

## Kettering Buccleuch Academy

### Primary 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	1881
Proportion (%) of pupil premium eligible pupils	21.6 % overall (406 students / 104 primary/ 302 secondary) 24.9 % Primary 20.6 % Secondary
Academic year/years that our current pupil premium strategy plan covers	September 2023 to 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Dino Di Salvo/ Richard Shaw
Pupil Premium Lead	Frances Dempster
Governor / Trustee lead	Tony Burrows

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£455.925. 00 Primary - £177.510 Secondary - £278.415
Recovery premium funding allocation this academic year	£ 94,867
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 455.925.00

## 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Progress</u></p> <p>Our challenge is to ensure that PP students make at least the same progress as non-disadvantaged students at all Key Stages. At KBA, our highly aspirational curriculum ensures that all students make progress and that by following it, PP students can match the achievement of non pupil premium(NPP) students nationally.</p> <p>KS2 2023 data showed that PP children made more progress than NPP children in reading, writing and maths. R +15% W +19% M +2%</p> <p>46% PP children achieved RWM combined. Only 34% were on track for combined at the beginning of the year.</p> <p>Whole school data shows that PP are making more progress in RWM than NPP and that attainment gaps are now closing. R +2% W +4% M+1%</p> <p>To fully embed a culture, in which PP students can become active and well-informed citizens, who have the work ethic to fully able to access the material expected to reach their goals.</p>
2	<p><u>Reading and phonics</u></p> <p>PP students have lower reading ages and are subsequently not as fluent readers, on average, than NPP students in all year groups across KS1 and KS2. PP children do not read for as many minutes per day when compared to non-PP students using accelerated reading.</p> <p>Teacher assessments in 2023 show that phonics attainment in Year 1 was lower for PP children than NPP. The percentage of PP children achieving GLD was lower than NPP in 2023. As the starting point of PP children was lower than NPP, the PP children made more progress in reading and phonics than the NPP children. The number of PP children passing phonics was higher than UL average.</p>
3	<p><u>Attendance</u></p> <p>To ensure PP students achieve at least 95% attendance. Any concern with PP students' attendance is addressed through a multi professional approach. This approach also supports the families, who, otherwise can become disengaged.</p> <p>This is to ensure students feel supported and more confident about attending school and being in the academy.</p> <p>PP attendance 22-23 – 94% NPP attendance – also 94%</p>

4	<p><u>Welfare</u></p> <p>Welfare issues and mental health challenges are more prevalent now, this evidenced by increase in referrals and increased use of online support such as CAMHS live. This can impact attendance as well as attainment. Discussions with families and students show that many of our disadvantaged students' mental health has been impacted by partial school closures. These findings are backed up by several national studies on partial school closure and our own UL research. The challenge now is to build their self-esteem, well-being and resilience.</p>
5	<p><u>Interventions, tutoring and technology</u></p> <p>To ensure the PP students can access targeted catch-up programmes online. Children will also need to access technology in order to engage with intervention apps whilst in school.</p> <p>To help combat this, we are using teaching and using support staff from KBA to deliver these sessions, both during the school day and after school.</p>
6	<p><u>Maths</u></p> <p>PP students made slower progress in maths last year 2022-2023 compared to reading and writing when compared to NPP. Children's fluency in maths and basic maths skills, combined with the inability to recall and review known facts in maths is a challenge. The attainment gap is the largest in maths but this is partly due to attainment for NPP in maths being extremely high. All year groups from 1-6 have additional maths lessons timetable to cover basic fluency and fill gaps.</p>
7	<p><u>Writing and vocabulary</u></p> <p>PP students are making better progress than NPP students in writing. +4% Upon moderation, PP children were analysed to have poorer presentation and more basic errors than NPP. Writing will continue to be a focus for all children with a larger focus on handwriting and presentation for PP and teachers having higher expectations of PP children in all writing lessons.</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									
Progress	<p>Ensure, the progress score at KS2 for reading, writing and maths matches the national average for NPP students and is in line with or exceeds our prior improvements of:</p> <p>In year progress, from September baselines, of whole school shows:</p> <table> <tr> <td>Reading</td> <td>93% PP (+2%)</td> <td>91% non-pp</td> </tr> <tr> <td>Writing</td> <td>97% PP (+4%)</td> <td>93% non-pp</td> </tr> <tr> <td>Maths</td> <td>+93% PP</td> <td>93% non-pp</td> </tr> </table>	Reading	93% PP (+2%)	91% non-pp	Writing	97% PP (+4%)	93% non-pp	Maths	+93% PP	93% non-pp
Reading	93% PP (+2%)	91% non-pp								
Writing	97% PP (+4%)	93% non-pp								
Maths	+93% PP	93% non-pp								
Attainment	<p>Ensure, attainment at KS2 for reading, writing and maths matches the national average for NPP students and is in line with or exceeds our prior improvements of:</p> <p>Summer 2022 update:</p> <p>Attainment of whole school from Spring testing shows:</p> <table> <tr> <td>Reading</td> <td>61%</td> <td>74% NPP</td> </tr> <tr> <td>Writing</td> <td>44%</td> <td>67% NPP</td> </tr> <tr> <td>Maths</td> <td>55%</td> <td>77% NPP</td> </tr> </table> <p><i>Note: PP attainment is higher in RWM than in 22-23 R55% W32% M58%</i></p>	Reading	61%	74% NPP	Writing	44%	67% NPP	Maths	55%	77% NPP
Reading	61%	74% NPP								
Writing	44%	67% NPP								
Maths	55%	77% NPP								
RWM combined in KS2 SATS	50% of Pupil Premium students to achieve this aim (up from 47% in 2019).									
Other	Ensure attendance achieved is at least 95%									
Phonics	<p>Ensure, attainment for phonics in Year 1 matches the national average for non-disadvantaged students and is in line with or exceeds our prior improvements of:</p> <p>Summer 2023 update:</p> <p>65% of PP children passed phonics screening.</p> <p>80% for NPP children.</p> <p>Exceeds UL Average 62%</p>									

