Kettering Buccleuch Academy
The best in everyone™
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KETERING BUCCLEUCH ACADEMY PUPIL PREMIUM 3 YEAR PLAN

KBA Policy

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.	• 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. Behaviour data is shared weekly with HOY/ and HODS to monitor homework and behaviour. Barriers are swiftly removed to reduce student disengagement and monitor the level of praise and rewards.	All
	• Leaders ensure that staff have CPD to support with any issues raised. Common issues that lead to reflective conversations are tracked through Arbor. Teachers work with students/ parents to ensure progress improves and is then maintained.	EYFS to KS4
	• Staff regularly updated on the Pupil Premium Policy to ensure they are fully aware of current context / issues relating to PP students. Staff briefings include reminders of core strategies and identified trends.	EYFS to KS4

	• Further embed and develop strategies to further improve quality first teaching through department meetings and learning reviews. Reminder of the PP classroom non-negotiables and monitoring in learning walks. Provide feedback on PP engagement in lessons.	EYFS to KS5
	• Leaders compare work of similar ability students PP / NPP to check for inconsistencies, poor progress and ensure that setting includes a proportionate number of PP students	EYFS to KS5
	• Homework detention system embedded with rigorous monitoring of the amount and timing of homework. Homework data to be monitored by SLT lead & PP Lead to identify trends and resolve barriers. Homework club to run after school to support students.	KS3 to KS5

2. Ensure disadvantaged students make at least the same progress as non-disadvantaged students at all Key Stages.	• All disadvantaged students to be fully aware of assessment dates, coursework dates. This is delivered through departments and assemblies.	KS3 to KS5
	• Subject Leaders and PP Lead to analyse data to ensure underperformance of PP students is highlighted in the first possible instance and act where appropriate after discussion with HODS. Academic data used to highlight underperforming PP students. Names shared with HODs and class teachers. Departments respond to need in SOL, lesson planning and quality first teaching. Evaluation of student performance after each data drop.	EYFS to KS4
	• 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.	KS2, KS4 and KS5
	• Interventions and catch-up tutoring in place for students who are under-performing.	KS2, KS3, KS5
	• Leaders to create and update a list of year 11 students who are at risk of underperformance, missing exams etc. Leaders to put in place measures to remove barriers.	Year 11
	• Students identified as having low literacy levels are targeted for support.	EYFS to KS4
	• SEND department support PP SEND students and evaluate student performance. PP lead and SENCO meet to discuss barriers and identify strategies.	EYFS to KS4

3. Improve the attendance and punctuality of disadvantaged students.	• Attendance Team to ensure daily home visits are made for targeted students.	EYFS to KS5
	• Tutors to ensure they build strong relationships with their tutees. This will add greater depth to conversations about attendance and progress. Tutors to support students by identifying the barriers and support them in overcoming the barriers behind their disengagement. Attendance lead, PP lead and Attendance co-ordinator to look for trends in the data and evaluate current strategies.	EYFS to KS5
	• Letters sent home every term, to highlight current attendance. Attendance team, contact parents/ carers when attendance improves.	EYFS to KS5
	• Parent contract to offer support will be held with any student who is below 90% (unless evidenced by medical)	EYFS to KS4
	• Year Leaders to ensure they meet weekly/fortnightly with the attendance manager to discuss concerns.	EYFS to KS5
	• 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.	EYFS to KS4
	• Welfare andattendanceteamto promote the breakfast club/ rewards for attendance/nurture group in primary to improve attendance. Daily Breakfast Club	EYFS to KS4
	• 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. Mentoring of target students	KS3 to KS4

4. Ensure all staff know and understand the barriers to learning their disadvantaged students have and take steps to remove them.	• Weekly PP student homework and behaviour data is shared by PP in weekly briefings. Support in removing barriers is widened to involve HODs HOY and pastoral teams when issues are not resolved by class teachers on a weekly basis. • SLT and welfare team highlight the contextual factors affecting some of the most vulnerable students. Teaching staff are 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. • Welfare/Support Team ensure CPOMS is up to date. Welfare Team ensure all staff are trained on how to use CPOMS with regular reminders termly.	EYFS to KS4 EYFS to KS5 EYFS to KS5

5. Ensure students and parents are fully aware of and understand further education and choices, post 16.	• 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.	KS3
	• PP students to be offered earlier appointments in year 9 and 10 when required, to motivate and provide aspirational targets.	KS3 and KS4
	• All disadvantaged students to attend the Sixth form evening and Careers evening.	KS4
	• Leader for Careers ensures there is an up-to-date spreadsheet showing applications and post 16 choices for every student in Year 11. PP students are supported with transitions post 16.	KS4
	• Sixth form students informed of and encouraged to apply for Bursary support.	KS4 and KS5
	• Sixth form students to be offered and encouraged to have aspirational goals through links with external agencies/ universities / work experience/ summer schools/ courses.	KS4 and KS5

6. Fully engage disadvantaged students by supporting and engaging with their parents.	• 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.	KS3 to KS5
	• Use social media to promote special events such as Careers Evening, PTA events, House competitions etc.	EYFS to KS5
	• Improve accessibility of PP students to education through family engagement and support from the Pastoral/Welfare Team.	EYFS to KS5
	• Increase the 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.	EYFS
	• KS3 option process shared with parents, re-introduction of face-to-face parent/ teacher interviews, Year 11 into 6th form parent / student subject open evening.	KS3 to KS5

7. Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.	• Literacy Lead embeds literacy program through whole school reading in form time. Teachers model fluent reading.	KS3 and
	• LAC students to receive 'Letterbox Club' book packs to promote literacy and parental/ carer	EYFS to KS3
	• Sparxreader, Accelerated Reader programme and catch-up intervention to	KS3
	• Greater emphasis on oracy in lessons through 'Turn and Talk' – this is monitored in	EYFS and
	• PP Lead to meet with Literacy Lead and SENCO to resolve barrierstolow attainment and	EYFS to
	• 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	EYFS to
	• Disadvantaged students, identified as having receptive and expressive language difficulties,	EYFS to

Although, at KBA, every member of staff has a responsibility to ensure the progress of PP students at least matches the performance of NPP students, there are key staff within the academy whose key role is PP progress. These leaders are: –

Members of the Senior Management in Primary and Secondary	Key Stage 3 Lead	PP Strategic Lead (Secondary)
Head of Key Stage 4	Heads of Department	PP Lead (Primary)
Heads of Year 7, 8, 9, 10, 11	SENCO	Welfare and Safeguarding Manager

Next Review December 2026