

Pupil premium strategy statement for Kite Ridge 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	9
Proportion (%) of pupil premium eligible pupils	11%
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)	3
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Steven Sneesby, Headteacher
Pupil premium lead	Steven Sneesby
Governor / Trustee lead	To be confirmed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1055
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>	£1055

Part A: Pupil premium strategy plan

Statement of intent

Economic hardship is a difficulty for some of our students, all of whom are already disadvantaged for a variety of reasons. The accumulative impact of socio-economic hardship, as well as the other difficulties that our students can and do face, can create a variance in outcomes compared to our other students. These variances can be in academic achievement, progression to other settings following their time at Kite Ridge, as well as their access to social opportunities.

Due to our low pupil numbers, and, more specifically, the low number of students entitled to Pupil Premium, the premium that we receive is very low and therefore there is a limit to the help that it can provide.

Our strategy is to use a whole school approach to help forge strong relationships with other students and staff. All of our students have a range of challenges which can create a barrier to fully engaging with the curriculum. Their differing needs, particularly their sensory integration challenges, can make it difficult for our students to engage in group sessions.

It has been a few years since the decision was taken to form a professional link with a Street Dance Instructor who visits Kite Ridge every Thursday afternoon. He engages with the students individually or in a group session, depending on each student's needs that day, and then he runs 2 group street dance sessions for pre-set groups of students. This is not to say that some students aren't able to join both sessions, if they are able to then they usually do.

The levels of engagement and attendance that we see from these sessions can vary week to week depending on student presentation, usually however we see extremely high levels of both which is extremely beneficial for their physical health, sense of achievement and helps to improve their engagement in other sessions after this takes place. Many of the students that take part in street dance would otherwise struggle to attend or achieve in sessions of physical activity. One of the main objectives of these sessions is for our students to have fun and enjoy the social aspect. Each student gets to choose their own song and this also helps to link in to Music Therapy.

Challenges

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

Challenge number	Detail of challenge
1	Our students have a range of diagnosed challenges that can prevent them from fully engaging with the curriculum
2	The differing sensory integration needs of our students can make it difficult for them to engage in group sessions

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
Increased achievement	Any level of attendance will be seen as achievement, the activity can be overwhelming for some so any amount of access is a success.
Increased physical health	Street dance is an excellent way of improving physical health, especially on top of usual PE sessions. Any attendance and engagement will increase physical health.
Increased social interactions with students and staff	Any attendance and engagement will increase the social interactions that our students have in school, many of our students struggle with attending group sessions so any level of attendance is seen as an achievement.
Allow group sessions to become more accessible for all	An increase in attendance to other group sessions for each student is a success.

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: £ *[insert amount]*

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

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

Budgeted cost: £ *[insert amount]*

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

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Street dance	Street dance is a group activity that helps to improve physical health, student's sense of worth and achievement, as well as facilitating social interactions with staff and students	1 & 2

Total budgeted cost: £1055 (actual cost £2926 p/a)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past Academic Year we have had to work hard to integrate our students in a variety of group sessions. Street Dance is a 'favoured activity' which means that it is extremely motivating for many of our students and the sessions has been very successful in helping to build our students' tolerance for their peers as well as improving their ability to tolerate sensory stimuli. Group session attendance improved overall during this Academic Year, not just for Street Dance, and with the continued use of the funding towards this, we hope that this will continue.

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
Street Dance	Lewis Haywood

Service pupil premium funding (optional)

*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***

N/A

The impact of that spending on service pupil premium eligible pupils

N/A