EYFS GLD	<p>Ensure, attainment for GLD at the end of EYFS matches the national average for non-disadvantaged students and is in line with or exceeds the previous improvements of:</p> <p>Summer 2023 update:  75% PP children achieved GLD  74% of NPP children on track for GLD  UL average 42% in Spring.</p>

## 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: £ 158,505.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Progress:</b> KBA is fully staffed by high quality staff. Leadership and SLT all to have teaching responsibilities and their expertise is shared across all year groups. All classrooms to have highly trained support staff to ensure students are supported in all lessons.</p> <p>SLT and Leadership have a monitoring timetable and PP children are an area of focus for each learning walk.</p> <p>Teachers receive training on supporting PP children. PP to remain high priority for all staff</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1-7</p>
<p><b>Reading and Phonics:</b> Launch and monitor the Little Wandle DfE approved phonics scheme across EYFS and KS1. Ensure all relevant staff (including new staff) have received expert training to deliver the Little Wandle/ Letters and Sounds Revised Phonics Scheme and keep up strategy for PP children to stop them from falling behind their NPP peers.</p> <p>To provide phonics 'Keep up' interventions to children who require it using Little Wandle Letters and Sounds revised. Prioritising PP children in the first instance.</p>	<p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 7</p>

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

Budgeted cost: £ 43,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Reading/ Vocabulary:</b> Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts. Continue to embed the whole school approach to reading and writing lessons across EYFS-KS2 where high quality texts are used as the stimulus for children’s learning. PP children should be exposed to as many quality texts from their year group’s ‘Book Spines’ list as possible. PP children to be gifted 6 high quality texts a year linked to</p>	<p><b>‘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’</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-</a></p>	<p>1, 2, 7</p>

<p>topics and texts they have studied in school. PP children in EYFS, KS1 and KS2 will be priority readers and will read to an adult 1:1 at least 3 times per week. New reading journey launched Boom reader used to encourage children to read at home. All PP children off track for reading, read with adult daily.</p>	<p><a href="#">learning-toolkit/reading-comprehension-strategies</a></p>	
<p><b>Progress/ Reading:</b> Provide reading and writing intervention to ensure PP students can access the material expected across the academy including the use of Accelerated Reader, Purple Mash, Spelling Shed and Bedrock (vocabulary app). Rainbow Room launched in term 1, 2, 3 and 4 for KS2 and Term 5 for children in KS1. Nurture breakfast club set up for PP children. Nurture lunchtime club set up in Term 1,2 and 3.</p>	<p><b>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</b></p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p><b>Maths:</b> Provide maths intervention to ensure PP students can access the material expected across the academy. For the sequence of teaching of Maths to show consistency of approach to mastery and reasoning; small steps built on prior learning. PP children prioritised in these daily lessons using targeted questioning and instant feedback.  Freckle app to be using as targeted maths intervention after school to target specific gaps. Additional maths fluency sessions in afternoons for Y1-6.</p>	<p><b>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</b></p> <p><b>Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months) than reading (+3 months).</b></p> <p><a href="#">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 6</p>

<p>Focus on gaps in knowledge from previous assessments.</p> <p>Year 6 3 way split with most skill maths teacher teaching all of maths lessons.</p> <p>SATS Summer school to run again during Easter Holidays.</p>		
<p><b>Maths/ Vocabulary:</b></p> <p>To provide after school maths and vocabulary interventions, led by KBA staff.</p> <p>This is to ensure the gap between PP students and NPP students is closed. Evidence indicates that small group and one to one interventions can be a powerful tool for supporting these students. This will be in addition to their set timetable.</p> <p>PP Children in Year 2 and Year 6 attend a weekly 1:3 tuition (Reading) session after school led by KBA Staff.</p> <p>Tutoring to be trialled in additional year groups.</p>	<p><b>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average</b></p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><b>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</b></p> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5, 6, 7</p>
<p><b>Vocabulary:</b></p> <p>Secure the foundations of language and literacy in EYFS. PP children who require support to develop language skills are identified early and proven strategies for intervention are put into place to impact positively on attainment. NELI (Nuffield Early Language Intervention) used as a strategy to plug gaps in children's vocabulary knowledge.</p>	<p><b>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</b></p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 5, 7</p>

