

Pupil premium strategy statement: Kenwood 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Actual December 2025: 280 (177 Y7-Y11) Sheffield: Actual December 2025: 218 (115 Y7-Y11) The Education and Skills Funding Agency identify: 152 pupils Pupil premium allocations 2025 to 2026 financial year (September 2025)
Proportion (%) of pupil premium eligible pupils	Actual December 2025: 88, 49.7% Sheffield: Actual 47% (54 pupils Y7-11) The Education and Skills Funding Agency identify: 42.8% (65 pupils) Pupil premium allocations 2025 to 2026 financial year (September 2025)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Richard Hadfield, Executive Headteacher</i>
Pupil premium lead	<i>Matt Hallam, Head of School</i>
Governor / Trustee lead	<i>Warren Carratt, Nexus MAT Director and CEO</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,875
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£69,875

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

To this end, Kenwood Academy provides a curriculum for all pupils including those who are disadvantaged that is personalised, holistic, and innovative, aimed at empowering every young person with the knowledge, confidence, resilience, and lifelong learning habits needed for future success and happiness. It nurtures social, emotional, mental, and physical health, preparing young people exceptionally well for adulthood with the skills, behaviours, and cultural capital to realise their dreams and ambitions. Aligned with the national curriculum, it is broad, balanced, and inclusive, offering equal opportunities and focuses on individualised next steps through enhanced provision. The curriculum draws from high-quality texts, media, and real-world experiences to inspire learning, emphasises reading fluency and comprehension, and employs a generative and spiral approach to build on the strengths of what young people know and can do. Through low-stakes assessments, it fosters metacognition, self-regulation, and independence, enabling students to connect their learning to the real world and to unlock their potential. Underpinned by outcomes in Education and Health Care Plans, we aim for disadvantaged pupils to have future success and happiness in their: identity and independence, health, communities and friendships, education and employment.

Whilst socio-economic disadvantage is not the primary challenge our pupils face, we recognise the compounding impact that this can have in relation to:

- Academic attainment
- Progression to further and higher education
- Employment
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad, balanced and specialised 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 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 is available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

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 very well prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	All students have complex (i.e., more than one) Special Educational Needs, often starting with the dual needs of Communication & Interaction and Social, Emotional & Mental Health (SEMH). Many students have multiple identified Special Educational Needs, and often join the school with further unidentified Special Educational Needs. "Typical" learning needs include dyslexia, dyscalculia and dyspraxia, and "typical" health needs include ADHD, OCD and sometimes psychosis and other diagnosed aspects of mental health. This is true for pupils who are eligible for pupil premium funding as well as those who are not.
2	Virtually every student at Kenwood Academy faces substantial barriers to life and learning caused by poor mental health and anxiety. Generally speaking, this is the most definitive feature of students' day-to-day challenges and therefore the defining feature of both the school cohort and the nature of the provision that they need to meet their needs.
3	Typically, students' average attendance in their setting prior to joining Kenwood Academy was below 20%. Increasingly, a significant minority of students join the school with prior attendance of 0% and are sometimes subsequently diagnosed as "too unwell to attend school".
4	Typically, most students at Kenwood Academy have cognitive function within the range that would suggest a mainstream curriculum might be appropriate and, at some point in their primary education, it is likely that they were assessed as being at or occasionally above age-related expectations. However, they also have substantial gaps in their prior education, often caused by multiple and/or prolonged and entrenched absences. This also further exacerbates the challenges of their complex Special Educational Needs. This means that there is an inherent and critical dissonance between cognitive function and curriculum knowledge.
5	Internal and external assessments show that pupils who are eligible for pupil premium funding generally have lower prior attainment starting points in Reading and Mathematics than their peers.
6	Through observations and conversations with pupils and their families, we find that pupils who are eligible for pupil premium funding generally have fewer opportunities to develop cultural capital outside of school.
7	Our assessments, observations and conversations with pupils indicate that pupils often require additional support to develop independent living skills, e.g., independent travel, food preparation, use of leisure time etc.

