

Pupil Premium Strategy Statement – Red Kite Special Academy



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 effect the last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	149 (Dec 25)
Number of Total PP children	58 (Dec 25)
Number of Service PP	1 (Dec 25)
Proportion (%) of pupil premium eligible pupils	40%
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)	2023 – 2026
Date this statement was published	December 2025
Date on which it will be evaluated	September 2026
Statement authorised by	Karen Smith (Headteacher)
Pupil premium lead	Rachel Travers (DHT)

Funding overview

Detail	2023-2024	2024-2025	2025-2026
Pupil premium funding allocation this academic year	£69,369	£65,079.59	£71,475.00
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0	£0	£0
Recovery premium funding allocation this academic year	£61,874	£0	£0
Total budget for this academic year	£131,243	£65,079.59	£71,475.00

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>			
--	--	--	--

Part A: Pupil Premium Strategy Plan

Statement of intent

Pupil Premium was introduced by the Government in 2011 to provide additional school funding for the purpose of boosting the attainment and progress of those pupils classed as having a deprived background (measured by entitlement to Free School Meals within a 6-year period) as well as those who have been 'looked after' by a Local Authority for more than six months. In addition, the Service Premium was introduced for pupils whose parent(s) are, or have since 2011, served in the armed forces.

At Red Kite we use Pupil Premium funding to overcome a number of barriers (see challenges). We have identified concerns across the school and on an individual pupil basis to be able to reduce such barriers and to ensure that pupils are able to foster a passion for learning and curiosity that will help to develop high aspirations, and preparation for adulthood.

Our ultimate objectives are to:

- Provide an engaging thematic curriculum and preparation for adulthood (including options) where pupils can use their functional skills with increasing independence.
- Minimise any internal and external barriers to attainment.
- Develop positive relationships with pupils, families and other professionals.
- Ensure all pupils have access to communication aids to enable them to communicate effectively.
- Ensure all pupils have access to resources to meet their sensory regulation needs and develop their resilience.
- Enable staff to look after their own emotional wellbeing and develop resilience in a challenging environment.
- Provide access to a wide range of teaching programmes and therapeutic consultation to ensure we offer a range of opportunities to engage.

We do this by:

- Supporting high-quality teaching, such as staff professional development
- Provide optimal learning for all pupils in our care
- Providing targeted academic support, such as SALT, OT input and tutoring

- Tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing
- Working in partnership with families to support one another and work towards shared goals

This is not an exhaustive list.

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. Our strategy will be driven by the needs and strengths of each pupil, 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.

Contextual information:

Red Kite Special Academy is designated to provide for three distinct cohorts of children and young people; Children/YP with a PMLD and/or SLD presentation; those children/YP with a complex or profound autistic presentation. Red Kite is a through school from 4 – 18 years of age. We are part of Kingsley Learning Foundation which also includes Kingsley Special Academy in Kettering.

Challenges

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

Challenge number	Detail of challenge
1	<p>Cognition and Learning</p> <p>All pupils have profound, severe or moderate learning difficulties as outlined in their EHC plans. In order for our pupils to learn effectively, they must develop their executive functioning skills including attention skills, working memory, problem solving skills and self-regulation. In addition to the learning to learn skills, our pupils also require support to develop their reading, writing and maths skills so that they can apply these in their everyday lives.</p>
2	<p>Communication and Interaction needs</p> <p>Most of our pupils have communication and/or interaction difficulties which are identified in their EHC plans. There are a large number of pupils who are non-verbal or have limited language and require an alternative communication mode including technological devices. They need support to develop their communication skills to enable them to make their wants and needs known in a range of situations and with a variety of people.</p>

