

Kickstart Academy

Pupil Premium Strategy Statement 2025-26

Author: Headteacher, Kickstart Academy

Approved at the Local Governing Body on: (date)

Review by: October 2026

Kickstart Academy pupil premium strategy statement

This statement details our school’s use of pupil 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 the outcomes for disadvantaged pupils last academic year.

For more information, please read the Education Endowment Foundation’s [guide to the pupil premium](#) and DfE’s [pupil premium guidance for school leaders](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

School overview

Detail	Data
Number of pupils in school	51
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sarah Lewis Headteacher
Pupil premium lead	Sarah Lewis Headteacher
Governor / Trustee lead	Mark Austin Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,910
Pupil premium funding carried forward from previous years	£0-
Total budget for this academic year	£35,910

Part A: Pupil premium strategy plan

Statement of intent

Our Key Stage 4 Pupil Referral Unit exists to re-engage learners who have experienced significant disruption to their education due to complex social, emotional, or behavioural needs. Many of our pupils arrive with substantial gaps in learning, low attendance, limited trust in education, and a history of unmet needs.

The Pupil Premium (PP) funding enables us to provide targeted, high-impact interventions that rebuild confidence, accelerate progress, and remove barriers to engagement. Our strategy aims to ensure that disadvantaged pupils can transition successfully into post-16 destinations, gain meaningful qualifications, and develop the emotional literacy needed to thrive beyond school.

Our intent is simple:

Every disadvantaged pupil should experience stability, high-quality teaching, personalised support, and opportunities that restore aspiration.

Challenges

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

Based on diagnostic assessment, behaviour/attendance analysis, pupil voice, baseline assessments, and contextual information, we have identified the following barriers:

Challenge number	Detail of challenge
1	Low literacy and numeracy levels on entry, often 2–4 years below expected standards.
2	Poor attendance and punctuality , often linked to anxiety, mental health needs or previous exclusion.
3	Low self-esteem, emotional regulation difficulties and limited resilience , impacting engagement and learning.
4	Social, emotional, and mental health (SEMH) needs requiring therapeutic and relational approaches.
5	Reduced access to enrichment experiences , impacting cultural capital, motivation, and future pathways.
6	Limited access to stable routines and consistent teaching , due to transitions, previous school breakdowns, or care involvement.
7	Risk of NEET due to disrupted education, low qualification entry points, and limited understanding of post-16 pathways.

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 literacy and numeracy. Reading age increases; Functional Skills/GCSE outcomes improve.	+1 year average increase in reading ages; +10% increase in FS/GCSE pass rates by the end of our strategy in 2027/28.
Increased attendance. PP attendance rises in line with or above overall cohort.	+5 percentage points increase in PP attendance overall by the end of our strategy in 2027/28.
Improved behaviour and regulation.	30% reduction in incidents; 20% improvement in SEMH and Well-being

Reduction in incidents; improved SEMH and Well-being Profile outcomes; fewer fixed-term suspensions.	strands; 40% reduction in FTEs by the end of our strategy in 2027/28.
Successful post-16 destinations. 0% NEET; all PP pupils progress to college/apprenticeships/training.	0% NEET; 100% successful progression by the end of our strategy in 2027/28.
Improved emotional wellbeing. Pupil voice, engagement in enrichment experiences, engagement in pastoral interventions.	20% increase in positive pupil voice indicators, 85% engagement with interventions and enrichment experiences by the end of our strategy in 2027/28.

Activity in this academic year

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

High- quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£6,364.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: Trauma-informed practice; literacy across curriculum. £748.40.	EEF research shows CPD improves teacher effectiveness and pupil progress.	3, 4.
Curriculum resources (literacy, numeracy, vocational) including vocational training to support next steps (Renu Hair and Beauty). £5,616.	High-quality resources improve engagement and learning outcomes.	2, 6.