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
Strengthen the integrated approaches between the quality of education and pupils' individual SEND for those who are eligible for pupil premium funding.	Through achievement of EHCP outcomes.
Improved attainment for those who are eligible for pupil premium funding in all subjects, relative to their curriculum starting points.	<p>Through achievement of improved performance, as demonstrated by the progress they make through the curriculum at the end of our strategy in 2026/27.</p> <p>An increase in the percentage of those eligible for pupil premium funding to be entered for GCSE and equivalent subjects at the start of Y11.</p> <p>Attainment ensures 100% pupils have a positive destination post-16/19 that is ambitious and aligned to EHCP outcomes.</p>
Attendance will continue to improve for all students, including those who are eligible for pupil premium funding, the most vulnerable and the most "hard to reach".	Attendance to move more in line with the national average by 2026/27.
Improved Reading attainment for those eligible for pupil premium funding so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' Reading knowledge shows an improvement by the end of our strategy in 2026/27.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of IEP targets linked to EHCP outcomes.
Pupils 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.
Disadvantaged pupils feel better prepared for further education, employment or training.	<p>All pupils can access high quality work experience and careers preparation.</p> <p>By the end of 2026/27, disadvantaged pupils are progressing to higher or further education, employment or training in the same proportions as their peers.</p>

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: £23,291

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils (INSET, directed time and CPD)</p>	<p>The EEF Guide to the Pupil Premium</p> <p>The tiered approach to Pupil Premium spending</p> <p>EEF SEND five-a-day</p> <p>Kenwood Academy ‘Inclusive Model for Learning’ informed by evidence:</p> <ol style="list-style-type: none"> 1. Connecting – generative approach, building on prior knowledge <p><i>‘The little stuff of big stuff about the brain’</i> by Andrew Curran)</p> <p>‘The Curriculum: Gallimaufry to Coherence’ by Mary Myatt</p> <ol style="list-style-type: none"> 2. Pre-Teach Tier two and three vocabulary (& background context) <p><i>‘Closing the vocabulary gap’</i> by Alex Quigley</p> <p>www.alexquigley.co.uk</p> <ol style="list-style-type: none"> 3. I do (engage): clear models, read high quality text, small steps, clarify <p>Rosenshine’s Principles of Instruction; ‘The Curriculum: Gallimaufry to Coherence’ by Mary Myatt</p>	<p>1-6</p>

	<p>4. We (begin): Scaffolds, guided practice, assess, feedback</p> <p>Rosenshine’s Principles of Instruction</p> <p>EEF Teaching and Learning Toolkit</p> <p>5. You do (Develop, Embed, Secure): Independent practice, assess, feedback</p> <p>Rosenshine’s Principles of Instruction</p> <p>EEF Teaching and Learning Toolkit</p>	
Professional development to support the implementation of evidence-based approaches	<p>The EEF Guide to the Pupil Premium</p> <p>The tiered approach to Pupil Premium spending</p> <p>Gatsby Benchmarks</p> <p>Curriculum and curriculum leadership training - School, Trust (professional learning communities) and external led (Learn Sheffield – Curriculum Middle Leadership; Mastery Mathematics Leadership; NPQSL)</p>	1-7
Recruitment and retention of teaching staff	<p>The EEF Guide to the Pupil Premium</p> <p>The tiered approach to Pupil Premium spending</p> <p>Recruitment and retention of specialist Teachers, Subject and Curriculum Leaders, Directors and Deputy Headteachers with responsibilities for Inclusion</p>	1-7