3	<p>Social, Emotional and Mental Health Difficulties</p> <p>Many of our pupils have delays in their social and emotional skills which is identified in their EHC plans. Some of our pupils also have a positive behaviour support plan as they find it difficult to regulate their behaviour independently. There are a number of pupils across the school who also have low self-esteem and struggle with their mental health. This may be due to experiencing trauma or Adverse Childhood Experiences (ACEs).</p>
4	<p>Metacognition and Sensory Processing</p> <p>There are a large number of pupils who require support to regulate their emotions due to sensory processing difficulties. Pupils require a sensory diet to support their availability for learning including through movement opportunities, occupational therapy input or specific sensory equipment.</p>
5	<p>Attendance</p> <p>Our whole school attendance rate has fallen below 85% which is below the national overall attendance rate for special schools. This is due to a number of reasons including transition difficulties, physical/medical disability or mental health and anxiety challenges. We recognise that support needs to be given to some of the families to improve their child/young person's attendance in school.</p>
6	<p>Independence and Personal Development</p> <p>Many of our pupils require additional support to develop their personal skills including organisation, self-care and independent travel. Some of our pupils may also have physical disabilities and require support in accessing their learning and environment as independently as possible.</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
Pupils will make good progress against their EHCP outcomes and their personal starting points.	Pupils will achieve their Priority Now Targets, enabling them to make progress towards their EHCP outcomes. Pupils will show progress in their communication skills.
Pupils will develop their communication skills and will use their preferred communication mode to make their wants and needs known.	Pupils will make progress in their communication and interaction skills on 'Assessment for All'.

	<p>Total communication environment evident in classrooms</p> <p>Feedback from families of pupils using their preferred communication mode at home</p>
<p>Pupils will be regulated and able to access learning</p>	<p>Behaviour reports will show a reduction in behaviour incidents across the school.</p> <p>Staff report feeling confident to support pupils who are showing signs of dysregulation.</p> <p>Lesson visits and learning walks show calm classrooms with pupils engaging in their learning.</p> <p>Pupils will have individualised sensory diets following recommendations/reports from the occupational therapist.</p>
<p>Families feel supported by school and know how to access a range of services to support their child/young person's learning and development</p>	<p>Feedback from families shows they feel well supported by school and can support their child at home.</p> <p>Increased parental engagement leading to pupil progress in their learning.</p> <p>Improved attendance over 85% for the whole school and improved attendance for individual pupils with low attendance</p>
<p>Increased pupil engagement in learning including a wide range of extra-curricular activities and enrichment opportunities</p>	<p>Pupils entitled to PP will be financially supported to attend school events, trips and residential.</p> <p>Lesson visits/Learning walks show high pupil engagement in learning opportunities.</p>
<p>Staff are skilled to enable them to better support the academic and personal development of our pupils' wide range of needs.</p>	<p>Pupils will make good progress in all areas of learning as evidenced by our 'Assessment for All' framework.</p> <p>Staff absences will be reduced.</p> <p>Staff wellbeing surveys report that staff feel positive about their role and have improved wellbeing.</p> <p>Lesson visits and Learning walks show improved teaching practice.</p>

Activity in this academic year 2025-2026

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

Budgeted cost: £33,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
The Nest - Nurture Provision	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 3, 4, 6
ELSA Training and Supervision	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	2, 3, 4, 6
Norfolk Steps Lead Professionals (Train the trainer)	<p>'Step On' is based on sound evidence-based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions. 'Step Up' focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 3, 4, 6

TEACCH Training	<p>'The TEACCH programme has received National and International recognition and is widely regarded as an outstanding model of service, training, and research. In 1972, the Programme was given the Gold Achievement Award by the American Psychiatric Association "for the establishment of productive research on developmental disorders of children and the implementation of an effective clinical app"'. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3, 4, 6
Jolly Phonics	<p>Jolly Phonics is a DfE (Department for Education) validated systematic synthetic phonics (SSP) programme in the UK, recognised for its effectiveness in teaching early reading and writing through a multi-sensory, structured approach, though schools aren't mandated to use only validated schemes but find validation helpful for quality assurance. It focuses on phonemes, blending, and segmenting, aligning with the Science of Reading principles. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2

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

Budgeted cost: £103,708

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Team (2 x Family Support Workers)	<p>Our Family Support Team works sensitively with parents and this encourages them to have a good relationship with school. They offer help to families in a variety of ways, such as facilitating the benefits and aid they are entitled to, financial help with school meals, transport and clothing. Administrative assistance is given when making referrals to other agencies, such as social services, educational psychologists or health professionals. A number of home visits or meeting pupils and parents either in school or via virtual technology provide ongoing support.</p>	1, 2, 3, 4, 5, 6

