

Pupil premium strategy statement – Kettlebrook Short Stay 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	60
Proportion (%) of pupil premium eligible pupils	71%
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)	2024-2027
Date this statement was published	12.1.2026
Date on which it will be reviewed	12.1.2027
Statement authorised by	Sarah Bamber
Pupil premium lead	Sarah Bamber
Governor / Trustee lead	John Brodie, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£13795

Part A: Pupil premium strategy plan

Statement of intent

Kettlebrook Short Stay School provides education and support for some of the most vulnerable students in the district. Students come to the PRU because they have been permanently excluded from school or are at risk of being permanently excluded from school. Students often present with SEND or SEMH needs – sometimes with a diagnosis but often undiagnosed on arrival.

The aim for all of our students, the large majority of whom are disadvantaged, is for them to have academic equity. We want to ensure that our students have access to a supportive and challenging curriculum that supports them to achieve positive post 16 destinations. We work hard to identify the areas that our students struggle in and seek to implement the best support to enable progress to be made. These struggles vary - sometimes this may be an academic issue requiring SEND support, sometimes this may be an SEMH concern that is best supported by mental health interventions.

The key principles for this plan align with our Federation Development Plan. We aim to build academic equity through a holistic curriculum, which equips our students with resilience and confidence.

Challenges

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

Challenge number	Detail of challenge
1	Poor reading and literacy levels leading to a lack of academic equity
2	Undiagnosed SEND and/or awaiting additional SEND support
3	High impact of unmet Social, Emotional and Mental Health needs
4	Gaps in students learning on arrival at the PRU

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
To improve development of reading at Kettlebrook Short Stay School	All students are accessing a timetable that involves a clear reading programme targeted at the correct level to improve and make demonstrable progress Data shows that gaps in reading ages are closing
To support students with additional needs through provision of adapted learning resources and spaces	Students with SEND are able to make academic and SEMH progress measured both through the progress data and Personal Development File
To enable students to widen their experiences, improve resilience and self-esteem through Learning outside the Classroom and enrichment activities	All students are able to access Curriculum Enrichment through standalone Enrichment days and Work Experience opportunities as well as other curriculum opportunities Participation is logged through the Personal Development File
To support students with social, emotional and mental health issues through in-house support programmes and interventions	Students are able to access support in a timely manner – measured through student voice Relational and restorative practice underpins our whole school approach and has been embedded into everyday practice and policy
To improve attendance for all targeted students across the school through an updated and embedded attendance strategy	The attendance strategy is embedded in daily practice and on-site school attendance has improved for targeted students

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: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further developing reading through the purchase of Rapid Readers where needed as well as independent readers books and materials to support all levels of reading ability</p> <p>Purchase more sets of books for reading for pleasure to enable whole school reading</p>	<p>Reading interventions have clear impact through improvement of reading ages and confidence in reading – shown through data and pupil voice</p>	1
<p>Purchase of resources for SEND students such as adapted textbooks, overlays, reading pens as well as other subject specific resources</p>	<p>Students are able to access the curriculum</p>	2

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

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting student to attend NHBC which provides both work experience and learning outside the classroom opportunities.</p> <p>Supporting students to access other work placements</p>	<p>Students will gain L1 vocational qualifications in construction through attending as well as gaining experience towards apprenticeships at post 16.</p>	3

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

Budgeted cost: £ 2595

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enrichment trips including Conkers National Trust Visits, CIAG visits, PSHE speakers and Outdoor education</p>	<p>Engagement in challenging activities that push students out of their comfort zone support team work and build resilience as well as having a positive impact on mental health through exercise</p> <p>Enrichment supports cultural capital as well as supporting students to understand their place in the world around them and as active citizens.</p>	<p>2 & 3</p>
<p>Enables in house training for staff to offer MH support to students (training for Mental Health First Aiders) and Mental Health Lead as well as on site counsellor</p>	<p>Mental health lead on site who can support the students as well as signpost for interventions</p>	<p>3</p>
<p>Engage in interventions targeted at specific students to support their attendance – sometimes through use of AP and enrichment to support the academic curriculum</p>	<p>Students will engage in their education in the most appropriate setting which reflects their current needs.</p>	<p>3 & 4</p>

Total budgeted cost: £13795

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Data shows that gaps in reading ages are closing. Students are engaging in reading on a daily basis which is positively impacting their learning in general.
- Disadvantage students achieved higher APS in the Year 11 final qualifications than the APS across the cohort.
- 94% of disadvantaged students achieved a qualification in Year 11
- Disadvantaged students achieve progress across the school either in line with their peers or above (Jan 2026)
- Attendance for disadvantaged students is higher than attendance across the whole cohort (Jan 2026)
- 65.9% of 2025-2026 cohort achieve higher attendance than in their previous mainstream school.