

# Kettering Buccleuch Academy

## Pupil Premium

**September 2021 – September 2024**

### LONG-TERM PLAN (3 YEAR TIMESCALE):

1. Fully embed a culture of high aspirations, work ethic and good behaviour amongst disadvantaged students.
2. Ensure disadvantaged students make at least the same progress as national non-disadvantaged students at all Key Stages.
3. Improve the attendance and punctuality of disadvantaged students.
4. Ensure all staff know and understand the barriers to learning their disadvantaged students have and take steps to remove them.
5. Ensure all disadvantaged students and parents are fully aware and understand further education and choices, post 16.
6. Fully engage disadvantaged students by supporting and engaging with their parents.
7. Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.

Objective	Actions	Stage
1. Fully embed a culture of high aspirations, work ethic and good behaviour amongst disadvantaged students.	<ul style="list-style-type: none"> <li>• All staff ensure they have high expectations at all times, using the teaching and learning policies and the behaviour policy, both inside the classroom and around the academy.</li> <li>• Work with Leaders to ensure that staff have CPD to support with any issues raised. Track the common issues that lead to reflective conversations. Work with students/ parents to ensure progress improves and is then maintained.</li> <li>• Update staff regularly on the Pupil Premium Policy and ensure they are fully aware of current context / issues relating to PP students.</li> </ul>	<p>All</p> <p>EYFS to KS4</p> <p>EYFS to KS4</p>

	<ul style="list-style-type: none"> <li>• Further embed and develop strategies to further improve quality first teaching through department meetings and learning reviews.</li> <li>• In learning review feedback, 'probe' questions to focus on attainment of pupil premium students and strategies being used to support the disadvantaged with areas to develop fed back to HODS.</li> <li>• Continue to fully embed a rigorous assessment procedure.</li> <li>• Homework detentions to be re-introduced with rigorous monitoring of the amount and timing of homework. PP Lead to work with students and parents to identify any barriers.</li> </ul>	<p>EYFS to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p> <p>KS3 to KS5</p>
<p>2. Ensure disadvantaged students make at least the same progress as non-disadvantaged students at all Key Stages.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged students to be fully aware of assessment dates, coursework dates. This is delivered through departments and assemblies.</li> <li>• Subject Leaders to fully analyze data to ensure underperformance is highlighted in the first possible instance and act where appropriate.</li> <li>• PP lead analyses data at start of academic year to identify where departments have had the most success and share good practice.</li> <li>• Class teachers are aware of PP data, target children and common gaps. They identify barriers to learning and work with PP lead, pupils and parents to ensure these barriers are removed.</li> <li>• Interventions and catch-up tutoring in place for students who are under-performing.</li> <li>• Leaders to create and update a list of students who are at risk of underperformance, missing exams etc. Leaders to meet with parents to discuss the behaviors which suggests this is possible.</li> <li>• Leaders to compare work of similar ability students PP / non-PP to check for inconsistencies, poor progress and ensure that setting includes a proportionate number of PP students.</li> <li>• Teachers ensure they identify and meet their needs through rigorous assessment for learning, literacy and numeracy strategies, and targeted interventions. Analysis of data is used to evaluate provision/ provide further support.</li> <li>• SEND department support PP SEND students and evaluate student performance.</li> <li>• Promote Modern Foreign Languages to PP students to ensure entry rate matches proportion of non-disadvantaged students.</li> </ul>	<p>KS3 to KS5</p> <p>EYFS to KS4</p> <p>EYFS to KS4</p> <p>All</p> <p>KS2, KS4 and KS5</p> <p>KS2, KS3, KS5</p> <p>All</p> <p>EYFS to KS4</p> <p>EYFS to KS4</p> <p>EYFS to KS4</p>

<p>3. Improve the attendance and punctuality of disadvantaged students.</p>	<ul style="list-style-type: none"> <li>Attendance Team to ensure daily home visits are made for targeted students.</li> <li>Tutors to ensure they build strong relationships with their tutees. This will add greater depth to conversations about attendance and progress.</li> <li>Letters sent home every term, to highlight current attendance. Attendance team, then send letters when attendance improves.</li> <li>Parent contact to offer support will be held with any student who is below 90% (unless evidenced by medical)</li> <li>Year Leaders to ensure they meet weekly/fortnightly with the attendance manager to discuss concerns.</li> <li>All staff to ensure they are fully aware of their CPOMS alerts. Staff will then be fully informed and be able to support as required.</li> <li>Welfare to promote the breakfast club/nurture group in primary to improve attendance. Possible breakfast club to be included within Year 7.</li> <li>PP Lead to meet with Attendance lead and Year Leaders where students are failing to make progress based on their attendance to discuss strategies for support and actions to improve attendance.</li> </ul>	<p>EYFS to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS4</p> <p>EYFS to KS5</p> <p>EYFS to YEAR 7</p> <p>EYFS to KS4</p>
<p>4. Ensure all staff know and understand the barriers to learning their disadvantaged students have and take steps to remove them.</p>	<ul style="list-style-type: none"> <li>PP Lead to ensure information is shared on why disadvantaged students are falling behind, what strategies are in place to support them including dates for review.</li> <li>SLT and welfare team to highlight the contextual factors affecting some of the most vulnerable students. Teaching staff to be provided with CPD from staff who work closely with disadvantaged students to make sure they have a more detailed awareness of life outside the Academy.</li> <li>Welfare/Support Team to ensure CPOMS is up to date. Welfare Team to ensure all staff are trained on how to use CPOMS with regular reminders termly.</li> <li>Any disadvantaged student who needs resources – revision guides / uniform for PE/ uniform access to extra -curricular provision is supported where this is appropriate. This is coordinated by Welfare / HOY, AHTs and HODs who are aware that this support is available for PP students.</li> <li>Chrome books to be given to all students and PP students to fully utilize this resource.</li> </ul>	<p>EYFS to KS4</p>

