

3 Year Pupil Premium strategy plan

All students at Catcote Academy have special educational needs. In September 2020 55% of students are eligible for the Pupil Premium.

For our 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.

- *Data for 2019-20 is measured to March 2020 when final summative data was collected before partial closure due to COVID 19 pandemic*

SUMMARY INFORMATION			
CURRENT STUDENT INFORMATION (2020-2021)			
Total Number of students:	Pre 16: 99	Actual pupil premium budget:	
	Post 16: 85	Actual PP for 2020-21	£76,231
Number of students eligible for pupil premium:	101	Amount of pupil premium received per child:	Varies (information on request from the school)

COHORT INFORMATION (91 students) 2020-21		
CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
MLD	55	54%
SLD	32	32%
PMLD	3	0.03%
ASC	10	0.1%
BOYS	68	67.3%
GIRLS	33	32.6%

END OF YEAR ASSESSMENT DATA

YELLOW AND BLUE PATHWAY			
	Data from previous 3 years		
	2018-19	2019-20* (until March 20)	2020-21
% greatly exceeding expectations	13% (1)	0	1.9% (1)
% exceeding expectations	25% (2)	28% (2)	24.1% (7)
% meeting expectations	38% (3)	57% (4)	62.1%(18)
% not meeting expectations	25% (2)	13% (1)	13.8% (4)

RED PATHWAY			
	Data from previous 3 years		
	2018-19	2019-20* (until March 20)	2020-21**
Average % progress in Maths	30%	18%	94%
Average % progress in English	32%	17%	95%

**Progress made for 2019-20 has been recorded at mid year, 100% of PP students were on track to meet their end of year target in English and 89% were on track for Maths*

*** Progress made was adjusted due to changes in Bsquared criteria for progression steps, the percentages shown are the percentage of PP students who met their end of year targets.*

OTHER DATA									
	Data from previous 3 years								
	2018-19			2019-20* Until March 2020			2020-21*		
Attendance	%	Authorised absence	Unauthorised absence	%	Authorised absence	Unauthorised absence	%	Authorised absence	Unauthorised absence
Pupil Premium	93.52	4.02	2.46	95.2	4.8	0.02	82.55	16	1.45
Non-Pupil Premium	94.52	3.65	1.83	94.5	5.3	0.2	86.79	13.14	0.07

**Attendance data for 2021-21 may reflect periods of absence related to Covid.*

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">1) Improve teachers' knowledge by accessing CPD related to pedagogy and new generation pedagogy which includes training to support early career teachers2) Support students' readiness to learn which will include access to one to one and group intervention

PLANNED EXPENDITURE

PRIORITY 1						
RAG	Actions	By whom	Year	Resources	Success Criteria	Evaluation (see student outcomes)
	Develop staff knowledge and understanding of the key characteristics of our learners	SLT, Phase 1 TLRs (MW, JA and RK) and external trainers	2019-2021 Training from Richard Hirstwood (SLD learners)	£1000	Evidenced through the Trusts monitoring mechanisms - needs of all students is matched appropriately to the curriculum offer	Blue and yellow pathway Staff engaged in training and strategies have begun to be implemented. A ready to learn policy has replaced the behaviour policy and CASS plans have been introduced to review and plan interventions to support students using a consistent approach, these have been further developed to link with student profiles and support transitions to new classes.
	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	£3185	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)	Environmental audit was completed and a plan created; the impact was evaluated through learning walks. The impact of COVID has resulted in teachers using their rooms to deliver all aspects of the curriculum therefore teachers have created different areas and spaces for learning, wellbeing, therapy, quiet time, group activities and reading within the classroom. Display is used to promote learning and celebrate achievement, every class has a visual timetable, visual supports, learning intentions. Displays are

