE)
<p>Priorities</p> <ol style="list-style-type: none"><li>1) Improve teachers' knowledge by accessing CPD related to pedagogy and new generation pedagogy which includes training to support early career teachers</li><li>2) Support students' readiness to learn which will include access to one to one and group intervention</li></ol>

PLANNED EXPENDITURE

PRIORITY 1				
Actions	By whom	Year	Resources	Success Criteria
Develop staff knowledge and understanding of the key characteristics of our learners	SLT, Phase 1 TLRs (MW, JA and RK) and external trainers	2019-2020 Training from Richard Hirstwood (SLD learners)	£1000	Evidenced through the Trusts monitoring mechanisms - needs of all students is matched appropriately to the curriculum offer
CPD on 'enabling' environments to meet the needs of different types of learners	SLT to source external training - Richard Hirstwood and Chris Barson (TBC)	2020-2021	£1000	Environments are further matched to the curriculum being delivered. The learning environment is conducive to learning enabling students to engage in learning (evidenced through learner walks)
CPD on different types of PLAY	External trainer (Ben Kingston Hughes, Richard Hirstwood, Peter Imray TBC)	2020-2021	£1000	Increased knowledge and understanding around play. Opportunities created within the curriculum for play which will develop social skills, problem solving and thinking skills.
SCERTS Level 1 Training	SCERTS Training	2019-2020 (2 members of staff)	£2000	Staff have increased knowledge and

				understanding of SCERTS strategies and are using these within teaching to support ASC learners. Students meet expectations in relation to targets and personalised learning intentions around social communication and emotional regulation
Increase the number of Thrive Licensed practitioners	Thrive Training	2019-2020 (SH)	£2500	Achieve licensed practitioner status and is equipped with the skills to carry out 1:1 sessions in 2020-2021
Member of staff to embark on the SSAT Leadership legacy programme	SSAT	2019-2020 (MW)	£585	Improve leadership skills for staff new to middle leadership roles which will impact on the leadership of their area of responsibility and in turn student outcomes for PP students.
Become members of Challenge Partners	Challenge Partners	2019 - 2022	£1000 per year	Through annual peer review and knowledge exchange strengths and areas for development can be identified to improve teaching and learning which in turn will impact on school improvements and student outcomes for PP students.

PRIORITY 2				
Actions	By whom	Year	Resources	Success Criteria
1:1 and group sessions, teacher support via SLA Educational Psychologist	Hartlepool LA	2019-2020	£8500	Staff are equipped with further tools and strategies to support students with social and emotional mental health difficulties Through 1:1 and group work students are ready to engage in learning and students achieve individual targets.
Thrive 1:1 sessions	Thrive practitioners	2019-2022	£538 online subscription Cost of TA3 to cover lessons	Students achieve individual targets related to social and emotional difficulties. Students are equipped with strategies to support them in self-regulation. Students are able to engage in learning and make progress towards targets.
Where relevant students have access to an occupational therapist	OT	2019-2022	Annual SLA £14100	Students needs are met particularly in the area of sensory integration and regulation. As a result, students are more engaged in the curriculum with increased concentration which ultimately results in

				improved outcomes and achievement
Appointment of Phase 1 TLRs that will oversee SEMHD, Physical and Sensory, Communication and Interaction and ASC	SLT and Trustees to appoint	2019-2022	Cost of 3 TLRs every year £3500 x 3 = £10500	Appropriate strategies and interventions are put in place to support students in their readiness to learn in order that they can engage with learning.
Embark on OPAL project and receive Gold Award	OPAL and DD	2019-2022	2019-2020 £9500 (includes training costs) 2020-2021 £4500 2021-2022 £4500 Appointment of TLR 3 for 2019-2021 £3500 x 2	Quality of play across the academy has been dramatically improved which in turn will support and contribute to the development of students' personal development, physical and emotional health, well-being, approach to learning and enjoyment of school.
Run daily breakfast club	JC	2019-2022	£1000 each year	Promote a healthy lifestyle, provide social opportunities and improve behaviour and readiness for learning. Provide a consistent and safe environment when students first arrive at school, marking the start of the school day and providing staff with the opportunity to triage and address any issues that

				have arisen since the previous day.
Employment of Family Liaison Officer	LY	2019-2022	£25500 each year	No significant gap between the attendance of PP students and non-PP students. Students achieve individual targets related to social and emotional difficulties. Students are equipped with strategies to support them in self-regulation
Further develop 'Total communication approach' across the Academy and Trust	TLR PW and various CPD providers	2019-2022 Courses and training to be confirmed	2019-2020 Makaton Training £600 2019-2020 Elklan training £300	Students who have needs arounds speech, language and communication are supported and encouraged to use other communication methods which are consistent across the trust