

Kettering Buccleuch Academy

Secondary Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kettering Buccleuch Academy
Number of pupils in school	1632
Proportion (%) of pupil premium eligible pupils	28.4 % Primary 22.0 % Secondary
Academic year/years that our current pupil premium strategy plan covers	September 2024 to 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Shaw/ Sean Cowley
Pupil Premium Lead	Frances Dempster
Governor / Trustee lead	Tony Burrows

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£456,470.00 Primary - £176,120.00 Secondary - £280,350.00
Recovery premium funding allocation this academic year	none
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	£ 456,470.00

Statement of intent

Kettering Buccleuch Academy is committed to providing an excellent education through which all pupils are able to progress, achieve and go on to succeed in life. Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond our community, in the interests of young people everywhere. We summarise this ethos as 'The Best in Everyone'. This ethos has even more meaning when considering our disadvantaged young people, where it is vital, they make the most of every opportunity available to them whilst at school. This ethos is also underpinned by our core values of 'Respect', 'Ambition' and 'Determination' which are designed to ensure that our disadvantaged students: value themselves and others; achieve the best for themselves and overcome any obstacles to reach success.

We recognise that disadvantaged students often face more barriers than non-disadvantaged students and this is why we use our pupil premium funding to ensure that, where these barriers exist, our most vulnerable students receive additional support. This ensures that their progress is maximised and the gap between disadvantaged students and their peers is closed. In short, we have a relentless focus on high standards and high expectations. We aim to create a positive learning environment where the 'street stops at the gate' and where we help every student to succeed.

Regular tracking of where the money is spent, and its impact, is crucial to utilise the funding effectively and we pride ourselves on closely analysing data to identify trends. We then use this data to dig deeper into finding the root causes behind any issues. Furthermore, this investigative approach enables us to adapt teaching and learning initiatives and intervention strategies if they are not having the intended impact. We do not make assumptions about the needs of our disadvantaged students but instead use our data to target intervention where needed.

Our pupil premium strategy is rooted in research. We believe that high quality teaching and learning with a relentless focus on the progress of disadvantaged students, is the key to success. The collective effort of all colleagues within the academy to prioritise the disadvantaged cohort is seen to be the most effective in achieving our goals.

The key elements of our strategy are:

- That in all areas of academy life, disadvantaged students are prioritised because we see the vital importance of understanding each child as an individual so we can intervene early.
- That additional support and challenge through effective classroom strategies are given to all disadvantaged students.
- That there is a relentless drive to ensure that disadvantaged students attend school.
- That disadvantaged students are subject to the same high standards regarding completion of homework.

KBA Secondary Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Achievement:</p> <p>Our challenge is to ensure that our pupil premium students (PP) make at least the same progress as non-disadvantaged students at all key stages and that their progress and attainment matches the achievement of non-pupil premium (NPP) students nationally. The attainment gap between PP and NPP students has widened since August 2019 following school closures. 2019 PP Progress 8 +0.13 / +0.84 NPP. 2023 Progress 8 -0.09 PP/ +0.64 NPP</p>
2	<p>Reading:</p> <p>Reading Assessments of KS3 and KS4 students indicate that PP students generally have lower reading ages on average than NPP students in all year groups. This impacts their progress in all subjects.</p>
3	<p>Attendance:</p> <p>Many of our PP students have lower levels of attendance. To ensure PP students achieve at least 96% attendance is our academy priority.</p>
4	<p>Homework:</p> <p>Our most disadvantaged students often do not have the same encouragement and support from home to complete their homework or a place of quiet study. If they also have low levels of attendance, non-completion of homework is more likely and has a greater impact on their learning. Our challenge is to ensure that we support PP students to complete homework and close any gaps in their learning.</p>
5	<p>English and Maths:</p> <p>Our challenge is to ensure that the gap in the percentage of PP students achieving a level 5 in English and Maths at least matches the national average for PP students.</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
1. Progress 8. Ensure the progress 8 value of our PP students is above or well above the national average for NPP.	<ul style="list-style-type: none">➤ The gap in attainment between PP and NPP is reduced and the P 8 score shows that PP students have achieved significantly above their peers nationally.➤ PP students make clear and sustained progress over time gaining the knowledge and skill they need to make the next stage of their education, employment or training and this can be seen through internal and external assessments and in evidence in our records of students' future pathways.
2. Knowledge gaps are effectively closed.	<ul style="list-style-type: none">➤ NGRT reading tests show improved reading ages of PP students and a higher percentage of PP students have a reading age that matches their chronological age.➤ Mid-year assessments show that PP students are making good progress towards their target grades.➤ Quality assurance demonstrates that PP students are relentlessly prioritised in lessons through questioning, planning and feedback.➤ CPD is adapted to respond to the needs of PP students so that teachers understand the barriers and adapt their QFT to target the needs of the PP students.

