Pupil premium strategy statement – Blue Kite School

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.

School overview

Detail	Data
Number of pupils in school	132
Proportion (%) of pupil premium eligible pupils	14%
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)**	2026–27
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Clare Johnson
Pupil premium lead	Clare Johnson
Governor / Trustee lead	Erica Milsom

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,059
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*	£47,059

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is founded on the belief that all pupils, irrespective of their background or circumstances, can achieve highly when barriers to learning are identified early and addressed through consistently high-quality teaching, effective pastoral support and full participation in school life. While Pupil Premium funding is targeted at disadvantaged pupils, we recognise that disadvantage can be complex, fluctuating and not always captured by formal eligibility measures. We therefore consider the needs of a wider group of vulnerable pupils, including young carers, pupils with a social worker and pupils experiencing financial or other pressures, alongside pupils who are eligible for Pupil Premium.

Our school assessment information, attendance data, pastoral records, pupil voice and ongoing monitoring of disadvantaged pupils help us to identify the barriers that may affect achievement and participation. These can include gaps in reading fluency and comprehension, vocabulary development, mathematical confidence and reasoning, attendance, emotional wellbeing, independence and resilience, as well as reduced access to wider enrichment opportunities. We recognise that these barriers are not experienced by all disadvantaged pupils in the same way and that individual needs can change over time.

High-quality teaching remains at the heart of our approach and is the most important lever for improving outcomes for disadvantaged pupils. We will ensure that teaching is ambitious and responsive, that disadvantaged pupils are appropriately challenged, and that gaps in knowledge and understanding are identified and addressed through effective assessment and adaptive teaching. Where additional barriers are identified, timely academic, pastoral and attendance support will be put in place to complement classroom provision.

Our strategy is aligned with the priorities identified in our 2026/27 School Development Plan and is informed by evidence-based practice, including the Education Endowment Foundation's tiered approach. We will adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations for what they can achieve. We will act early when need is identified, monitor the impact of provision carefully and adapt our approach in response to evidence.

Through this strategy, we aim to ensure that disadvantaged pupils make strong progress, achieve well across the curriculum and develop the confidence, independence, resilience and wider experiences needed to succeed. At the same time, the quality-first approaches within the strategy will support the achievement and wellbeing of all pupils, ensuring that improvements for disadvantaged pupils contribute to strong outcomes across the whole school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. 25% of pupils in the school are disadvantaged, making this a significant proportion of our school community.

Challenge number	Detail of challenge
1	**Closing gaps in early learning and attainment** Disadvantaged pupils can begin their school journey with gaps in key knowledge, skills and understanding. The challenge is to identify these barriers quickly and provide effective early support so that pupils develop the secure foundations needed to succeed.
2	**2. Improving reading fluency, comprehension and confidence** Reading remains a key barrier to wider academic success for some disadvantaged pupils. The challenge is to develop strong reading fluency, vocabulary and comprehension, while building pupils' confidence and enjoyment of reading so they can access the wider curriculum successfully.
3	**3. Accelerating progress and sustaining achievement** The challenge is to ensure disadvantaged pupils make strong and sustained progress from their individual starting points across all areas of learning. Where pupils are successful, effective approaches need to be embedded and adapted to ensure progress is maintained throughout their school journey.
4	**4. Removing individual barriers to learning** Disadvantaged pupils have a range of individual circumstances and learning needs which can affect their engagement, progress and attainment. The challenge is to provide personalised support that addresses barriers such as gaps in prior learning, additional learning needs, confidence, motivation and engagement, enabling every pupil to thrive.

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

Disadvantaged pupils make accelerated progress and gaps in learning are reduced.	By July 2027, disadvantaged pupils will make accelerated progress from their individual starting points, with an increasing proportion achieving age-related expectations in Reading, Writing and Maths. Pupil progress meetings and assessment information will demonstrate that gaps in knowledge and understanding are identified early and reduced over time.
Disadvantaged pupils develop the reading skills and confidence required to access the curriculum successfully.	By July 2027, the proportion of disadvantaged pupils achieving age-related expectations in Reading will increase from 50% to at least 60%. Reading assessments, pupil conferencing and book scrutiny will demonstrate improved fluency, comprehension, vocabulary and confidence.
Disadvantaged pupils achieve consistently well across Reading, Writing and Maths.	By July 2027, disadvantaged pupils will achieve consistently well across the curriculum, with the majority meeting age-related expectations in Reading, Writing and Maths. Lesson visits, work scrutiny and pupil voice will demonstrate improved participation, independence and application of knowledge.
Barriers to learning are identified early and disadvantaged pupils receive effective, personalised support.	By July 2027, identified barriers to learning for disadvantaged pupils will be reduced, enabling pupils to engage more consistently and confidently in school life. Attendance, pastoral monitoring and pupil voice will demonstrate improved engagement, confidence, participation and readiness to learn.