<p>5. Ensure students and parents are fully aware of and understand further education and choices, post 16.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged students to have a careers appointment within the first term of Year 11. This will include advice and support on further education, apprenticeships etc.</li> <li>• PP students to be offered earlier appointments in year 9 and 10 when required, to motivate and provide aspirational targets.</li> <li>• Year leaders to ensure they are knowledgeable regarding GCSE 'options'.</li> <li>• All disadvantaged students to attend the Sixth form evening and Careers evening.</li> <li>• Leader for Careers to ensure there is an up-to-date spreadsheet showing applications, choices, needs for every student in Year 11.</li> <li>• Year Leaders to arrange at least one guest speaker per term.</li> <li>• Sixth form students to be informed of and encouraged to apply for Bursary support.</li> <li>• Sixth form students to be offered and encouraged to have aspirational goals through links with external agencies/ universities / work experience/ summer schools/ courses.</li> </ul>	<p>KS3</p> <p>KS3 and KS4</p> <p>KS4</p> <p>KS4</p> <p>KS3 and KS4</p> <p>KS4 and KS5</p> <p>KS4 and KS5</p> <p>KS4 and KS5</p>
<p>6. Fully engage disadvantaged students by supporting and engaging with their parents.</p>	<ul style="list-style-type: none"> <li>• Ensure all disadvantaged students attend parents' evening. Text message reminder/ phone calls home where parents haven't made appointments. Follow up calls to missing parents.</li> <li>• Use social media to promote special events such as Careers Evening, PTA events, House competitions etc.</li> <li>• Improve accessibility of PP students to education through family engagement and support from the Pastoral/Welfare Team.</li> <li>• Increase number of opportunities for parents to share learning with children in school by providing enrichment resources to encourage parents to engage in children's learning.</li> </ul>	<p>KS3 to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p>

<p>7. Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.</p>	<ul style="list-style-type: none"> <li>• Whole School Head of Literacy to launch and embed literacy program which includes introducing a whole school reading program. Students will read for enjoyment with their tutor group and tutor.</li> <li>• All LAC students to receive 'Letterbox Club' book packs to promote literacy and parental/ carer engagement in reading</li> <li>• Bedrock learning/ Direct Instruction, Accelerated Reader programme and catch-up intervention to continue.</li> <li>• Greater emphasis on reading subject texts/questions in class to support learning.</li> <li>• CPD for staff to ensure all students receive the same high-quality support with reading and vocabulary development.</li> <li>• PP Lead to meet with DOL and SENCO to resolve low attainment has been identified to discuss</li> <li>• Adjustments to be made to provision where needed, pupil passports to be shared with teaching staff and reminders about the importance of using these for Quality First Teaching.</li> <li>• Use of KOs to support rich language acquisition.</li> <li>• Disadvantaged students, identified as having receptive and expressive language difficulties, to be identified at the earliest point and supported.</li> </ul>	<p>KS3 and KS4</p> <p>KS3 and KS4</p> <p>KS3</p> <p>EYFS and KS2</p> <p>EYFS to KS4</p> <p>EYFS to KS5</p> <p>EYFS to KS4</p> <p>EYFS to KS5</p> <p>KS2 to KS3</p>
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Although, at KBA, every member of staff has a responsibility to ensure the progress of PP student, at least matches the performance of Non-PP students; there are key staff within the academy, where PP progress is a key part of their role. Where Leaders are mentioned, it includes the following (unless it states Year Leaders) –

<p>Members of the Senior Management in Primary and Secondary Head of Key Stage 4 Heads of Year 7, 8, 9, 10, 11</p>	<p>Keys Stage 3 Lead Heads of Department SENCO</p>	<p>PP Strategic Lead (Secondary) PP Lead (Primary) Welfare and Safeguarding Manager</p>
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**Next Review January 2023**

