

## Kettering Buccleuch Academy

### Secondary Pupil Premium Strategy Statement

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 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	1815
Proportion (%) of pupil premium eligible pupils	29.6% Primary 23.6 % Secondary
Academic year/years that our current pupil premium strategy plan covers	September 2025 to 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Shaw/Angela O'Neill
Pupil premium lead	TBC (Secondary) Laura Woolford (Primary)
Governor / Trustee lead	Tony Burrows

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£468,580 Primary: £177,255 Secondary: £291,325
Recovery premium funding allocation this academic year	None
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b>	<b>£468,580</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

## Statement of intent

Kettering Buccleuch Academy is committed to providing an excellent education through which all pupils can 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 work.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Academic Achievement</b></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.</p> <p>The attainment gap between PP and NPP students has widened since August 2019 following school closures.</p> <p>2018/19 PP Progress 8 = +0.13 /+0.84 NPP.</p> <p>2022/23 Progress 8 = -0.09 PP/ +0.64 NPP</p> <p>2023/24 Progress 8 = -0.04/+0.69 NPP</p> <p>2024/25 Attainment</p> <ul style="list-style-type: none"><li>• Basics 4+ = 34.0% PP / 74.0%</li><li>• Basics 5+ = 21.3% PP / 54.0%</li><li>• A8 = 34.8 PP / 52.9 NPP</li></ul>

2	<p><b>Reading, literacy and oracy</b></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> <p>Across KS3, Pupil Premium (PP) students (n=194) have an average NGRT stanine of 5—exactly on the target—with 34.2% below target (~66 students), 17.9% at target (~35), and 47.9% above target (~93); their distribution peaks at stanine 5 (17.9%) and stanine 7 (18.9%). Non-PP students (n=525) perform notably higher, with an average stanine of 7, 15.4% below target (~81), 11.6% at target (~61), and 73.0% above target (~383); their distribution is concentrated at stanines 7 (20.4%) and 8 (25.0%). In proportional terms, the reading attainment gap is clear: non-PP are ~2 stanines higher on average, have ~25 percentage points more students above target, and ~19 points fewer below target.</p> <p>Across KS4, Pupil Premium (PP) students (n=108) have an average NGRT stanine of 6 against a target of 5, with 22.6% below target (~24 students), 10.4% at target (~11), and a strong 67.0% above target (~72); their distribution shows notable peaks at stanine 6 (17.9%) and stanine 9 (17.9%). Non-PP students (n=360) perform higher overall with an average stanine of 7, 10.4% below target (~37), 11.0% at target (~40), and 78.7% above target (~283), concentrated at stanines 6 (20.8%), 7 (19.4%), and 9 (20.2%). In short, the reading attainment gap persists at KS4—~1 stanine on average in favour of non-PP—but both cohorts have a majority above target, with non-PP more heavily represented in the upper stanines.</p>
3	<p><b>Attendance</b></p> <p>Many of our PP students have lower levels of attendance. Lower attendance limits pupil premium students' access to consistent teaching and support, reducing opportunities for academic progress and widening existing attainment gaps. To ensure PP students achieve at least 92% attendance is our academy priority.</p> <p>Attendance for pupils eligible for FSM6 has remained above national averages in recent years. In 2022/23 and 2023/24, the school was in the "Above" national distribution band, with attendance at 89.9% and 88.4% respectively, compared to national figures of 86.0%. However, the latest data for 2024/25 (autumn term) shows attendance at 90.0%, still above the national figure of 88.2%, but now classified as "Close to average."</p> <p>Trend analysis indicates a relative decline over the last two years following a period of relative improvement in 2022/23. While FSM6 attendance remains stronger than national, the shift in banding and trend suggests that other schools are improving faster, highlighting the need to sustain and strengthen targeted attendance strategies for disadvantaged pupils.</p>
4	<p><b>Attitudes to Learning, Self-Regulation and Behaviour</b></p> <p>Evidence from behaviour data, exclusions records, and pastoral conversations shows that disadvantaged pupils often face greater social and emotional</p>

