

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Catcote Academy
Number of pupils in school	141 (Years 7-11) 54 (Years 12-14)
Proportion (%) of pupil premium eligible pupils	70.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019/20 2020/21 2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Lisa Greig
Pupil premium lead	Emma Straker
Governor / Trustee lead	Gillian Fletcher

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,310
Recovery premium funding allocation this academic year	£24,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£103,250
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

All students at Catcote Academy have special educational needs (SEN). In September 2021 51.8% of our cohort are eligible for Pupil Premium, indicating that deprivation is part of the wider context of over half of our students' lives. As such, we need to take an holistic approach to our pupil premium strategy to ensure that we address all barriers to achievement, regardless of the underlying cause.

Our aim is that, irrespective of background and additional need, all students are happy and safe and able to develop their confidence and independence. We use a tiered approach to allocating Pupil Premium which includes teaching, targeted academic support and wider strategies.

Our current strategic plan, from September 2019 to July 2022, focuses on addressing the following areas:

- Wellbeing
- Communication
- Achievement
- Independence

This plan aims to support improvements in students' readiness to learn and in staff skills and knowledge of specific strategies for targeted areas of need.

An additional factor for this academic year is the ongoing impact of the Covid pandemic on student achievement and wellbeing.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social deprivation which impacts on presentation in school
2	Type and severity of SEN
3	Impact of Adverse Childhood Experience (ACEs)
4	Long term impact of Covid pandemic on achievement, mental health and wellbeing

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Students will be better equipped to self-regulate their emotions	Improved readiness to learn, demonstrated by fewer recorded incidents of in-classroom disruption on CPoms
Students' individual needs will be better supported by staff having improved their skills and knowledge	Completion and implementation of training linked to identified areas

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on different types of PLAY	<ul style="list-style-type: none"> • Students are more ready to learn • CPoms data • Opportunities created within the curriculum for play which will develop social, problem solving and thinking skills 	2, 3
SCERTS Level 1 Training	<ul style="list-style-type: none"> • CPoms data • CASS Plans • Individual learning intentions for social communication and emotional regulation 	2
Increase the number of Thrive Licensed practitioners	<ul style="list-style-type: none"> • Students are more ready to learn and better able to self-regulate 	1, 3, 4
Challenge Partners membership	<ul style="list-style-type: none"> • Senior and middle leaders use best practice to support staff • Peer observation and review feedback 	1, 2, 3, 4
Further develop 'Total communication approach' across the Academy and Trust	<ul style="list-style-type: none"> • All forms of communication are support and available resources are embedded in the classroom 	2
Extended SLA with Psychology Team for English/Literacy support	<ul style="list-style-type: none"> • Improved rate of progress in targeted areas 	2, 4
Dedicated TLR to support collaboration between staff to identify gaps in learning and facilitate progress		1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,618

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention in English and Maths to support student progress in Reading and in achieving accreditation in KS4 and 5	<ul style="list-style-type: none"> Improved rate of progress in targeted areas Accreditation completed within expected timescales 	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £72,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and group sessions, teacher support via SLA Educational Psychologist	<ul style="list-style-type: none"> Students are more ready to learn and better able to self-regulate 	1, 3, 4
Thrive 1:1 sessions	<ul style="list-style-type: none"> Individual outcome plan targets are achieved 	1, 3, 4
Where relevant, students have access to a specialist occupational therapist	<ul style="list-style-type: none"> Students sensory processing and integration needs are met in the school environment, resulting in them being more ready to learn 	2
Phase 1 TLRs overseeing SEMHD, Communication and Interaction, and ASC	<ul style="list-style-type: none"> Students are more ready to learn 	1, 2, 3, 4
Continue OPAL project and achieve Gold Award	<ul style="list-style-type: none"> Improvement in quality of play across all phases and pathways 	1, 3, 4
Run daily breakfast club	<ul style="list-style-type: none"> Students are more ready to learn 	1

Employment of Family Liaison Officer	<ul style="list-style-type: none">• Attendance data• Students are more ready to learn	1, 3, 4
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Total budgeted cost: £103,250

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

PRIORITY 1		
Actions	Success Criteria	Evaluation (see student outcomes)
Develop staff knowledge and understanding of the key characteristics of our learners	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 been to be implemented (as far as possible alongside Covid measures). CASS plans have been embedded to support readiness to learn strategies. The new curriculum offer is linked to the understanding of key characteristics of learners.
CPD on 'enabling' environments to meet the needs of different types of learners	Environments are further matched to the curriculum being delivered. The learning environment is conducive to enabling students to engage in learning (evidenced through learner walks)	Modifications made to tailor learning environments to students' individual needs which better supports their ability to engage with learning.
Continue challenge partners programme	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.	We continue to be members of Challenge partners to support sharing of good practice although working with other schools has not taken place due to the Covid pandemic.
PRIORITY 2		
Actions	Success Criteria	
1:1, group sessions and teacher support via SLA	Staff are equipped with further tools and strategies to support students with social, emotional and mental health difficulties	Educational Psychologist supported SEMH TLR to work with students who were identified as needing extra support. Staff are better prepared to deal with challenges which occur on a day to day basis,

Educational Psychologist	Through 1:1 and group work students are ready to engage in learning and students achieve individual targets.	<p>resulting in students being more settled and engaged in learning.</p> <p>7 Teachers worked with the Educational Psychologist to improve their knowledge and 25 students benefited from the support. This work is ongoing and will be continued in 2021/22.</p>
Thrive 1:1 sessions	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.	<p>30 students engaged in 1:1 Thrive sessions; whole classes benefited from Thrive related activities. They were more able to engage in learning and progress</p> <p>This work is ongoing and will continue in 2021/22.</p>
Employment of Family Liaison Officer	<p>No significant gap between the attendance of PP students and non-PP students.</p> <p>Students achieve individual targets related to social and emotional difficulties. Students are equipped with strategies to support them in self-regulation</p>	<p>Attendance last year was heavily impacted by the Covid pandemic.</p> <p>Historically, our overall attendance has been above the national average for special schools and we expect this to be the case for 2021/22 when we hope to be able to gain a more reliable measure.</p>