	<p>'Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
Speech and Language Therapy – Magic Words	<p>The department for Education recognises that some pupils with SEND would benefit from a boost to their progress in other academic areas, such as learning capabilities, sensory development and communication therefore, we as a school have opted to invest funding received via the national tutoring programme to support wider tutoring interventions across the school via speech and language therapy. We have commissioned the work of a SALT for 1 day per week to work on a 1:1 and small group basis. The therapist will offer intervention to pupils and advice/instruction to staff in order to maximise the programme's benefit. Magic Words will work alongside NHS SALT to best support the pupils.</p> <p>In addition to a Speech and Language Therapist from Magic Words, we also have a full-time communication lead that supports with interventions and works closely with staff and professionals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2
Occupational Therapy - Thrive	<p>We have a Service Level Agreement with Thrive OT for Two Occupational Therapists for a day every week. The aim is to support pupils to improve their participation and engagement in learning. The OTs provide a variety of support including assessments, therapeutic intervention, personalised support and training. This ensures sensory needs are identified and can be supported by bespoke sensory diets. Family involvement is encouraged with training for families offered.</p>	3, 4, 6
Music Therapy and Tuition	<p>Music therapy offers a platform that allows pupils with profound and multiple learning difficulties and severe learning difficulties to independently explore emotions and develop early stages of intentional communication and vocalisation whilst enjoying a sensory experience. Group sessions as well as individual sessions are undertaken as a creative arts therapy. The therapist uses music and all of its facets—physical, emotional, mental, social, aesthetic and spiritual to help pupils improve their physical and mental health.</p>	1, 2, 3, 4, 6

	NMPAT Music Tuition is in place for PP Pupils.	
Educational Psychologist	We have a service level agreement with Mosaic Psychology and an Educational Psychologist is available to support individuals as needed. This provision is used to support pupils where there are difficulties or challenges and a fresh pair of eyes is needed and to advise on strategies to engage pupils in their learning. Discussion and observations take place with staff and parents to gain an understanding of the pupil which will result in recommendations of approaches and strategies. Feedback from staff and parents is positive about the service. https://www.mosaicpsychology.co.uk/testimonials	1, 2, 3, 4, 5, 6

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

Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory equipment	Sensory integration is proven to impact a pupil's availability for learning by reducing anxiety and developing regulation and metacognition skills. Sensory integration interventions have been highly successful in previous years.	1, 3, 4, 6
Big Picture Treats	At Red Kite there are many strategies and interventions that underpin the school's behaviour and motivation systems, one of which is the Big Picture Treat. The Big Picture Treat is a class earned provision that allows classes to engage as a class in a reward. Examples of this might include, trips out into the local community, trips into the local Corby Town, McDonalds, Cinema etc. The reward is earned by each class filling their Big Picture Treat tile for positive behaviours, work and school contributions.	2, 3, 5, 6

Total budgeted cost: £140,754

The school acknowledges that the total budgeted cost is considerably more than the amount of pupil premium funding being received. The pupil premium funding contributes towards the interventions and strategies listed above.

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in **the 2024- 25 academic year.**

Outcomes for disadvantaged pupils

Targeted academic support

We employed part time tutors in English and Maths for 1:1 tuition and small group tuition to work with KS4 pupils who were sitting more formal based qualifications. This support had a positive impact on pupil progress in Maths and English. 2 x Year 11 pupils achieved a Level 1 in Functional Maths in June 25. Pupils have used this qualification to pursue interests at their future destinations for Post 16.

Therapeutic support

The occupational therapy team has continued to play a vital role in helping the school, families, and staff deepen their understanding of OT practices and sensory regulation both in the classroom and at home. Throughout the year, we have seen steady, school-wide improvement in pupils' functioning and independence skills. Thrive therapists support our teachers to provide sensory diets and the impact of this can be seen in pupils' readiness to learn. Their specialist input has assessed the pupil's sensory needs and motor skills and relayed information to teachers which has ensured tailored and effective provision. The service has also supported with individual programmes and the interoception curriculum.