	<p>challenges, frequently linked to adverse experiences associated with poverty and disadvantage. These challenges can manifest in:</p> <ul style="list-style-type: none"> <li>• Lower self-regulation skills, impacting focus and resilience in lessons.</li> <li>• Higher sanction rates compared to non-disadvantaged peers.</li> <li>• Disproportionate representation in suspensions and permanent exclusions, which disrupts learning and widens attainment gaps.</li> </ul> <p>In term 3 of 2024/5:</p> <table border="1"> <thead> <tr> <th></th><th colspan="5">YEAR GROUP</th></tr> <tr> <th></th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th></tr> </thead> <tbody> <tr> <td><b>Total Students</b></td><td><b>240</b></td><td><b>243</b></td><td><b>240</b></td><td><b>231</b></td><td><b>241</b></td></tr> <tr> <td>No. FTE TERM 3</td><td>24</td><td>9</td><td>16</td><td>15</td><td>2</td></tr> <tr> <td><b>No. receiving PP</b></td><td><b>64</b></td><td><b>50</b></td><td><b>58</b></td><td><b>49</b></td><td><b>58</b></td></tr> <tr> <td><b>% PP</b></td><td><b>27%</b></td><td><b>21%</b></td><td><b>24%</b></td><td><b>21%</b></td><td><b>24%</b></td></tr> <tr> <td>No. of FTE that are from students who are FSM</td><td>22</td><td>5</td><td>11</td><td>9</td><td>0</td></tr> <tr> <td><b>% of FTE that are from students who are FSM</b></td><td><b>92%</b></td><td><b>56%</b></td><td><b>69%</b></td><td><b>60%</b></td><td><b>0%</b></td></tr> <tr> <td>No. FSM students receiving FTE</td><td>11</td><td>3</td><td>6</td><td>5</td><td>0</td></tr> <tr> <td><b>% of FSM students receiving FTE</b></td><td><b>17%</b></td><td><b>6%</b></td><td><b>10%</b></td><td><b>10%</b></td><td><b>0%</b></td></tr> </tbody> </table>		YEAR GROUP						7	8	9	10	11	<b>Total Students</b>	<b>240</b>	<b>243</b>	<b>240</b>	<b>231</b>	<b>241</b>	No. FTE TERM 3	24	9	16	15	2	<b>No. receiving PP</b>	<b>64</b>	<b>50</b>	<b>58</b>	<b>49</b>	<b>58</b>	<b>% PP</b>	<b>27%</b>	<b>21%</b>	<b>24%</b>	<b>21%</b>	<b>24%</b>	No. of FTE that are from students who are FSM	22	5	11	9	0	<b>% of FTE that are from students who are FSM</b>	<b>92%</b>	<b>56%</b>	<b>69%</b>	<b>60%</b>	<b>0%</b>	No. FSM students receiving FTE	11	3	6	5	0	<b>% of FSM students receiving FTE</b>	<b>17%</b>	<b>6%</b>	<b>10%</b>	<b>10%</b>	<b>0%</b>
	YEAR GROUP																																																												
	7	8	9	10	11																																																								
<b>Total Students</b>	<b>240</b>	<b>243</b>	<b>240</b>	<b>231</b>	<b>241</b>																																																								
No. FTE TERM 3	24	9	16	15	2																																																								
<b>No. receiving PP</b>	<b>64</b>	<b>50</b>	<b>58</b>	<b>49</b>	<b>58</b>																																																								
<b>% PP</b>	<b>27%</b>	<b>21%</b>	<b>24%</b>	<b>21%</b>	<b>24%</b>																																																								
No. of FTE that are from students who are FSM	22	5	11	9	0																																																								
<b>% of FTE that are from students who are FSM</b>	<b>92%</b>	<b>56%</b>	<b>69%</b>	<b>60%</b>	<b>0%</b>																																																								
No. FSM students receiving FTE	11	3	6	5	0																																																								
<b>% of FSM students receiving FTE</b>	<b>17%</b>	<b>6%</b>	<b>10%</b>	<b>10%</b>	<b>0%</b>																																																								
5	<p><b>Personal Development</b></p> <p>Data analysis, student voice, and staff observations indicate that disadvantaged students in receipt of Pupil Premium funding have fewer opportunities to build cultural capital outside of school. This limits their exposure to experiences that broaden horizons and support social mobility. Additionally, PP students are less likely to engage with co-curricular clubs and enrichment activities and are underrepresented in some trips and visits compared to their non-disadvantaged peers. These gaps reduce opportunities for personal development, confidence-building, and the acquisition of skills valued by employers and higher education.</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
<p><b>Close the attainment gap for disadvantaged pupils by embedding high-impact teaching strategies, targeted interventions, and robust tracking of progress</b></p>	<p>No gap in attainment between the progress of disadvantaged and non-disadvantaged students</p> <p>2025/2026 outcomes show that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• Average attainment 8 score of 40.0</li> <li>• At least 63.3% passing English and Maths at grade 4 or above.</li> <li>• At least 40.8% passing English and Maths at grade 5 or above.</li> <li>• At least 14.3% passing English and Maths at grade 7 or above</li> </ul>