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

Budgeted cost: £23,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Specialist “enhanced provision” - One to one and small group tuition for identified pupils with the most complex barriers to learning, and this includes a long-term partnership with CAMHS community services.</p>	<p>Clinical guidance N.I.C.E. recommended approaches.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	<p>1-3</p>
<p>AV1 Robots to support attendance and transition to school.</p>	<p>We have worked with in partnership with Becton (Hospital) School to successfully develop approaches to improve engagement and attendance to school. This has included the use of AV1 robots which has proved, in conjunction to other approaches, to have a transformational impact on attendance. See other case studies below.</p> <p>https://www.noisolation.com/uk/av1/case-studies</p>	<p>3</p>

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

Budgeted cost: £23,292

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhanced sensory regulation equipment for PP pupils with enhanced sensory needs. We will also fund staff training.	We have observed that sensory equipment and resources such as wobble stools, ear defenders, tents, weighted jackets, and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	3
Parental Engagement: - approaches which encourage parents to support their children with learning (curriculum information afternoons, curriculum progress reviews) - more intensive programmes for families in crisis (multi-agency working)	EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1-7
Cultural trips (including Humanities visits) and in-school arts activities, including drama and securing greater engagement in music education.	As well as being valuable for wider development outcomes, arts participation can have a positive impact on education performance when interventions are linked to academic targets. Arts participation Teaching and Learning Toolkit EEF	6
Public transport training for Year 9-11 pupils through the Preparation for Employment and Adulthood curriculum.	Independent Travel Training is likely to enhance pupils' social and employment opportunities: Travel to school for children of compulsory age - Department for Education	7

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Over the course of the 2024-25 academic year, to maintain our clear focus on meeting the needs of our disadvantaged cohorts, leaders (and Nexus MAT) ran a strong CPD programme for all staff. This included a weekly cycle across all our campuses, and ongoing bespoke, specialist training for individual roles and responsibilities. Our staff training (INSET) days have covered:

- Safeguarding, including basic training for all staff and KCSIE updates
- Quality of education, including model for inclusive learning, linking curriculum to careers (GB4), foci on specialist curriculum subjects and adaptive approaches to learning (one page profiles, aligned with EHCPs)
- Preparations for the term and planning to meet individual students' needs
- Behaviour & Attitudes - attunement
- Personal Development

Pupils have benefited from this approach and the strengthening of the strategic leadership and specialist teaching of our curriculum. We have retained 100% of our teaching staff and have recruited a further 2 specialist teachers (MFL and English) and a subject leader for Geography starting in September 2026.

Our quality of education continues to have inclusion and our core values at its heart, and therefore our curriculum is truly child-centred and family focused. The impact of this can be seen in a number of ways, but perhaps the most important are the excellent progress students make against the outcomes in their Educational Health & Care Plan and their successful transitions to future destinations.

100% pupils that have left Kenwood Academy after completing their study programmes have transitioned to positive destinations including to higher education (Sheffield Hallam University, University of Bristol, University of Lincoln), further education colleges (Barnsley College, Sheffield College, Sheaf Training Centre and also to a level 3 Apprenticeship programme led by MTL – Advanced Manufacturing.

The quality of education at Kenwood Academy continues to develop and strengthen, providing an exceptional curriculum for our children and young people, which also includes high quality work experience for all our pupils. Following our strengths-based approach, we enter pupils for external examinations when they are ready with the pre-requisite knowledge, skills and confidence to shine. Following, typically, 1-2 years of absence prior to being placed at Kenwood, a significant -majority of pupils, will sit examinations at the end of Year 12, 13 and 14. The impact of this approach can be seen in a number of ways. For example, we are delighted to report great success in the Summer 2025 exam series. Result on the following page.

