Pupil premium strategy statement – Kitts Green 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	57
Proportion (%) of pupil premium eligible pupils	91.22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026 September 2027
Statement authorised by	Kate Fischer
Pupil premium lead	Kate Fischer
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,710
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 57,710

Part A: Pupil premium strategy plan

Statement of intent

At Kitts Green Academy (KGA) we aim to nurture pupils by building trusting relationships, enabling pupils to feel valued, to develop self-worth, raising self-esteem and supporting them to engage with learning, leading to achievement whilst experiencing success. All pupils on roll at our academy are vulnerable pupils and the vast majority are permanently excluded from mainstream school. Our focus rests on supporting all pupils, regardless of their starting points to reach their academic, emotional, and social potential – we want pupils to be the best they can be, so they are equipped to move on and become a successful member of society.

At KGA all members of staff and governors are committed to providing the highest quality education for all our learners regardless of background or barriers to learning in all aspect of school life. We accept responsibility for 'socially disadvantaged' learners and are committed to meeting their pastoral, social and academic needs within the school environment. We are a special school serving learners with SEMH and ASC. It is these disabilities which are the primary barrier to progress and achievement that we must support our learners to overcome. As such, our approach is designed to ensure that we can provide an education that is evidence-informed and tailored to the educational requirements of each individual learner.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. At the heart of our approach is high-quality teaching focused on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum. Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school, where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills, and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance are available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood

We aim to use the funding to support our pupils in three ways:

1) Universal support (Wider strategies); all benefit from this funded intervention, e.g., Pastoral support, behaviour interventions, communication, and interaction support. Whole school training & CPD.

2) Tiered support: groups of pupils benefit from targeted therapeutic support, e.g., occupational therapy, speech and language therapy and sensory support.

3) Individual Targeted support: funding is used specifically for a pupil to support their access to learning, e.g., specialist equipment or services.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including limited language and social interaction difficulties. This brings some attendance issues and mental health issues
2	Along with several national studies, our assessments, observations and discussions with learners and families demonstrate that the education, well-being, and wider aspects of the development of many of our disadvantaged learners have been impacted by the pandemic. These findings are backed up by several national studies
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have more difficulties in re-engaging with learning through a number of broken and failed previous school placements due to SEMH needs and behaviours that challenge
4	Our observations show difficulties with engaging families of our disadvantaged learners in comparison with their peers. Consequently, it can be challenging for disadvantaged learners to be ready and prepared to learn, physically, practically, and emotionally.
5	Individual Special Educational Needs of pupils. Each of our pupils has individual learning needs and experiences different challenges to their learning.

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
Improve attendance for our disadvantaged pupils to maximise opportunities provided at school	Attendance levels for our disadvantaged pupils are similar to the rest of their peers.
To provide additional support for vulnerable pupils funded through the pupil premium to ensure their progress is comparable to their non pp peers	Through achievement of improved performance, as demonstrated by academic and pastoral assessments
Disadvantaged learners have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families, behaviour incidents and progress in and out of school
Pupils access a wide range of interventions to meet their SEND needs	As their SEND needs are being addressed, PP pupils make expected progress and develop strategies to support positive mental health and emotional wellbeing as evidenced in EHC plan outcomes.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *5,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke specialist resources for all teachers.	The British Council state that the effectiveness of a school relies of the quality of its teachers and that teachers can excel at their jobs if provided with resources that can enhance their teaching. What are learning resources for teachers? How are they helpful? | Teaching English | British Council	1,2,3,5
Bespoke training for teachers.	The National College state the following key advantages of continuous professional development: • CPD programmes not only help educators to keep pace with the current standards of others in the sector, but also ensures that staff can deliver high-quality teaching and impact positively on pupil outcomes. • CPD enables growth of our school; it underpins achievement of our vision and ensures that all staff are working towards a common purpose. • CPD increases teacher motivation, confidence, and commitment to teaching; learning new skills and applying them in the classroom can lead to a more effective teaching environment. • CPD ensures that all staff are compliant with DfE and Ofsted's requirements, which is particularly pertinent as legislation continues to change and evolve. The Importance of CPD in Schools | Teacher CPD (nationalcollege.com)	1,2,3,5

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

Budgeted cost: £ *42,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing tailored interventions in school through the use of Elevate	Elevate are an organisation that specialise in the development of students SEMH needs through peer and individual coaching. This includes self-esteem and belonging work to ensure that students with SEMH and attachment needs engender a sense of community and belonging and are then able to fully participate in school life	1,2,3,4
Individual tutoring for students with EBSA and who find accessing school full-time challenging due to their SEMH needs	Individual tutoring will provide bespoke, tailored support for students who find the school environment challenging. It will be used to provide a “bridge” between home and school and facilitate a pathway to enable students to return to school full time.	1,2,3,5

Occupational Therapy support. (1 day per week)	Research evidence to date supports the effectiveness of occupational therapy in a school setting. The World Federation of Occupational Therapists (2016) state that Ots should be included in education to support and promote full participation and wellbeing of diverse students by supporting their strengths and finding solutions to reduce or remove learning activity limitations and participation restrictions.	1,2,3,4,5
Educational Psychologist support when required.	Research has shown that Educational psychologist can work with schools an teachers to enhance the learning of children by allowing the teachers to help address learning barriers, adapt methods of teaching and tailor teaching according to the needs of a child. The importance of educational psychology for teachers and educators - North Wales Management School - Wrexham University	1,2,3,5

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

Budgeted cost: £ *10,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed

Alternative provision provided for students struggling to access learning	Alternative provision is a type of education that provides tailored learning opportunities for students who are struggling to access school. There are many benefits of this type of provision for students and ultimately supports them to access the learning available in school, and makes a difference to their quality of life moving forward. (PDF) What's the alternative? Effective support for young people disengaging from the mainstream. Funder, The Princes Trust (researchgate.net)	1,2,3,4,5

Total budgeted cost: £ *57,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Students from disadvantaged backgrounds continue to make progress at KGA and while there is variability of this, a positive trajectory is evident. Due to small numbers of students, data could possibly lead to young people being identifiable, therefore the below is a summary of progress made.

- On the whole, attendance has improved for these groups and where additional strategies such as 1:1 tutoring and integration timetables have been implemented, this has proven to support attendance.
-
- There has been significant increases in behaviour and attitudes incidents, evidenced through behaviour incidents, physical interventions and feedback from parents, as well as student voice
- All CiC have made academic progress as evidenced through PEP meetings
- The impact of therapeutic interventions are clear. Previously students that were non-verbal are now communicating, students who had challenging behaviour are now able to better co and self regulate and this is evidenced through the measures above.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Occupational & Speech Therapy	WM Speech Therapy / Links Therapy
Judo	WM Judo
Elevate	Elevate Performance Academy
Tutoring	Tutor Dr
AP Provision	N/A
Educational Psychologist	Positive Outcomes Psychology Services