

# Kettering Buccleuch Academy

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1866
Proportion (%) of pupil premium eligible pupils	21.6% overall (403 students) 31.3% Primary 24% Secondary
Academic year/years that our current pupil premium strategy plan covers	September 2021 to September 2022
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Dino Di Salvo
Pupil premium lead	Frances Dempster
Governor / Trustee lead	Andy Sawford

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 428,545.00 Primary - £150,640.00 Secondary - £277,905.00
Recovery premium funding allocation this academic year	£45,000
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	£ 473, 545

# Part A: Primary Pupil premium strategy plan

## Statement of intent

The ultimate objectives for our disadvantaged students are to fully embed the structures and strategies that will ensure that our disadvantaged students make at least the same progress as national non-disadvantaged students at all key stages.

“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential”, stated in Supporting the attainment of disadvantaged students (2015). At KBA, the progress of our non-disadvantaged students has significantly risen, however, in 2019 the rate of progress of our PP students was greater. The highly aspirational curriculum at KBA ensures that all students make progress and that PP students can access

Our Pupil Premium funding is used to support the implementation of our 3-year plan. The funding supports the academy’s drive to ensure high quality teaching and learning with targeted intervention, where appropriate. It also supports wider strategies that have been essential in driving forward the improved performance of our disadvantaged students. These include supporting students’ literacy and numeracy, behaviour, attendance, and student well-being as well as building communication and support for the families of disadvantaged students.

Our 3-year plan is a working document that is reviewed and evaluated in a robust and timely manner. We do not make assumptions about the needs of our disadvantaged students but instead, use our robust assessment procedures and learning reviews to assess the impact of our strategy. We have 7 key principals that we know from research make the difference to the attainment of all disadvantaged students no matter what their prior attainment. These objectives are also focused on overcoming the barriers facing our disadvantaged students.

The key objectives of our 3-year plan include:

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 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. Ensure all students have the reading skills to be fully capable of reading texts required to be successful at school.

## 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 – PP students nationally.</p> <p>KS2 2019 data showed that PP children in reading made 4% value added progress compared to 3% for non-PP.</p> <p>PP children had an average scaled score in maths and reading of 99.5 and 46% achieved RWM combined. This was a progress score of -1.6, which was significantly higher than previous years.</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 non-PP 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 2021 show that phonics attainment in Year 1 was lower for PP children than non-PP. The percentage of PP children achieving GLD was lower than non-PP in 2021.</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>During the second lockdown in 2021, with students accessing a daily live lesson on Microsoft Teams, the average attendance for PP students was 85% whilst Non – PP average attendance was 88%.</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</p>

	<p>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 who are allocated a Pixl tutor (using the Recovery Premium Funding) for either reading or maths, can access the material and engage in the process. At KBA, we follow Rosenshine Principles and have a strong focus on Teaching and Learning; therefore, it is imperative that any tutor adopts at least a similar concept. Children will also need to access technology in order to engage with the PiXL material (and other intervention apps) while in school.</p> <p>To help combat this, we are using teaching and 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 2020-2021 compared to reading and writing when compared to non-PP. Children's fluency in maths and basic maths skills, combined with the inability to recall and review known facts in maths is a challenge. Children have large gaps in mathematical knowledge due to COVID-19 lockdowns.</p>
7	<p><u>Writing and vocabulary</u></p> <p>PP students made slower progress in writing last year 2020-2021 compared to non-PP children. Upon moderation, PP children were analysed to have gaps in vocabulary – particular tier 3 vocabulary – when compared to non-PP children. Also, basic sentence structure and handwriting is an area of focus for PP children across both KS1 and KS2.</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	Ensure, the progress score at KS2 for reading, writing and maths matches the national average for non-disadvantaged students.
Attainment	Ensure, attainment at KS2 for reading, writing and maths matches the national average for non-disadvantaged students.
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	Ensure, attainment for phonics in Year 1 matches the national average for non-disadvantaged students.
EYFS GLD	Ensure, attainment for GLD at the end of EYFS matches the national average for non-disadvantaged students.

## 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: £ 84,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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><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>Continue to embed a culture of quality first teaching by ensuring all staff apply the Rosenshine principles, supported by the launching of Teaching and Learning Reviews and CPD Subject Program in 2021.</p>	<p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a></p> <p><a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>1,5, 6</p>
<p>To ensure that every student in KS1 and KS2, fully utilise their class Chromebooks and all students and teachers understand how to use technology to enhance their education while in school.</p>	<p><a href="https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/">https://www.sec-ed.co.uk/best-practice/coronavirus-digital-divide-disadvantaged-children-pupil-premium-technology-remote-teaching/</a></p> <p><a href="https://www.suttontrust.com/our-research/learning-in-lockdown/">https://www.suttontrust.com/our-research/learning-in-lockdown/</a></p>	<p>2, 5, 6, 7</p>