	<p>Act to raise the profile of the challenges disadvantaged students may face and how they are best supported in the classroom through whole school CPD and training</p> <p>The gap in performance between non-disadvantaged and disadvantaged students is closely monitored and reviewed at each data point to allow early intervention to support students</p> <p>Teaching and learning data highlights that formative assessment strategies are used with increased consistency to check for gaps in understanding which are addressed by teachers</p> <p>Teaching and learning data highlights regular opportunities for students to practice independently, with appropriate scaffolds removed over time, to increase students' resilience</p> <p>There is no discernible difference in the completion rates of Independent Study (homework) between disadvantaged and non-disadvantaged students</p>
<p><b>Improved reading ages of disadvantaged students</b></p>	<p>Teaching and learning data highlights the teaching of key vocabulary is more consistently evident in all lessons, with opportunities to speak, write and use key terminology regularly</p> <p>Opportunities for students to read and comprehend subject specific texts is evident across the curriculum for all subjects and with increased frequency within lessons</p> <p>Opportunities for students to develop their oracy skills and speak fluently and with confidence can be observed. This will be supported by whole school and subject specific CPD to support subjects to develop consistent expectations of oracy in their areas</p> <p>There is a reduction in the percentage of all pupils with a reading age below their chronological age.</p> <p>There is no difference in the reading age of disadvantaged and non-disadvantaged students by the end of KS3</p> <p>Introduce monitoring of reading ages at KS4 to ensure no student leaves the academy with a reading age below their chronological age</p> <p>Increased engagement with reading for pleasure, taking advantage of the opportunity to borrow books from the school library at the same</p>

<b>Improved attendance of all students and reduction in the gap between the attendance of PP and NPP students</b>	<p>Achieve and sustain increased attendance of all students, but particularly disadvantaged students to at least in line with the national average with no discernible difference in the attendance of disadvantaged and non-disadvantaged students.</p> <p>Students and parents have an excellent understanding of why attending school every day is critically important for their progress and attainment</p> <p>Attendance for all pupils is above national average and there is no gap in attendance between disadvantaged and non-disadvantaged students.</p> <p>The percentage of students who are persistently absent is below national average and there is no difference between disadvantaged and their non-disadvantaged peers</p>
<b>Improved attitude to learning and engagement of disadvantaged students</b>	<p>Reduce the rate of suspensions by 2% compared with 2024/25.</p> <p>Decrease the gap between disadvantaged students and their peers when comparing numbers of behavioural incidents and suspensions.</p>
<b>Increased engagement with opportunities for personal development</b>	<p>Disadvantaged students attend co-curricular clubs at the same frequency as non-disadvantaged students.</p> <p>All pupil premium students attend enrichment and cultural trips during their time at school.</p> <p>High quality and appropriate destinations are ensured for disadvantaged students</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.