						also used effectively promote the embedding of the zones of regulation.
	CPD on different types of PLAY	External trainer (Ben Kingston Hughes, Richard Hirstwood, Peter Imray TBC)	2021-2022	£1000	Increased knowledge and understanding around play. Opportunities created within the curriculum for play which will develop social skills, problem solving and thinking skills.	Further work to be continued in 2021-22, to be evaluated in July 2022
	SCERTS Level 1 Training	SCERTS Training	2019-2022 (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	12 students in two ASC classes have benefited from SCERTS strategies. In 2019-20 at mid-year 83% had met or exceeded their targets (2 students had been poor attendance due to health). 2020-21 plans to train another teacher was not possible due to cancellation of the training as a result of COVID, the intention is for the staff member to be trained in 2021-22.
	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	SH achieved Licenced practitioner status. This provided Thrive support for students, 4 more students were provided with 1:1 support. This allowed students to attain their targets.
	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	MW successfully completed his Leadership legacy programme and his final piece was published in the SSAT Journal. MW is

					their area of responsibility and in turn student outcomes for PP students.	supporting the development of the approach to learners with ASCs across the town.
	Become members of Challenge Partners	Challenge Partners	2019 - 2022	£3185	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.	A member of SLT attended a review at a special school in Stevenage. Work had started on TA CPD and coaching, this work came to a halt due to COVID. We continue to be members of Challenge partners to support sharing of good practice and for this work to be picked up in 2021-22.

PRIORITY 2						
RAG	Actions	By whom	Year	Resources	Success Criteria	
	1:1 and group sessions, teacher support via SLA Educational Psychologist	Hartlepool LA	2019-2021	£8700	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.	Educational Psychologist support SEMH TLR to work with students who were identified as needing extra support. 7 Teachers worked with the Educational Psychologist to improve their knowledge and 25 students benefitted from the support. This work will be continued in 2020-2021.
	Thrive 1:1 sessions	Thrive practitioners	2019-2022	£538 online subscription £502 for 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	24 pupil premium students engaged in 1:1 Thrive sessions. They were able to engage in learning and progress This work will continue in 2021-2022.

					learning and make progress towards targets.	
	Where relevant, students have access to a specialist occupational therapist	OT	2019-2022	Annual SLA £17820	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	15 pupil premium students were provided with support by the Occupational Therapist, assessments for their sensory needs were completed and support given to staff to ensure that the programmes were followed. This work will continue in 2021-2022.
	Appointment of Phase 1 TLRs that will oversee SEMHD, 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.	The TLRs 1s have created and embedded a new ready to learn policy (that replaces the behaviour policy) so that staff are aware of the ethos of supporting students. As part of this policy CASS plans have been introduced as mentioned above. TLRs have carried out training for new staff and to update staff on the zones of regulation. The Great Dream was used as a tool to support mental health and wellbeing across the trust.
	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	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,	TLR3 organised whole school training and developed an OPAL team of staff, purchased and created resources and equipment for students to play with during break and lunch times. Students are more actively engaged in play.

				Appointment of TLR 3 for 2019-2021 £3500 x 2	approach to leaning and enjoyment of school.	New procedures have been put into place so that we can continue with the project safely under COVID 19. Due to building works at the school the progress against the OPAL action plan have been limited, further actions will take place on completion of the work in March 2022.
	Run daily breakfast club	JC	2019-2022	£1122 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.	All students (100%) access breakfast every morning. This is really beneficial some students who come from deprived back grounds. However, the social time also provides time for the students to share any issues or problems and be readier to learn when lessons start (see student outcomes). For some it can also provide time to learn valuable life skills.
	Employment of Family Liaison Officer	LY	2019-2022	£26272 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	See Attendance figures above.

					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	2020-2021 Makaton Training £901 2021-2022 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	<p>Makaton training Level 1 and 2 has been completed by 12 staff</p> <p>Staff have developed Catcote Signs' group to promote Makaton through video, sign of the week and other class and pathway based challenges</p> <p>Makaton resources have been purchased</p> <p>JA/ CL have been trained in level 3 and 4 training to prepare for train the trainer next year</p> <p>Impact of Makaton on learning has been fantastic in terms of student engagement, understanding, parental support, joy and enthusiasm from students and staff, improvement in self-esteem and independence. This was reported in progress meetings, teacher meetings, lesson observations and parental feedback.</p> <p>WW completed some Elklan training online; this will be disseminated to staff in 21/22.</p> <p>Elklan resources to support this were also purchased.</p>