<p>Launch and monitor the Little Wandle DfE approved phonics scheme across EYFS and KS1.</p> <p>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 non-PP peers.</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.littlewandlelettersandsounds.org.uk/why-join/">https://www.littlewandlelettersandsounds.org.uk/why-join/</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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fully embed a culture of rich vocabulary through explicit teaching, supported by high quality texts.</p> <p>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.</p> <p>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.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a></p> <p><a href="https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf">https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf</a></p>	<p>1, 2, 7</p>
<p>Provide reading and writing intervention to ensure PP students can access the material expected across the academy including the use of Accelerated Reader, PIXL, Purple Mash, Spelling Shed and Vocabulary apps.</p>	<p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p><a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a></p>	<p>1,2</p>

<p><i>Pastoral team to manage and assist with external barriers to learning for PP students. Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turns impacts progress.</i></p>	<p><a href="https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf">https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf</a></p>	
<p>Provide maths intervention to ensure PP students can access the material expected across the academy including the use of Sats Companion, PIXL, Purple Mash and Times Table Rock stars.</p> <p>For the sequence of teaching of Maths to show consistency of approach to mastery and reasoning; small steps built on prior learning. PP children prioritied in these daily lessons using targeted questioning and instant feedback.</p>	<p><a href="https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf">https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 6
<p>To provide after school maths and/or reading intervention using PIXL resources. Led by KBA staff.</p> <p><i>This is to ensure the gap between PP students and Non – PP 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.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p><a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 5, 6
<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</p>	<p><a href="http://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 7

to plug gaps in children's vocabulary knowledge.		
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.	<a href="https://www.educationendowmentfoundation.org.uk/phonics-eeef/">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.littlewandlelettersandsounds.org.uk/why-join/">https://www.littlewandlelettersandsounds.org.uk/why-join/</a>  <a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-eeef/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2, 7

## Wider strategies

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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> <p>Our links with the Open Learning Partnership and Oundle school ensures that our PP students are supported in their aspirations and also ensures they have a variety of STEM based experiences, outside of their local area delivered by experts in their area.</p>	<a href="https://www.aoc.co.uk/blog/why-careers-guidance-more-important-ever">https://www.aoc.co.uk/blog/why-careers-guidance-more-important-ever</a>  <a href="#">Narrowing the gap   STEM</a>  <a href="#">Partnerships &amp; Outreach   Oundle School</a>  <a href="https://www.educationendowmentfoundation.org.uk/arts-participation-eeef/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	1-5
<p>Ensure all disadvantaged students achieve at least 95% attendance. Home visits, other communication with home, support within school to support families.</p>	<a href="https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/">https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/</a>  <a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a>	3
<p>PP students are on time to school and prepared to learn. Pastoral support offered to ensure any difficulties outside</p>	<a href="https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/">https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/</a>	3, 4

<p>school are addressed. Therefore, students are in school and making progress rather than missing excellent opportunities in the Academy.</p> <p>Lower PA rates of PP students to ensure it is in line with non-PP students.</p>	<p><a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</a></p> <p><a href="https://blog.insidegovernment.co.uk/schools/social-and-emotional-learning">https://blog.insidegovernment.co.uk/schools/social-and-emotional-learning</a></p> <p><a href="https://blog.insidegovernment.co.uk/schools/pupil-premium-covid-19">https://blog.insidegovernment.co.uk/schools/pupil-premium-covid-19</a></p>	
<p>Provide reading, writing and maths 'work-books' to for Pupil Premium children to take home for additional learning opportunities. 'Dactyl' books to be used as they are high quality and match the curriculum expectations at KBA.</p>	<p><a href="#">Homework   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Maths Practice Questions   Dactyl Publishing</a></p> <p><a href="#">English Grammar, Punctuation and Spelling   Dactyl Publishing</a></p>	
<p>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.</p>	<p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	