This proportional distribution of 50%–30%–20% is fully aligned with the EEF’s tiered model and the DfE’s expectations for effective Pupil Premium use. It ensures

- Teaching quality is prioritised as the most impactful driver of long-term change.
- Targeted interventions are robustly funded to close attainment gaps.
- Wider barriers are addressed to ensure disadvantaged pupils can engage fully with learning.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 145,662.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Academic achievement</b></p> <p>KBA's teaching and learning priorities are focused around 'advantaging the disadvantaged'. Whole school and department led CPD focus on this priority.</p> <p>KBA is fully staffed by high quality staff. Leadership and SLT all have teaching responsibilities, and their expertise is shared across all year groups. There are trained support staff to ensure targeted students are supported in lessons.</p> <p>Staff use data effectively in their preparation for lessons to meet every child's need. This includes the identification of PP and SEND students to determine appropriate seating to allow for ease of circulation and quicker, consistent live marking/feedback. Success routes have formed part of whole school CPD and are also a focus of learning walks to monitor effective practice.</p> <p>Lessons are planned effectively at all key stages and to ensure that all students can access the curriculum (quality first teaching), whether that is through extensions and challenge or through scaffolding to ensure sustained independent practice. Specific support is given to disadvantaged students through circulation and success routes. A focus on mastery is a key element of the curriculum to ensure that all students make 'good' progress.</p> <p>Progress of PP students versus non-PP students is reviewed through Learning Walks and Book looks (In Yr11 181 4+ basic target students, KS3 and 5 also included) to compare performance and outcomes in lessons.</p> <p>Learning walks assess the quality of teaching and access to the curriculum for PP/SEND pupils ("advantage the</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><a href="#">1. High-quality teaching   EEF</a></p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. (<a href="https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf">https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf</a> )</p> <p>Research clearly outlines the challenge of ensuring that more able disadvantaged students are appropriately challenged. Adaptive teaching and appropriate scaffolding is key to unlocking the potential of more able students. Research papers suggest that more able disadvantaged students often require more support to reach their potential: <a href="https://www.yorksj.ac.uk/media/content/assets/research/institute-for-social-justice/WP1-NACE-CRG-Report.pdf">https://www.yorksj.ac.uk/media/content/assets/research/institute-for-social-justice/WP1-NACE-CRG-Report.pdf</a></p>	<p>1,2, 4, 5,</p>

<p>disadvantage"). Students with individual SEND needs are monitored in lessons to ensure needs are met through case sampling. Analysis of case sampling is fed back to staff in order to share best practice and identify areas for development. Weekly deliberate practice CPD sessions will focus on improving the efficacy of teaching for SEND and PP pupils.</p> <p>Year 11 PP students access and fully utilise the online revision provision through both homework and classwork.</p> <p>Identified PP students are overly represented and in attendance at Year 11 and 13 events, including Mock 1 parent evening, parents' evenings and 'how to support your child' events.</p> <p>CPD is delivered to ITT/ECTs to understand teaching strategies to support disadvantaged students – including PP. This includes navigating Arbor to identify the needs of all students in their lessons and observing excellent practice around the academy.</p> <p><b>Reading, literacy and oracy</b></p> <p>The Tutor Time Reading Programme is consistent and impactful.</p> <p>TTR is monitored weekly by librarian.</p> <p>Feedback is shared weekly with HOYs who follow up with teams.</p> <p>NGRT testing is conducted yearly for students in years 7-10. Students in stanines 1-3 are tested 3 times a year.</p> <p>Whole school reading CPD delivered – understanding NGRT and stanines plus how to support struggling readers in lessons.</p> <p>KS3 students who are in stanines 1-3 are placed into waves of interventions dependent on reading need.</p> <p>Interventions take place over a 10-week period and in small groups as per EEF recommendations.</p> <p>Interventions are monitored weekly by SENDCO/Literacy Lead.</p>		
---	--	--