GCSE

Subject	No. Sitting Exam	Grades 1-9	Grades 4-9	Grades 7-9	Highest Grade
ART & DESIGN (FINE ART)	2	100%	0%	0%	Grade 3
ENGLISH LANGUAGE 2.0	14	100%	36%	7%	Grade 8
ENGLISH LITERATURE	3	100%	67%	33%	Grade 8
HISTORY	5	100%	40%	20%	Grade 7
MATHEMATICS	11	100%	45%	9%	Grade 9
STATISTICS	1	100%	100%	0%	Grade 4

A-level

Pupil	ENGLISH LANG. & LIT.	CHEMISTRY (AS)	HISTORY	MATHEMATICS	PSYCHOLOGY	EPQ
1	D		D			E
2	C		D			
3	C				D	
4		E		D		
5			D			

We measure the impact of the pupil premium funding over time as pupils typically reach curriculum end points in Y12, Y13 and Y14. As Kenwood is an age 11-19 school, pupils typically conclude their studies in Y14. For those taking external assessments the KS4 attainment measures, as recorded internally, are as follows:

	Y13	Y14
Pupil Premium Average Total KS4 Attainment	8.7	14.5
Non-Pupil Premium Average Total KS4 Attainment	8.0	12.2
Pupil Premium Average KS4 Attainment	2.5	3.5
Non-Pupil Premium Average KS4 Attainment	3.2	3.9

The breadth and depth of our curriculum offer which our disadvantaged pupils have access to is detailed on our website, and is summarised for 2024-25 here:

- Art, including Arts Award, GCSE and A Level accreditation
- Catering, including BTEC Hospitality accreditation
- Citizenship
- Community & Outdoor Education, including ASDAN Awards in Personal Effectiveness accreditation
- Computing
- Drama, including BTEC Performing Arts accreditation
- English, including GCSE and A Level (combined Language & Literature) accreditation
- English Literature, including GCSE accreditation
- Geography, including GCSE accreditation
- Health & Fitness, including BTEC Sport accreditation
- History, including GCSE and A Level accreditation
- Mathematics, including GCSE and A Level accreditation
- Media Studies, including BTEC Creative Digital Media Production accreditation and Arts Award
- Music
- Psychology, including GCSE and A Level accreditation
- Personal, Social, Health Education (PSHE)
- Preparation for Employment & Adulthood
- Reading
- Religious Studies
- Sciences, including Biology and Combined Science GCSE and A Level Biology and Chemistry accreditation
- Technologies, including BTEC Construction & the Built Environment accreditation
- Tutor Time
- Careers and Work Experience
- Accreditation in English & Mathematics Functional Skills
- Accreditation through Duke of Edinburgh Award

Our quality of education is being accessed by pupils from a wide geographical area: from north Barnsley and Kirklees to Derbyshire, and from Rotherham and Chesterfield to the Pennines. We are extremely pleased that our broad and ambitious curriculum continues to be developed for all pupils throughout Kenwood Academy, at all our campuses. Staff have worked incredibly hard to ensure equality of opportunity at all sites. In addition to Kenwood Academy's robust programme of Quality Assurance, this work has also been reviewed and validated through a systematic programme of Nexus MAT Quality Assurance.

In our most recent 'Support and Challenge Review', led by the Trust in July 2025, it was noted that:

'Personal Development (PD): PD is a strength across all sites. These developments have had a positive impact on pupils' behaviour and engagement, contributing to raised aspirations and improved outcomes.'

Curriculum Design: The curriculum is thoughtfully constructed and represents a key strength of the school, especially in terms of bridging the traditional key stages. There is evidence of a personalised and bespoke curriculum offer where appropriate.'

Leadership: Leaders demonstrate a clear passion for their roles and possess strong subject knowledge. Their child-centred approach is evident and underpins their drive to improve outcomes for all pupils.

Our curriculum vision, intent and design have been developed and refined for four years – work that was started even before Kenwood Academy opened. These are all fully embedded and reaching a stage of maturity and strength that is the reward for staff's dedication and expertise. This in turn means that we are reaching a more mature phase of assessment and reporting of students' learning and progress through our curriculum which families are benefitting from both in electronic forms of communication and opportunities for face-to-face progress reviews with curriculum teachers.

Based on all the information above, the performance of our disadvantaged pupils continues to improve, and we are at present on course to achieving the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above. We will continue to review this in line with our self-evaluation processes and school improvement plan.