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

Budgeted cost: **£26,745.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 literacy and numeracy interventions.</p> <p>£1,440 reading intervention.</p>	<p>EEF: Literacy interventions, especially one-to-one and small groups, accelerate reading by +5 months.</p> <p>EEF: Small group numeracy tuition improves maths attainment by +3 months.</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 7.
<p>SEMH and well being interventions (including BrightStar boxing).</p> <p>£21,600 interventions.</p> <p>£3,705.60 Therapy Dog training.</p>	<p>EEF: Social and emotional learning interventions improve attainment by +3–4 months; supports engagement.</p> <p>Research shows trauma-informed, relational support improves engagement and reduces behavioural incidents.</p>	2, 3, 4.

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

Budgeted cost: **£2,800**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cultural trips.</p> <p>£100.</p>	<p>The Key Leaders has shown that cultural capital prepares young people for life in modern Britain.</p>	5, 7.
<p>Careers / transition programme.</p> <p>£200</p>	<p>Gatsby Benchmarks: Careers guidance improves post-16 destinations and engagement.</p> <p>New national data reinforces the impact of the Gatsby Benchmarks on young people's futures Gatsby Education</p>	7.
<p>Enrichment activities (outdoor learning, sports, DofE).</p> <p>£500</p>	<p>EEF: Arts & enrichment improve engagement, motivation, and cultural capital.</p>	5.

Breakfast provision & equipment support. £2,000	Removing barriers to learning (nutrition, resources) improves attendance and focus.	3, 6.
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Total budgeted cost: £35,910

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that achievement at English/maths GCSE Grade 4+ for students receiving pupil premium was 8.3% higher than non-PP.

We have also analysed our disadvantaged pupils’ wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that students benefitting from pupil premium had 14.5% higher attendance than the previous year (2023/24) and had 1.3% higher attendance than all students at the academy.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we expect to be on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that purchasing a range of diagnostic assessment resources to improve reading, such as Lexonik and Sparx, and investing in high quality staff training, including enhanced safeguarding training for the safeguarding team, has been effective in delivering positive outcomes listed within the strategy.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our rational, monitoring, and evaluation processes.

Externally provided programmes

Programme	Provider
SEMH engagement	Brightstar boxing
Vocational training	Renu Hair and Beauty

Further information (optional)

Rationale for Our Approach

Our strategy reflects the specific needs of KS4 PRU pupils:

- Pupils require high relational warmth, strong boundaries, and consistent routines.
- Many have missed significant schooling; therefore intervention must be intensive and personalised.
- SEMH needs often undermine cognitive engagement—so effective support requires teaching + therapeutic intervention working side-by-side.
- Strong teaching and trauma-informed practice help pupils reconnect with learning and build trust.
- Clear pathways to post-16 destinations reduce the likelihood of NEET and provide purpose.

All decisions are rooted in evidence from Education Endowment Foundation (EEF) guidance, DfE Pupil Premium guidance, and national research on PRU effectiveness.

Monitoring and Evaluation

We will evaluate impact through:

- Literacy and numeracy progress (baseline → termly assessment)
- GCSE/Functional Skills outcomes
- Attendance improvements
- Behaviour data and well being results
- Pupil voice and wellbeing surveys
- Case studies demonstrating individual pupil journeys
- Post-16 destination tracking
- Staff feedback and professional reflection
- Multi-agency partnership reviews
- Impact reports on specific interventions (therapeutic programmes, tuition, mentoring)

Evaluation will inform adjustments each term, and the strategy will be fully reviewed annually.

Ensuring Sustainability

- Staff CPD builds internal expertise so approaches can continue without external providers.

- Curriculum changes become part of our long-term offer, embedding literacy, numeracy, and vocational pathways.
- Therapeutic practices (trauma-informed, relational approaches, behaviour coaching) are now part of all staff induction.
- Partnerships with colleges, employers, and vocational centres strengthen transition pathways year-on-year.

Summary: Why this strategy is right for our PRU

This strategy recognises that disadvantaged pupils in KS4 PRUs face wider and more entrenched barriers than in mainstream settings. It provides a cohesive blend of high-quality teaching, targeted academic support, and wider SEMH and attendance interventions.

Our aim is not only to raise attainment but to rebuild lives, restore confidence, and ensure every pupil has the opportunity to succeed beyond Key Stage 4.