<p>Learning walk data informs CPD for intervention staff.</p> <p>Deliberate practice CPD for intervention staff is delivered at 5 key points in the year.</p> <p>Oracy is a core element in most lessons. There is a clear link between oracy and C4U. Students are explicitly taught how to contribute to class discussion using 'STAR SPEAK'.</p> <p>SLT conduct listening walks.</p> <p>Oracy discussed during line management with HODs</p> <p>Literacy lead evaluates and support subject-level approach to literacy skill development.</p> <p>SLT/HODs conduct learning walks</p> <p>Curriculum handbooks are used to set targets and audit/monitor progress.</p> <p>Deliberate practice CPD delivered throughout the year.</p> <p>Subject-specific tier 2 and 3 vocabulary is routinely taught and revisited in lessons.</p> <p>SLT/HODs to conduct learning walks.</p> <p>Curriculum Masterclasses are used to develop staff in the use of the explicit use of key vocabulary.</p> <p>ITT/ECTs are equipped with ways to deliver literacy and oracy in the classroom, this includes teaching disciplinary literacy in their lessons and how to plan for and deliver high-quality talk.</p>		
--	--	--

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

Budgeted cost: £ 87,397.50

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p><a href="#">Tutoring: guidance for education settings</a></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><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 5</p>
<p><b>Reading</b></p> <p>The Tutor Time Reading Programme allows the opportunity for students to experience fluent reading of challenging texts. Form tutors role model prosodic reading and fluency. After each chapter/key section there is a recap quiz designed to monitor student comprehension and identify misconceptions. Form tutors support with the new and challenging vocabulary that students are exposed to.</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>PP students in stanines 1-3 are prioritised for literacy interventions to ensure they have the reading skills to be able to access the curriculum across the academy.</p> <p>Reading progress is tracked through NGRT reading assessments. Students in intervention are tracked at three points in the year.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 6</p>
<p><b>English and Maths</b></p> <p>Core subject intervention will support PP students at KBA to ensure their matches the progress of NPP students nationally. Prioritise PP students based on analysis of assessment data. 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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	<p>1</p>

<p><b>Academic Achievement</b></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. Sentence stems and scaffolding for talk is planned into lessons – this is consistent across the academy as part of our 'STAR SPEAK' consistency framework strategy.</p> <p>Deliberate practice and whole school CPD has been delivered to ensure that all staff have received training on the use of 'Turn and Talk' with particular focus on 'advantaging the disadvantaged'.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p>	<p>1, 6</p>
---	--	-------------

## Wider strategies

Budgeted cost: £58,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Cultural Capital</b></p> <p>Careers education is explicitly planned and forms part of the character curriculum to ensure students have a clear understanding of all available pathways.</p> <p>Individual careers guidance delivered to all KS4 PP students.</p> <p>Staff offer a wide range of enrichment opportunities for all students to support positive engagement with the school. The removal of period 7 will enable all staff to offer enrichment each Wednesday and Thursday from 3-4pm.</p>	<p>Benefits have been found in both primary and secondary schools.</p> <p>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.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Students are offered the opportunity to attend a wide variety of trips and visits -</p>	<p>1,3, 4 and 6</p>