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 and small-group tuition in reading, writing and maths – Fund additional teacher/HLTA/TA hours to deliver structured interventions for disadvantaged pupils identified through assessment. Sessions should be short, regular and linked closely to classroom learning.	The EEF identifies small-group tuition and one-to-one tuition as approaches with positive evidence of impact, particularly when interventions are targeted at pupils' specific gaps and delivered by trained staff. See SPD 2026/27.	1, 2
Reading fluency and reading intervention programme – Additional staffing/resources to provide daily/regular reading fluency practice, targeted reading support and opportunities for disadvantaged pupils to read with an adult. Include	Reading fluency is an important foundation for comprehension and access to the wider curriculum. The EEF recommends explicit teaching of reading strategies and targeted support for pupils who are struggling to develop reading skills. See SPD 2026/27.	1, 2

decodable/age-appropriate texts and fluency practice.		
Attendance and family engagement support – Allocate staff time to identify disadvantaged pupils at risk of persistent absence, undertake early intervention with families, attendance meetings, home-school communication and individual attendance plans.	The EEF highlights the importance of addressing the barriers behind absence and using personalised approaches to improve attendance. Improving attendance increases pupils' access to teaching and learning.	4
Learning behaviour and SEMH support – Fund additional adult capacity for targeted support around resilience, emotional regulation, confidence, relationships and readiness to learn. This could include small-group sessions, check-ins and individual support plans.	The EEF identifies social and emotional learning and effective behaviour approaches as having a positive impact on pupils' engagement, behaviour and academic outcomes.	4

Implementation Indicators

- Disadvantaged pupils identified through assessment and accurately targeted.
- Intervention timetable established and sessions delivered consistently.
- Staff delivering interventions have clear plans/resources and know the intended outcomes.
- Pupil attendance at interventions monitored.
  Identified pupils receive regular, planned fluency practice.
- Disadvantaged pupils' attendance and persistent absence monitored at least half-termly.
- Pupils at risk of persistent absence identified early.
- Learning walks show staff use consistent approaches to regulation, resilience and learning behaviours.
- PP pupils are clearly identified in school tracking systems. Individual attendance actions/plans implemented where appropriate.
- Attainment, progress, attendance and behaviour data reviewed termly/half-termly.

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

Budgeted cost: £ *17,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small-group and 1:1 academic intervention – Additional teacher/HLTA/TA capacity to deliver structured interventions in reading, writing and maths. Pupils identified through assessment and progress	The EEF identifies small-group tuition and one-to-one tuition as approaches with positive impact when support is targeted to pupils' specific needs and delivered alongside high-quality classroom teaching.	1, 2

information, with provision targeted at specific gaps.		
Reading fluency intervention – Regular additional practice for pupils who are not yet reading fluently, including repeated reading, guided oral reading, vocabulary development and additional opportunities to read with an adult.	Evidence-informed approaches to reading emphasise developing fluency, accuracy, vocabulary and comprehension through explicit and structured teaching. Targeted intervention can help pupils who are behind age-related expectations to catch up.	1, 2
Targeted writing and grammar intervention – Small-group support focused on sentence construction, spelling, punctuation, grammar and transcription, alongside opportunities to apply these skills in writing.	The EEF highlights the importance of explicit teaching of writing strategies, sentence construction, spelling and grammar, with additional targeted support for pupils who have gaps in foundational skills.	1, 2
Targeted maths intervention – Additional support for pupils with identified gaps in number, calculation and mathematical understanding, using practical resources, modelling and structured practice.	The EEF supports small-group tuition and targeted intervention as effective approaches when they are linked to pupils' identified learning needs and classroom teaching.	1, 2

Implementation Indicators

- Intervention attendance exceeds 95%.
- Progress reviewed every six weeks.
- Assessment data demonstrates accelerated progress for targeted pupils.
- Pupil voice indicates increased confidence and engagement.

