

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"> 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. Use IE data to identify barriers to learning. Work with Leaders to ensure that staff have CPD to support with any points raised. Track the common issues that lead to IE. Work with students/ parents to ensure progress improves and is then maintained. Update staff regularly on the Pupil Premium Policy and ensure they are fully aware of current context / issues relating to PP students. Mandatory training for staff in term 6, 1 and 3 to maintain a high profile on the Progress of PP students and their attainment. 	<p>All</p> <p>EYFS to KS4</p> <p>EYFS to KS4</p>

	<ul style="list-style-type: none"> All NQT's will be expected to complete a training session on Pupil Premium (Term 1). Staff will receive termly updates on targeted PP students, based on progress. Further embed and develop strategies to further improve quality first teaching. Continue to fully embed a rigorous assessment procedure. Teachers to plan lessons to incorporate revision and plan opportunities for independent work using Knowledge Organisers and subject specific materials. 	<p>Year 7 to 11</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p>
2. Ensure disadvantaged students make at least the same progress as non-disadvantaged students at all Key Stages.	<ul style="list-style-type: none"> All disadvantaged students to be fully aware of assessment dates, coursework dates. This is delivered through departments and assemblies. Subject Leaders to fully analyse data to ensure underperformance is highlighted in the first possible instance and take action where appropriate. Subject Leaders are aware of PP lead uses data at start / mid and end of year to identify groups of PP students who are underperforming and meets with leaders/HODS to feedback to departments on barriers to learning – focusing on highest priority first based on what the data highlights. Provide intervention where possible after every data drop using a range of intervention strategies. These include using the premium catchup funding to provide tutors and also providing other bespoke strategies based on individual pupil need. 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. Leaders to compare work of similar ability students PP / non-PP to check for inconsistencies, poor progress. This is coordinated by PP lead as part of CPD training in term 1 and term 3. 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. Handwriting Speed test for year 7 to be used by SEND department to put in place early access arrangements and intervention. Promote Modern Foreign Languages to PP students to ensure entry rate matches proportion of non-disadvantaged students. 	<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>TBC</p> <p>EYFS to KS4</p> <p>Year 7</p> <p>Year 7 to 11</p>

<p>3. Improve the attendance and punctuality of disadvantaged students.</p>	<ul style="list-style-type: none"> • Attendance Team to ensure daily home visits are made for targeted students. • Tutors to ensure they build strong relationships with their tutees. This will add greater depth to conversations about attendance and progress. • Letters sent home every term, to highlight current attendance. Attendance team, then send letters when attendance improves. • Parent contact to offer support will be held with any student who is below 90% (unless evidenced by medical) • Year Leaders to ensure they meet weekly/fortnightly with the attendance manager to discuss concerns. • 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. • Welfare to promote the breakfast club/nurture group in primary to improve attendance. Possible breakfast club to be included within Year 7. • PP Lead to meet with Attendance lead and Year Leaders twice a term to discuss strategies to promote a more positive attitude towards school attendance – student voice/ phone calls home/ praise and support/ rewards to be used as well as sanctions to build better relationships with students and their parents/carers. 	<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"> • PP Lead to ensure information is shared on disadvantaged students with teaching staff. This will be done through the academy's CPD programme. • 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. • 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. • 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 and HODs who are aware that this support is available for PP students. • All PP students to be fully equipped. Support will be provided by tutors and HOY. 	<p>EYFS to KS4</p>
<p>5. Ensure all disadvantaged students and parents are</p>	<ul style="list-style-type: none"> • Transition at the end of each key stage to be tailored to support PP students and current practice to be developed with PP students' needs to be considered. 	<p>KS4</p>

<p>fully aware and understand further education and choices, post 16.</p>	<ul style="list-style-type: none"> • Year 7 Co-ordinator and PP Lead to share information about year 7 PP students and phone home in term 1, 2, 3 to make contact and build positive relationships. • Year Leaders complete a 'Round Robin' report on all/targeted PP students and feedback to parents with support from PP Lead. • KS4 Lead and PP Lead to phone all PP parents/ carers in Year 11 to offer support and check further education plans during term 2. • 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. • PP students to be offered earlier appointments in year 9 and 10 when required, to motivate and provide aspirational targets. • Year leaders to ensure they are knowledgeable regarding the options their students will have. • All disadvantaged students to attend the Sixth form evening and Careers evening. • Leader for Careers to ensure there is an up-to-date spreadsheet showing applications, choices, needs for every student in Year 11. • Year Leaders to arrange at least one guest speaker per term. • Sixth form students to be informed of and encouraged to apply for Bursary support. • Sixth form students to be offered and encouraged to have aspirational goals through links with external agencies/ universities / work experience/ summer schools/ courses. 	<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>KS3, KS4 and KS5</p> <p>KS5</p> <p>KS5</p>
<p>6. Fully engage disadvantaged students by supporting and engaging with their parents.</p>	<ul style="list-style-type: none"> • Students to take parents around who are unsure or likely not to attend all appointments, unless parents evening is remote. If this is the case, parents to be supported with the use of technology. • 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. • All reports sent home to be followed by a questionnaire to parents. This will include questions such as are you pleased with the progress, can the school offer support etc. • Use social media to promote special events such as Careers Evening, PTA events etc. 	<p>KS3 to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p> <p>EYFS to KS5</p>

	<ul style="list-style-type: none"> Improve accessibility of PP students to education through family engagement and support from the Pastoral/Welfare Team. 	EYS TO KS5
7. Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.	<ul style="list-style-type: none"> 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. Bedrock learning/ Direct Instruction, Accelerated Reader programme and catch-up intervention to continue. In library lessons teachers to listen to PP students read and support with fluency and understanding. In class, teachers to listen to PP students read three times per week and identify students for precision teaching. Greater emphasis on reading subject texts/questions in class to support learning. CPD for staff to ensure all students receive the same high-quality support with reading and vocabulary development. PP Lead to meet termly with DOL and SENCO to discuss the progress of PP students with Special Educational needs. 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. Use of KOs to support rich language acquisition. Disadvantaged students identified as having receptive and expressive language difficulties to be identified at the earliest point and supported. 	KS3 and KS4 KS3 and KS4 KS3 EYFS and KS2 EYFS to KS4 EYFS to KS5 EYFS to KS4 EYFS to KS5 KS2 to KS3 EYFS

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) –

Members of the Senior Management in Primary and Secondary
Head of Key Stage 4
Heads of Year 7, 8, 9, 10, 11

Keys Stage 3 Lead
Heads of Department
SENCO

PP Strategic Lead (Secondary)
PP Strategic Lead (Secondary)
Welfare and Safeguarding Manager

Next Review January 2022