	<p>Our Trips and Visits Policy actively supports pupil premium students by embedding equity into the planning process. Staff are prompted to prioritise PP students when allocating places and to consider the cultural and educational benefits of each trip, ensuring experiences enhance curriculum learning and cultural capital. Clear guidance on funding, including the use of PP resources and DfE charging regulations, removes financial barriers so disadvantaged students can access the same enrichment opportunities as their peers. By linking trips to curriculum objectives and providing additional support for SEN and medical needs, the policy promotes inclusion, broadens horizons, and helps close gaps in attainment and cultural experience.</p> <p>Evidence of overall attendance on trips and visits 2024-2025</p> <table border="1" data-bbox="690 977 1167 1167"> <thead> <tr> <th colspan="7">Term 1-6 overview</th> </tr> <tr> <th>No</th><th>M</th><th>F</th><th>SEN</th><th>PP</th><th>PP no 8th</th><th></th></tr> </thead> <tbody> <tr> <td>2199</td><td>1163</td><td>1033</td><td>366</td><td>417</td><td>417</td><td></td></tr> <tr> <td>%</td><td>52.9%</td><td>47.1%</td><td>16.60%</td><td>19.00%</td><td>26.0%</td><td></td></tr> <tr> <td>KBA</td><td>54.4%</td><td>45.6%</td><td>21.0%</td><td>23.5%</td><td>23.5%</td><td></td></tr> <tr> <td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr> <td>390</td><td>238</td><td>190</td><td>640</td><td>141</td><td>459</td><td>138</td></tr> <tr> <td>17.7%</td><td>10.8%</td><td>8.6%</td><td>29.1%</td><td>6.40%</td><td>20.90%</td><td>6.30%</td></tr> <tr> <td>B</td><td>G</td><td>P</td><td>V</td><td>No House</td><td></td><td></td></tr> <tr> <td>518</td><td>533</td><td>542</td><td>558</td><td>45</td><td></td><td></td></tr> </tbody> </table> <p>The data shows that disadvantaged students, specifically those from the PP group, are overrepresented in school trips, with 26% participation in Y7-11 (higher than the baseline of 23.5%). This indicates effective support and prioritization for these students.</p>	Term 1-6 overview							No	M	F	SEN	PP	PP no 8th		2199	1163	1033	366	417	417		%	52.9%	47.1%	16.60%	19.00%	26.0%		KBA	54.4%	45.6%	21.0%	23.5%	23.5%		7	8	9	10	11	12	13	390	238	190	640	141	459	138	17.7%	10.8%	8.6%	29.1%	6.40%	20.90%	6.30%	B	G	P	V	No House			518	533	542	558	45			
Term 1-6 overview																																																																								
No	M	F	SEN	PP	PP no 8th																																																																			
2199	1163	1033	366	417	417																																																																			
%	52.9%	47.1%	16.60%	19.00%	26.0%																																																																			
KBA	54.4%	45.6%	21.0%	23.5%	23.5%																																																																			
7	8	9	10	11	12	13																																																																		
390	238	190	640	141	459	138																																																																		
17.7%	10.8%	8.6%	29.1%	6.40%	20.90%	6.30%																																																																		
B	G	P	V	No House																																																																				
518	533	542	558	45																																																																				
<p><b><u>Welfare</u></b></p> <p>Nurture breakfast club set up for PP children to include reading opportunities while having breakfast. Supports attendance and punctuality of PP children, particularly those with 1 working parent who cannot afford additional childcare.</p> <p>Personalised nurture support for children where mental health is a barrier to achievement.</p> <p>Welfare team to work closely with families to identify and reduce barriers and get to the root cause of behaviours in school.</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. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation, both of which may subsequently increase academic attainment. Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs.</p>	1-6																																																																						

	<p>SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.</p> <p><a href="#">Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</a></p> <p><a href="#">EEF blog: Managing behaviour – the challenge of consistency   EEF</a></p>	
<p><b>Attendance</b></p> <p>Improve attendance for Pupil Premium and SEND students through early intervention, strong pastoral support, and close partnership with families.</p> <p>Barriers to attendance are identified, particularly for PP students and support is actioned by Welfare, Attendance and HoYs.</p> <p>Attendance Manager to plan and implement individualised support for PP PA students – using 2024/25 data to identify early intervention/monitoring for previous year PA students.</p> <p>PA focus for form tutors. Two students identified each ½ term for tutors to focus their attendance support upon.</p> <p>Effective home/school communication across the school, developing a positive relationship to support and enable strong and consistent attendance.</p> <p>Continued implementation of attendance banding for students and parents/carers to increase understanding of attendance % and impact upon learning and social integration.</p> <p>Sustain regular and timely issuing of letters 1 and 2 in line with legal framework. Early introduction of parental meetings for PP students which include attendance contracts based on patterns of absence, led by Attendance Manager with support from pastoral leads.</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><a href="#">Working together to improve school attendance - GOV.UK</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1-6
<p><b>Attitudes to Learning</b></p> <p>Reduce suspensions (and especially repeat suspensions) by implementing early intervention for individuals and groups and using internal Alternative Provision.</p>	<p>Proactive approaches have more impact than reactive approaches.</p> <p>All professional bodies recognise that the key to improving behaviour, attitude and attendance is about Belonging.</p> <p>Our aim is to identify how to make these students feel like they belong at KBA by</p>	4