<p>3. Ensure attendance achieved is at least 96%</p>	<ul style="list-style-type: none"> ➤ Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. ➤ The attendance and pastoral team support individual students with poor attendance and punctuality so that their attendance improves. ➤ Attendance for specific groups is tracked centrally and appropriate actions are taken. ➤ There is an increase in individual support through form time and mentoring.
<p>4. Homework data shows that the numbers of PP students who persistently fail to complete homework has reduced.</p>	<ul style="list-style-type: none"> ➤ Homework data shows that there is a decrease in the number of PP students not completing homework. ➤ In subjects where high levels of homework detentions are set, barriers are identified and removed. ➤ A higher proportion of PP students attend homework support club.
<p>5. The gap in the percentage of PP students who achieve a Grade 5+ in English and Maths has decreased and is closer to the % of NPP students achieving a grade 4 + and 5 +</p>	<ul style="list-style-type: none"> ➤ Mock exam data shows that PP students are on target to achieve their target grades. ➤ Intervention is targeted at whole school priorities and is robustly scrutinised to ensure that PP students are identified and tracked. ➤ Barriers are investigated and individualised support is given where needed.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 246,708.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic Achievement:</p> <p>Teaching and learning walks are used to review and develop the academy's focus on quality first teaching strategies. The key principles of guided practice, questioning, oracy and whole class checks for understanding underpin the learning walks.</p> <p>CPD for staff follows learning reviews to ensure that knowledge and understanding of best practice is shared across the academy.</p> <p>Whole wide academy consistency of quality first teaching is achieved through questioning PP students as a priority, insisting on 'right is right' in questioning and checks for understanding and ensuring the inclusion of PP students in whole class feedback examples.</p>	<p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them'</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1-5</p>

Homework:

Students are issued with chrome books to ensure that all PP students are able to access our learning platforms.

Key PP students who persistently fail to complete homework are tracked by homework lead and names are shared with HODS who use department time to identify barriers and put in place interventions.

Parental contact is made where failure to complete homework is persistent and barriers discussed so that support can be offered.

Subject leads monitor the quality and consistency of setting homework tasks.

Trainee teachers are supported to ensure that they are engaging with students when they set and monitor homework.

Homework support club runs three days a week after school. Key students are directed to attend, and their attendance is tracked.

'Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools'

[Homework | EEF \(educationendowmentfoundation.org\)](http://educationendowmentfoundation.org)

1,2, 4, 5

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

Budgeted cost: £ 20,642.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading:</p> <p>Students read high quality texts with their form tutor. Students track the reading with a bookmark while their teacher demonstrates fluency and prosody. Tier 2 vocabulary is explained to students during reading.</p> <p>Whole school ‘Drop Everything and Read’ time is included in 10 minutes of curriculum time each day.</p> <p>Sparx Reader homework is set for all Key stage 3 students in English. English teachers and the librarian monitor the accuracy of PP students’ reading through Sparx Reader. Students with low reading comprehension accuracy are read with each week to support their fluency and understanding of the texts.</p>	<p>‘Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2</p>
<p>Reading:</p> <p>PP students are prioritised for literacy intervention and phonics where needed, to ensure they have the reading skills to be able to access the curriculum across the academy.</p> <p>Track reading progress through NGRT reading assessments to monitor success of reading strategies. Students in intervention are tracked at 3 points.</p>	<p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	<p>1,2</p>

