

# Pupil premium strategy statement – Kickstart Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

The data below was collated in December 2023 due to the regularly evolving cohort and admission process to Kickstart. It may not be truly reflective at the time of reading this document.

Detail	Data
Number of pupils in school	55
Proportion (%) of pupil premium eligible pupils	67.9%
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2025
Statement authorised by	E Rennie Gibbons Headteacher
Pupil premium lead	E Rennie Gibbons Headteacher
Governor / Trustee lead	M Downes-Ward LGB Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,151
<b>Total budget for this academic year</b>	<b>£49,151</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve good attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, regardless of their starting points and the gaps in their learning.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, previously looked after, young carers and are involved with other outside agencies such as the police, BeeU, CATE Team, and Stars. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged pupils or not.

Evidence-informed high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring and Academic Mentoring programmes for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure they are effective we will:

- Use diagnostic assessment tools, classroom- based intervention and targeted academic support to close the pupils gaps in learning
- Work to ensure disadvantaged pupils are engaged with their learning at school
- Adopt a whole school approach to the importance of improving the outcomes for our pupils
- Provide pastoral intervention for disadvantaged pupils to address barriers of social and emotional health, wellbeing and belonging to achieve ambitious attendance targets
- Support the learning needs of pupils, with a focus on improving reading

## Challenges

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

Challenge number	Detail of challenge
1	<p>The attainment of disadvantaged pupils within school is generally lower as they have missed a significant amount of learning. In some instances, pupils have not been in receipt of a full educational offer for up to 3 academic years due to a turbulent educational journey. In addition, all pupils on roll are identified as having additional needs. The diagnostic assessments suggest many pupils struggle with the basic knowledge in maths and English.</p> <p>Assessments conducted in autumn 2023 indicated that 47.4 % of disadvantaged pupils in school had reading skills that fell within the below average or well below average ranges.</p> <p>44.7% of disadvantaged pupils were identified as having problems with spelling and 42.1% of disadvantaged pupils had math computation scores that fell within the below the low average range.</p>
2	<p>Assessments, observations, and discussion with pupils indicate that disadvantaged pupils generally have lower levels of decoding and reading comprehension skills in comparison to their more advantaged peers. This impacts their progress in all subjects.</p> <p>Whilst our current assessments are effective for single word reading, the assessment we have for reading comprehension is lengthy and time consuming. IT based assessments are expensive and would currently be difficult to facilitate due to a lack of IT equipment.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths and English.</p>
4	<p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive and self-regulation strategies when faced with challenging tasks, notably in larger class sizes and larger spaces. This is evident across the curriculum areas within mainstream settings.</p>