<p>Reduce removals and suspensions of students who are PP by early intervention</p> <p>Pastoral board meetings happen every two weeks for each Key Stage to ensure the right strategy is in place at the right time for PP students.</p> <p>Hotspot lessons are identified each week so these can be monitored by SLT.</p> <p>Funding is acquired (EHLF and EHCP) for PP students who present the most challenging behaviour.</p> <p>Early identification of PP students with challenging and complex needs and obtaining internal and external intervention to match need.</p> <p>Behaviour for learning is defined and monitored alongside the QoE SLT.</p> <p>The House system engages PP students from all year groups to participate in events, with ongoing competitions focused on attendance and attitude to learning.</p>	<p>using early identification and intervention.</p>	
--	---	--

## Total budgeted cost: £291,325

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 2024 to 2025 academic year.

<p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.</p> <p>The provisional 24/25 data demonstrated that there remains a definite attainment gap between disadvantaged and non-disadvantaged students in terms of the basics measure at 4+, 5+ and the overall attainment of students across all their subjects (Attainment 8 value). Where disadvantaged students have a high attendance the attainment gap is smaller than those with a lower attendance.</p> <p>To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have</p>
---

experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and behaviour.

Our DfE end of year **attendance summary report** showed the following table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Attendance	National average
<b>All pupils</b>	92.4%	91.4%
<b>Pupils with free school meals (FSM)</b>	85.9%	86.4%
<b>Pupils with no FSM</b>	94.5%	93.4%

Our DfE end of year attendance **Similar Schools Report** showed the following table of attendance for different pupil groups from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.

Pupil group	Your Attendance	Similar schools' median attendance
<b>All pupils</b>	92.4%	90.6%
<b>Pupils with free school meals (FSM)</b>	85.9%	84.9%
<b>Pupils with no FSM</b>	94.5%	92.7%

The data demonstrated that our attendance is better than schools similar to us in all categories. The interventions we have in place are moving attendance in a positive direction.

Based on all the information above, the performance of disadvantaged pupils met expectations in several areas, with notable strengths in attendance (relative to similar schools), enrichment engagement, and reading progress for targeted cohorts.

However, the strategy did not fully meet expectations regarding:

- o Closing attainment gaps
- o Improving PP attendance to be in line with NPP
- o Reducing behaviour disproportionality

## 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

<b>Programme</b>	<b>Provider</b>
NGRT – reading assessment	<a href="https://www.gl-assessment.co.uk/assessments/new-group-reading-test/">https://www.gl-assessment.co.uk/assessments/new-group-reading-test/</a>
SparxReader	<a href="https://sparxreader.com/">https://sparxreader.com/</a>
Sparx Maths	<a href="https://sparxmaths.com/">https://sparxmaths.com/</a>
Life Lessons	<a href="https://www.lifelessons.co.uk/">https://www.lifelessons.co.uk/</a>
LanguageNut	<a href="https://www.languagenut.com/en-gb/">https://www.languagenut.com/en-gb/</a>
Hard copies of revision materials, key texts, workbooks are purchased for students when requested by Subject Leads.	
Votes for schools	<a href="#">VotesforSchools - Personal Development, SMSC &amp; PSHE</a>