## **Wider strategies**

Budgeted cost: £ 19,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Welfare/ Progress:</b>            To fully embed a culture, in which PP students can become active and well-informed citizens, who have the work ethic to fully able to access the material expected to reach their goals.            Superbloom group set up by AU with focus on PP children.            Gardening club every week after school.            PP given priority to after school clubs – currently yoga, gymnastics, multisport and football. (28 PP children access at least 1 club per week)</p>	<p><b>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</b></p> <p><b>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</b></p> <p><b>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</b>  <b>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</b></p> <p><a href="http://educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1-5</p>
<p><b>Attendance/ Welfare:</b>            Ensure all disadvantaged students achieve at least 95% attendance. Home visits, other communication with home, support within school to support families.            Monitored weekly by SLT.            Welfare Solutions brought in to aid with PCM meetings and tracking of persistent absentees and to share expertise.</p>	<p><b>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.</b></p> <p><a href="http://publishing.service.gov.uk">Working together to improve school attendance (publishing.service.gov.uk)</a></p>	<p>3, 4</p>

<p><b>Progress:</b>          Ensure that parental engagement is high for our PP students and every opportunity is seized to invite parents to additional events, training, and consultation evenings to help support their children.          Reading afternoons every month, parent drop-ins to see books and classwork.          100% attendance guarantee at parents evening. Tracker set up to ensure this happens. Staff chased up every PP parent to ensure all were spoken to about their children.</p>	<p><b>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</b></p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

**Total budgeted cost: £ 220,505.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

High attainment in KS2 SATS compared to previous years.

PP: 65% R, 54% W, 62% M

On track in Aut: R 23%, W 35% M 4%

KS2 RWM combined: 46%

PP made more progress than NPP. R +15% W +19% M +2% compared to KS1 SATs.

Children in Y6 started the year with many gaps. Splitting the year group 3 ways to provide smaller classes and assigning the most experienced teachers to teach reading, writing and maths led to rapid progress this year. Pixl also enabled SLT to identify which children needed additional interventions to close gaps. By targeting the largest gaps first, we were able to ensure the most significant gaps were closed first. Constant regrouping and rigorous data analysis enabled the children to make more progress than in previous year. Pixl will now be used across Primary to accelerate the progress of all PP children by closing their gaps efficiently.

The 2022-2023 Teacher Assessments for Primary show that attainment gaps are beginning to close and PP have made more progress in every year group apart from Y4 in R and M and Year 1 in writing. These will be target year groups next year.

Attainment								Progress towards closing gaps								
Yr	%PP	R	Gap	W	Gap	M	Gap	R Aut.	R Spr.	R Sum	W Aut.	W Spr.	W Sum	M Aut.	M Spr.	M Sum.
R	20%	83%	+2%	75%	+1%	83%	0%	+22%	+11%	+2%	+11%	+13%	+1%	+3%	+11%	0%
1	28%	56%	-14%	12%	-53%	50%	-17%	-31%	-30%	-14%	-44%	-37%	-53%	-25%	-24%	-17%
2	38%	65%	-14%	65%	-8%	61%	-23%	-24%	-20%	-14%	-24%	-14%	-8%	-36%	-25%	-23%
3	36%	67%	-2%	48%	-5%	62%	-1%	-20%	-11%	-2%	-7%	-9%	-5%	-9%	-18%	-1%
4	34%	48%	-22%	38%	-28%	38%	-33%	+9%	-18%	-22%	-30%	-38%	-28%	-30%	-23%	-33%
5	44%	60%	-16%	37%	-30%	40%	-33%	-28%	-25%	-16%	-28%	-31%	-30%	-29%	-45%	-33%
6	42%	65%	-12%	54%	-23%	62%	-27%	-20%	-17%	-12%	-22%	-23%	-22%	-36%	-24%	-21%

## 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
Times table Rockstars	<a href="http://trockstars.com">Times Tables Rock Stars (trockstars.com)</a>
Accelerated Reader	<a href="https://www.renaissance.com/products/accelerated-reader/">https://www.renaissance.com/products/accelerated-reader/</a>
SATS Companion	<a href="#">SATs Companion   Year 6 Catch Up   Year 6 Intervention   KS2 Practice</a>
Freckle maths	<a href="http://renlearn.co.uk">Freckle (renlearn.co.uk)</a>
Boom Reader	<a href="http://boomhub.app">Boom - Teacher Portal (boomhub.app)</a>
PiXL	<a href="#">The PiXL Club - PiXL Primary</a>
Little Wandle Letters and Sounds	<a href="https://www.littlewandlelettersandsounds.org.uk/why-join/">https://www.littlewandlelettersandsounds.org.uk/why-join/</a>

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A