**Total budgeted cost: £ 150,640**

Part B: Review of outcomes in the previous academic year

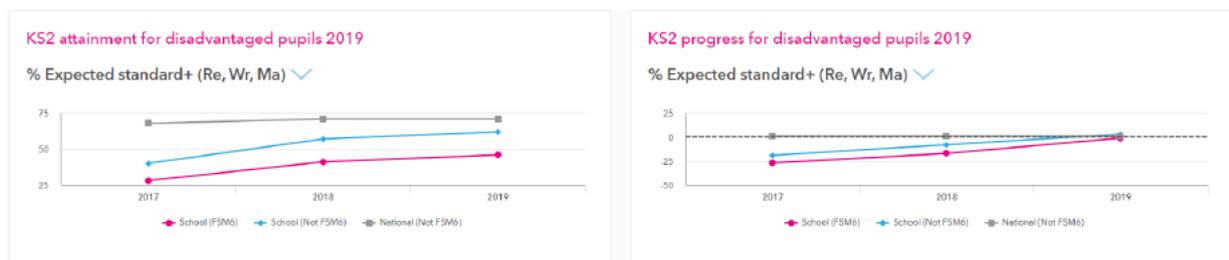
## Pupil premium strategy outcomes

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

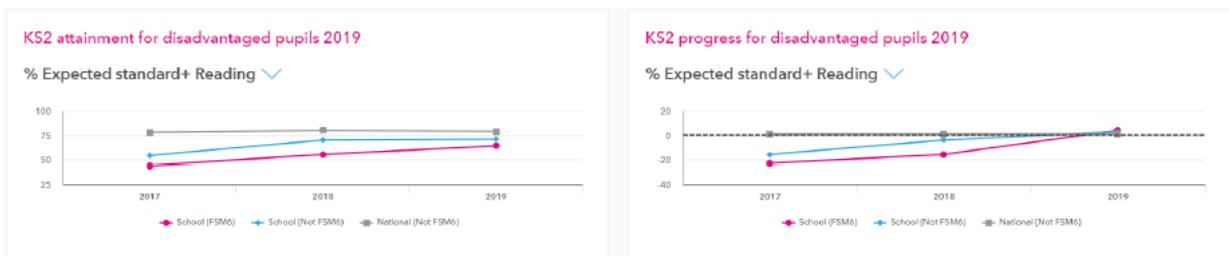
Data from the KS2 2019 SATS shows that PP children made more progress in reading than non-PP students, 4% value added progress for PP compared to 3% for non-PP.

In 2019 PP children in KS2 had an average scaled score in maths and reading of 99.5 and 46% achieved RWM combined. This was a progress score of -1.6, which was significantly higher than previous years and forms part of an upward trend from 2016-2019.

KS2 RWM combined. PP attainment and progress:



KS2 Reading. PP attainment and progress:

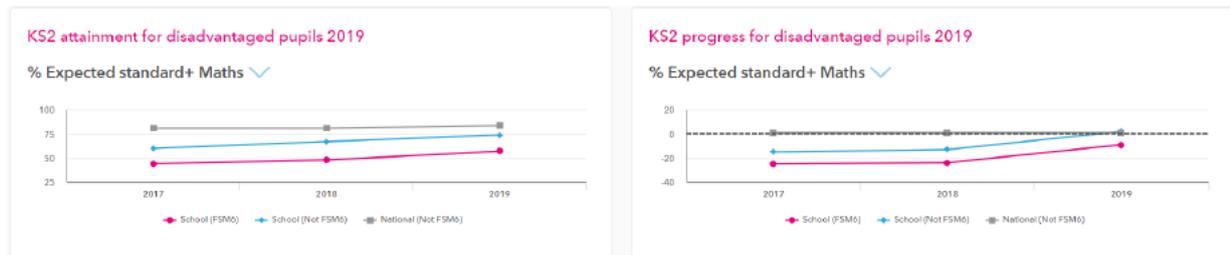


KS2 Reading. PP gender attainment and progress:

Reading			national average for group	
Expected Standard 2019				
FSM6	Gender	Pupils	Attainment	Progress
Not FSM6	Female	15	~75%	~10%
	Male	19	~80%	~5%
FSM6	Female	19	~75%	~5%
	Male	8	~65%	~10%

20% 40% 60% 80% 100% -20% 0%  
% Expected Reading Value Added

## KS2 Maths. PP attainment and progress:



During the first lockdown (March 2020), KBA ensured that all PP students had access to a device such as a laptop to complete their work. They were also supplied with items to access the internet. In some cases, we applied to the government scheme to support the families. This was also the case with the lockdown in January 2021, particularly since during this lockdown, we adopted a synchronous and asynchronous approach to learning. Some lessons were live, and some used pre-recorded videos from our own staff and the Oak National Academy website. It was vital that not only students had devices but were able to use them.

Both the welfare and pastoral teams continued to make daily and weekly calls for key PP students (this involved speaking to both student and parent/carer). The calls were not only a wellbeing call but also a progress check. Lack of internet or devices was never an excuse for non-attendance of the daily live lessons. Staff at KBA were relentless in ensuring all children were present. Overall attendance of the live lessons was 85% for PP children and 88% for non-PP children – this includes EYFS engagement with the Tapestry app. Tracking shows that attendance of the daily live lessons for KS2 was higher, with PP students attending 94% compared to 96% for non-PP.

All year groups had weekly assemblies based on key events around the world using Votes4Schools resources. This was used to ensure motivation but also to remind them, they were part of wider community and to remind them of their British Values.

The 2020 and 2021 Teacher Assessments for KS2 showed a continuation of improved attainment but no national figures to use as a comparison.

## 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
Pixl	<a href="#">The PiXL Club - Home</a>
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>
Purple Mash	<a href="#">Purple Mash by 2Simple</a>
Spelling Shed	<a href="#">Spelling Shed - Spelling Shed - The Science of Spelling</a>
SATS Companion	<a href="#">SATs Companion   Year 6 Catch Up   Year 6 Intervention   KS2 Practice</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