5	<p>Our internal tracking data and assessments (including wellbeing survey), suggest that the wellbeing of many of our disadvantaged pupils have been impacted by partial school closures and periods of isolation.</p> <p>All our pupils receive SEMH support from our trauma informed practitioners and trusted adults in school. However, 34.2% of all disadvantaged pupils receive support for their emotional health and wellbeing from external agencies including BeeU and school counsellor.</p> <p>20 referrals to BeeU have been submitted over the past year; 60% of these pupils are disadvantaged.</p> <p>Although our pupils have SEMH needs, many having experienced trauma, this decline in mental health and wellbeing is also partly driven by concern about catching up with lost learning and exams. These challenges particularly affect disadvantaged pupils.</p> <p>The students lack enrichment opportunities with their community that would support the wellbeing of our disadvantaged and non-disadvantaged pupils.</p>
6	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has improved compared to non- disadvantaged pupils. The reason for this is that school is a warm, welcoming and nurturing environment. Attendance will always present a challenge in our school setting due to the vulnerabilities of our pupils.</p> <p>In 2022/23 the final attendance figures:</p> <ul style="list-style-type: none"> <li>• PP pupils 41.5% (36)</li> <li>• Non PP pupils 29.9% (8)</li> </ul> <p>Despite being a significant improvement upon the previous year, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved outcomes in functional skills and GCSE qualifications among disadvantaged pupils across the curriculum at the end of KS4.	<p>By the end of our current plan in 2024/25, all pupils will leave school with a qualification in maths and English.</p> <p>To achieve:</p> <ul style="list-style-type: none"> <li>• 2024/25 KS4 outcomes demonstrate that disadvantaged all leave school with a maths and English qualification.</li> <li>• 2024/25 outcomes demonstrate that the attainment of disadvantaged students has improved.</li> <li>• English and math outcomes move towards the national attainment for disadvantaged 34.9% and non-disadvantaged 46.4% learners (2022/23 data)</li> </ul>
Improved decoding skills among disadvantaged pupils across KS4.	Improvement in decoding skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non- disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved reading comprehension skills among disadvantaged pupils across KS4.	<p>Through the newly purchased IT equipment and online reading comprehension assessments, progress in reading comprehension will be evidenced.</p> <p>An increased love of reading through the purchase of resources and books from BookBuzz, and restocking the school library.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Teacher reports and class observations suggest disadvantaged pupils are more able to identify and regulate their emotions. Pupils are also more able to take responsibility for their own learning. This finding is supported by improved engagement in learning across all classes and subjects.</p> <p>The schools Holistic Assessment Tracker (HAT) indicates improvement in pupils' self-regulatory skills.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a further increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrates that the overall attendance gap between disadvantaged students and their non-disadvantaged peers is reduced.</p> <p>The percentage of all students who are persistently absent being below 80% and the figure among disadvantaged and non-disadvantaged pupils.</p>
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## 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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Retention of teachers and support staff, to ensure all departments to be fully staffed with well- qualified subject specialists.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to continually improve. (EEF research 2019)</p> <p>To ensure all PPG students experience high-quality teaching. EEF (Education Endowment Foundation)</p> <p>Expert teachers positively impact upon learning (EEF Guide to Supporting School Planning)</p>	<p>1,2,3,4</p>
<p>Purchase of standardised diagnostic assessments for SENDCo to use and disseminate the data to teachers.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly and used effectively to inform classroom-based intervention.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)</p>	<p>1,2,3</p>

<p>Purchase of standardised diagnostic assessments for improving reading.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly and used effectively to inform classroom-based intervention.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>Planning effective assessment and tracking is integral to supporting great teaching (EEF Guide to Supporting School Planning)</p>	<p>1,2,3</p>
<p>Developing metacognitive and self-regulation skills in all pupils. It will first be rolled out in maths and English followed by other subjects.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation -EEF High impact for very low cost.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,4</p>
<p>Improving reading and literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund staff training in the Lexonik program.</p>	<p>Developing literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Lexonik programme is a strategic teaching approach that supports students to develop essential literacy skills, that improve reading ages by an average of 27 months in just six weeks. <a href="#">Literacy Intervention Programmes That Empower Learning - Lexonik</a></p>	<p>1, 2</p>





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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting LEXONIK Leap and Flex programmes a targeted intervention which promotes reading for knowledge, fluency of decoding and word mastery for disadvantaged learners who are below age related expectations.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:  <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Lexonik programme is a strategic teaching approach that supports students to develop essential literacy skills, that improve reading ages by an average of 27 months in just six weeks.  <a href="#">Literacy Intervention Programmes That Empower Learning - Lexonik</a></p>	<p>1, 2</p>
<p>Engaging with the School Academic Mentoring Programmes to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3</p>
<p>Music tuition Students receive 121 lessons through T&amp;W. Funding will be used to ensure there is a continuation of support to develop their passion for music.</p>	<p>Activities have educational value in themselves and also academic links between music and spatial awareness, increased outcomes identified in English, Mathematics and Science. (EEF – Arts participation. Low impact, low cost in relation to academic attainment)</p>	<p>1,2,4,5</p>

