

Kickstart Academy

Pupil Premium Strategy Statement 2025-26

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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, sometimes the chronological reading gap is wider.
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.	80% of pupils make 3 sub levels or more of progress in maths and English on the FS/GCSE flight path by the end of our strategy in 2027/28.
Reading age increases; Functional Skills/GCSE outcomes improve.	+2 year average increase in reading ages.
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. Reduction in incidents; improved SEMH and Well-being Profile outcomes; fewer fixed-term suspensions.	30% reduction in incidents; 20% improvement in SEMH and Well-being strands; 40% reduction in suspensions 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: **50% of total funding (£17,955)**

Improving teaching quality has the greatest impact on disadvantaged pupils. Addresses key challenges around **literacy (1), routines (6), SEMH (3, 4)**.

Activity	Evidence that supports this approach	Challenge number(s) addressed
A. CPD: Trauma-informed practice, adaptive teaching, literacy training – £3,000	Evidence: High-quality CPD improves teaching practice and pupil outcomes (EEF).	Challenges addressed: 1, 3, 4, 6
B. Instructional coaching programme – £2,500	Evidence: Instructional coaching is one of the most effective forms of PD (EEF, Institute for Teaching).	Challenges addressed: 1, 6
C. Recruitment & retention incentives – £4,000	Evidence: DfE notes that stability in staffing benefits vulnerable learners; high turnover disproportionately affects disadvantaged pupils.	Challenges addressed: 6

D. Curriculum resources (literacy, numeracy, vocational) – £5,000	Evidence: EEF Literacy & Numeracy Guidance states structured approaches raise attainment.	Challenges addressed: 1, 7
E. Classroom environment & teaching aids – £1,500	Evidence: EEF Social & Emotional Learning evidence shows positive learning environments improve engagement and behaviour.	Challenges addressed: 3, 4, 6
F. Quality assurance & lesson framework development – £1,955	Evidence: Consistent instructional frameworks (modelling, scaffolding) support accelerated learning (EEF).	Challenges addressed: 1, 6

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

Budgeted cost: **25% (£8,977.50)**

Structured interventions for pupils with the greatest learning gaps.

Addresses challenges around **low literacy (1), low confidence (3), SEMH (4), NEET risk (7)**.

Activity	Evidence that supports this approach	Challenge number(s) addressed
A. 1:1 literacy tuition – £2,800	Evidence: EEF: 1:1 tuition gives +5 months' progress on average. One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	Challenges addressed: 1, 7
B. Small-group numeracy intervention – £1,800	Evidence: EEF: Small-group tuition gives +4 months' progress .	Challenges addressed: 1
C. Reading fluency & phonics programme – £1,200	Evidence: Systematic phonics is high-impact for struggling readers (EEF).	Challenges addressed: 1
D. Academic mentoring (SEMH-linked) – £2,000	Evidence: Targeted mentoring improves engagement, especially when linked to learning goals (EEF).	Challenges addressed: 3, 4, 7

E. Assessment & diagnostics – £1,177.50	Evidence: EEF emphasises diagnostic assessment as essential to effective intervention.	Challenges addressed: 1, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **25% (£8,977.50)**

Removes non-academic barriers: attendance, wellbeing, engagement, cultural capital. Addresses challenges around **attendance (2), SEMH (3,4), enrichment gaps (5), NEET risk (7)**.

Activity	Evidence that supports this approach	Challenge number(s) addressed
A. Breakfast provision & snacks – £2,500	Evidence: DfE research shows breakfast clubs improve behaviour, concentration and attendance.	Challenges addressed: 2, 3, 6
B. Attendance mentor / pastoral worker – £3,500	Evidence: DfE guidance highlights relational attendance work as key to improving consistency and reducing persistent absence.	Challenges addressed: 2, 4, 6
C. Behaviour & wellbeing interventions – £1,500	Evidence: EEF: SEL programmes add +4 months' progress and reduce behaviour incidents.	Challenges addressed: 3, 4
D. Enrichment & cultural capital – £1,000	Evidence: Ofsted & DfE highlight cultural capital as crucial for motivation and personal development.	Challenges addressed: 5, 7
E. Careers and transition support – £477.50	Evidence: The Gatsby Benchmarks demonstrate strong career guidance reduces NEET risk and improves post-16 readiness.	Challenges addressed: 7

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.