<p>English and Maths:</p> <p>Core subject intervention will support PP students at KBA to ensure their matches the progress of NPP students nationally.</p> <p>Prioritise PP students based on analysis of assessment data.</p> <p>Two experienced tutors specifically work with pupil premium students.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2,5
<p>Academic Achievement:</p> <p>Teachers use seating plans effectively to ensure that during 'Turn and Talk' all PP students, with lower levels of literacy, have support from peer collaboration; PP students with weaker oracy skills are seated next to stronger communicators.</p> <p>Sentence stems and scaffolding for talk is planned into lessons.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Collaborative learning approaches may benefit those with low prior attainment by providing opportunities for pupils to work with peers to articulate their thinking, share knowledge and skills and address misconceptions through peer support and discussion.</p> <p>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	1,5

Wider strategies

Budgeted cost: 13,000.00

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Attendance:</p> <p>Our pastoral team manage and assist with external barriers to learning and attendance to lower PA rates of PP students and ensure it is in line with NPP students.</p> <p>Tutor time one-to-one discussion and mentoring has been introduced to provide a more individualised approach to understanding the barriers students face and reasons for non-attendance.</p> <p>Form tutors are provided with attendance data for students whose attendance is below 96%. During tutor time, conversations address the reasons for non-attendance and identify any barriers which are then recorded on CPOMS. This information alerts the Attendance Co-ordinator who can seek to address any barriers with parents and students.</p> <p>Pastoral and wider support is offered where needed. Counselling and wider bespoke support continue to be provided to support students with low confidence and self-esteem which is often a contributory factor to poor attendance.</p> <p>Disadvantaged students, where needed, are directed to: Breakfast Club, Welfare Club Student Mental Health referral system.</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Mentoring EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

Total budgeted cost: £ 280,350.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year

Progress: Student progress overall fell in 23/24 for PP and NPP. This year our PP progress 8 figure improved from -0.09 to -0.07. Nationally, PP students are continuing to lag behind their NPP peers, and this continues to be one of challenges this academic year. 23/24 KBA 5 GCSEs including English and Maths PP 42.3 %/ NPP 62.9%. Progress 8 PP -0.07 / NPP +0.04

EBACC: Our online language learning is having an impact on attainment in MFL and a higher number of PP students were entered for MFL in 2024 than in previous years. PP students outperformed NPP in French. There was a dip in performance of NPP students in comparison with PP in German and Spanish. Next year, there will be an added focus on ensuring that PP students are targeted for intervention in languages in these subjects.

Student Welfare: Welfare and pastoral teams continue to provide a broad range of support for students facing mental health difficulties. Our robust monitoring of student welfare ensures that all students have the support they need to be happy and successful in school as evidenced by our attainment figures.

Attendance: While attendance is still lower for PP students than NPP students across all years, we are putting further measures in place in 2023/24 to address this gap. Attendance in year 11 is a particular issue. Attendance secondary NPP 94% PP 87.3%

Cultural Capital: A broad range of students attended a spectrum of trips, events, in-school careers, and personal development opportunities last year. We continue to support students whenever a need is identified to ensure that PP students are always enabled to participate in cultural trips, visits and activities.

Conclusion: Our academic results were once again achieved by ensuring all students followed a wide curriculum. In learning walks, there is a clear indication that students are engaged in learning and that the behaviour and work ethic of students is exemplary. Quality first teaching continues to be a core focus at the academy with groups of students regularly checked during reviews, learning walks and data drops.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NGRT – reading assessment	https://www.gi-assessment.co.uk/assessments/new-group-reading-test/
SparxReader Sparx Maths	Sparx Reader Sparx Maths
Life Lessons	https://www.lifelessons.co.uk/
Votes for Schools	https://www.votesforschools.com/
LanguageNut	https://www.languagenut.com/en-gb/
Hard copies of revision materials, key texts, workbooks are purchased for students when requested by Subject Leads.	