<p>Counselling service - Individual sessions are purchased to support students with SEMH difficulties and who are living with trauma.</p> <p>Staff to be trained to be onsite counsellors.</p>	<p>The counsellor will support those vulnerable students who need the additional support most. It will be targeted support for those students living with trauma.</p> <p>The aim would be to train staff in house to be able to offer counselling services in house as students trust those they see regularly, whilst being mindful of any conflict of interest.</p>	<p>4,5,6</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,151

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will receive training and release time to develop and implement new procedures.</p> <p>EWO, FLO and Safeguarding officers trained to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>5, 6</p>
<p>Purchase IT equipment that is up-to-date and will support the use of apps and software.</p>	<p>IT equipment needs to be up-to-date and will support the use of apps, software, online assessments, etc. This will enhance the learning experience of our disadvantaged and non-disadvantaged pupils.</p>	<p>All</p>
<p>To training staff to become ELSA practitioners.</p> <p>In house ELSA training for staff to support the SEMH difficulties our pupils face daily.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve students' interaction with others and self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. (EEF Social and Emotional Learning 4+ Months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</a></p>	<p>5</p>
<p>Designated Safeguarding Officer Training to grow the schools safeguarding team as we work with some of the most vulnerable young people in Telford.</p>	<p>Staff will attend the T&amp;W two-day course to become equipped with the skills and knowledge to effectively safeguarding Kickstart Pupils. This will be to support our Family Liaison Officer in her role.</p>	<p>4,5,6</p>

<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This may include helping pupils with transport issues by providing bus tickets. It may also include other assistance linked to deprivation, e.g. providing pupils with appropriate school uniform.</p> <p>Given the high level of pastoral need, we are developing a school foodbank and swap shop, to help to ensure basic physiological needs are met.</p>	<p>All</p>
<p>Targeted careers information and guidance through Future Focus.</p> <p>To training in house a member of staff to support the development of the schools careers programme.</p>	<p>All learners have access to unbiased careers guidance. High-quality careers advice can make a real difference to young people's outcomes after school, particularly those from disadvantaged homes.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match">https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match</a></p> <p>Member of staff will attend careers advisor training become equipped with the skills and knowledge to effectively safeguarding Kickstart Pupils</p>	<p>1, 4, 5</p>

**Total budgeted cost: £49,151**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 4 performance outcomes and our own internal assessments.

For 2023, our exam analysis showed a decline in overall attainment in GCSE qualifications. This cohort struggled in exam situations, therefore we plan to run assessment weeks to help build the pupils of expectations during exams. There was also a strong correlation between pupils with higher attendance and higher number qualifications. The purchase and use of diagnostic tests from Sept 2023 has helped to inform decisions about student examination pathways.

The impact of COVID-19 has also played a part in the results being lower than national average for disadvantaged pupils. In addition, changes were made to GCSE in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for non-disadvantaged pupils it was 46.2 For Progress 8, the national average score for disadvantaged pupils was  $-0.57$  and for non-disadvantaged pupils it was  $0.17$ .

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. The gap between the Attainment 8 scores of our disadvantaged and non- disadvantaged pupils has grown since the start of the pandemic. It has also identified that some of the approaches we used to boost outcomes for disadvantaged pupil had less impacted overall due to a percentage of students having significant events happen in their lives towards the end of Key Stage 4.

Absence among disadvantaged pupils was lower than their peers in 2022/23 and persistent absence was higher. We recognise this gap is significant which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes

Programme	Provider
Self Esteem and Anger Management	Bright Stars Boxing
SEMH	Cross Bar
SEMH	Renu Hair and Beauty

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We do not have any pupils who meet the criteria for service pupil premium.
The impact of that spending on service pupil premium eligible pupils
N/A





## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- Coordinated approach to Educational Experiences, including trips and events to ensure that PP learners can access all experiences to support effective teaching and development of wider cultural capital
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), focussing on life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate.

### Planning, implementation, and evaluation

We have triangulated evidence from multiple sources of data including exams and assessments, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

To support us in our implementation we have adopted a whole school CPD approach and shared responsibility for PP outcomes.