Wider strategies

Budgeted cost: £*12,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relational attendance mentoring and first-day response systems	Attendance analysis suggests trusted relationships and early intervention improve engagement more effectively than punitive approaches.	4
Family support meetings and early help referrals for persistent absence	Supports families experiencing barriers linked to SEMH and attendance.	4
Subsidised enrichment, music tuition and educational visits with proactive recruitment of disadvantaged pupils	Participation analysis shows disadvantaged pupils are less likely to engage in wider opportunities without targeted encouragement.	4
Trusted adult mentoring and pastoral support for identified pupils	SEMH and belonging strongly influence attendance, participation and readiness to learn.	4

Implementation Indicators

- Fortnightly attendance review meetings.
- Reduction in repeat absence patterns.
- Increased enrichment participation tracked termly.
- Pupil surveys show improved belonging and school engagement.

Total budgeted cost: £47000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Year Results 2026

	End of Year Assessment EXP(GDS)
Reading	73%
Writing	77%
Maths	77%
RWM	68%

Phonics Screening Check		Year 1 (percentage of all Y1 pupils who have reached PSC threshold, inc. those who were disapplied – assume 32 is threshold)	Year 2 (percentage of all Y1 pupils who have now reached PSC threshold, inc. those who were disapplied)
Number of children in year group:	12	92%	20/21 95%

FS2 – Good Level of Development		Percentage achieving a GLD
Number of children:	19	74%

The school's Pupil Premium strategy has continued to focus on improving the attainment, progress, attendance, wellbeing and wider outcomes of disadvantaged pupils. Throughout the 2025–2026 academic year, targeted academic support, high-quality teaching and pastoral provision have been used to address

identified barriers to learning and ensure that Pupil Premium pupils have equitable access to the curriculum and wider school opportunities. There has been a continued focus on strengthening classroom practice, particularly in Maths, Writing and Phonics. In Maths, the school has reviewed its approach in line with BKAT CPD and the introduction and development of the Oak Academy Maths scheme, with increased use of visual representations and manipulatives to support pupils in developing deeper conceptual understanding. In Writing, staff have continued to develop a clear writing journey, with a particular focus on spelling, grammar, boxing up and revision through editing. BKAT CPD has supported this development and further work will continue to consolidate improvements for Pupil Premium pupils. The school's phonics provision has also been strengthened through targeted intervention and well-matched support. The effective implementation of the phonics aspect of the school development plan resulted in 95% of Year 1 pupils achieving the expected standard in the Phonics Screening Check, demonstrating the positive impact of the school's approach. Alongside academic provision, the school has continued to prioritise the social and emotional wellbeing of disadvantaged pupils. The ELSA programme was delivered throughout the academic year, with Pupil Premium pupils making up 66% of participants. Pastoral support has been provided both within and beyond the classroom, with evidence from staff observations and CPOMS records indicating that pupils' emotional needs are being effectively supported. Overall, the strategy has had a positive impact on the academic and wider development of Pupil Premium pupils. The school will continue to use assessment information, pupil progress data and pastoral evidence to identify barriers, evaluate the effectiveness of interventions and refine provision to ensure that disadvantaged pupils continue to make strong progress and achieve in line with their peers.	

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

Further information (optional)

Our pupil premium strategy is designed as a whole-school approach, with disadvantaged pupils considered within all aspects of school improvement, teaching and pastoral provision. The strategy is informed by assessment information, attendance data, pupil and staff knowledge, and our understanding of the individual barriers experienced by disadvantaged pupils.
Our approach is structured around three key areas: high-quality teaching, targeted academic support and wider strategies to remove barriers to learning. We recognise that disadvantaged pupils are not a homogenous group and therefore provision is adapted according to individual starting points, needs and circumstances.

The impact of the strategy will be monitored throughout the year through pupil progress meetings, assessment information, attendance and behaviour data, intervention monitoring and pupil voice. Leaders will review the implementation and impact of funded activities regularly and adapt provision where approaches are not having the intended impact. Governors will receive updates on the implementation and impact of the strategy.
A significant proportion of the support provided to disadvantaged pupils is not dependent on pupil premium funding. This includes our commitment to high-quality classroom teaching, adaptive teaching and SEND provision, pastoral and safeguarding support, attendance monitoring, family engagement and access to the wider curriculum. The school also works closely with The Blue Kite Trust and external partners to access expertise, training and additional support where appropriate.

We are committed to ensuring that pupil premium funding is used strategically and does not create a separate curriculum or offer for disadvantaged pupils. Instead, funding is used to strengthen existing provision, provide additional targeted support where required and remove individual barriers so that disadvantaged pupils can access the same ambitious curriculum and wider opportunities as their peers.

The overall aim is that disadvantaged pupils make strong progress from their individual starting points, develop secure foundations in reading, writing and mathematics, sustain their progress throughout their time at St Leonard's, and are supported to overcome barriers to attendance, engagement, confidence and participation.