Mosaic Psychology has continued to support us in responding to both group and individual needs. A range of targeted support has been delivered, particularly for families facing more complex challenges, including SEMH concerns and emotionally based school avoidance. Feedback from parents has remained positive, especially in relation to the guidance provided, as well as the support offered for placements and EHCP reviews. Mosaic supported 5 pupils in the last academic year. One pupil who was supported by this service was assessed and was able to move to a different placement that better met their needs.

Our Communication Lead has worked alongside Powerful Voices (an external SALT professional provider) to support the development of communication across the school. New and existing pupils are supported with some strategies and recommendations to help find their voice, while staff were also supported to develop their knowledge through training and modelling. Staff have been supported with training and advice from this service and the use of Total Communication has been developed in school. Observations show that teachers are using additional strategies to support pupils in communicating.

Our Music Therapist was in school one day a week and a range of 1:1 and group sessions were facilitated, which aimed to meet the needs of the children and young people who were referred for music therapy and to address their therapeutic goals. In total, between September 2024 and July 2025, 192 sessions took place and 22 pupils accessed music therapy. Pupils were seen from all age ranges, and many teachers and LSA's attended sessions to observe responses and support their learners, where required and appropriate. Some of the reasons for referral to music therapy included improving communication and social skills, supporting physical and motor skills, providing sensory stimulation, enhancing awareness and attention skills, and providing an outlet for self-expression and developing new skills.

Pastoral Support/ Family Support

The advice and support provided by the pastoral team has continued to enable our families to overcome significant challenges, particularly for those whose pupils are eligible for the pupil premium. We have successfully identified families that require additional assistance from the Children with Disabilities team. The family support team have organised extra events during the family coffee mornings, collaborating with outside professionals to incorporate further support for various aspects of family life, including Family Learning Weeks aimed at enhancing parent engagement.

Additionally, the Mental Health Support Team has been working closely with the pastoral team to help families understand their children/young person's mental health needs. Pastoral support continues to be available for key pupils, with a focus on developing their emotional regulation skills and addressing anxiety. Feedback from both the pupils and their families regarding this intervention has been overwhelmingly positive, contributing to their personal development and well-being. The team have also arranged for parents to come in to support them in completing forms for free school meals.

Staff Development

Staff development continues to be strong across the school. Staff have been able to access training to develop school wide understanding in behaviour and attachment. As part of this, PACE training has enabled key staff to support SEMH pupils and has led to future planning of a nurture provision to further meet the needs of pupils with SEMH needs.

Training additional staff as Trainers in Norfolk Steps has enabled the whole school staff to develop their skills in de-escalating behaviour at the earliest moment using identified strategies for each individual pupil. As a result, staff report feeling more confident in de-escalation strategies and physical interventions have reduced across the school.

TaSSels on body signing training has supported the staff working with our PMLD pupils which has had a positive impact on their communication and interaction skills. The on-body signing has enabled the pupils to develop their anticipation skills and awareness of what is going on around them, leading to increased wellbeing.

The school worked with a Talk4Writing specialist SEND consultant to deliver comprehensive training to senior leaders and teachers to ensure that this approach was embedded in practice as evidenced on learning walks. The sensory based approach was seen to engage learners and resulted in the development of a 3-year curricula cycle.

Externally provided programmes

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

Programme	Provider
TaSSels	Pavilion
Norfolk Steps Lead Tutor	Norfolk County Council
TEACCH	Autism Independent UK
PACE	Simply Fostering Consultancy
Intensive Interaction	Intensive Interaction Institute

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Support from Mosaic Psychology Support from Thrive OT Sensory resources to support a personalised sensory diet
The impact of that spending on service pupil premium eligible pupils
This was used to support regulation skills and provide sensory learning experiences for one pupil. The therapeutic support from professionals and the resources purchased had a positive impact on the pupil's availability for learning and engagement in learning experiences.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.