

# 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 Park Junior Academy  |
| Number of pupils in school  | 329  |
| Proportion (%) of pupil premium eligible pupils                         | 29% (97 children)  |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022<br><i>(The aims cover 3 years but we have focused on funding overview for one)</i> |
| Date this statement was published                                       | September 2021   |
| Date on which it will be reviewed                                       | September 2022   |
| Statement authorised by   | Ann Walker   |
| Pupil premium lead  | Michaela Goodall   |
| Governor / Trustee lead   | John Bullivant   |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year<br><i>Based on 86 PP x £1,345 = £115,670</i>  | £115,670 |
| Recovery premium funding allocation this academic year  | £12,615  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £128,285 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim at KPJA is that in our school we want all of our children to make progress across all subjects and achieve highly, regardless of their background. We aim to make sure that our disadvantaged children have the same experiences, opportunities and aspirations to enable them to achieve in line with their peers both within our school and nationally.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates in order to reach Age Related Expectation by the end of KS2.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

Our pupil premium strategy aims to meet these objectives by:

- Improving progress and attainment for disadvantaged children with a particular focus on Reading and Phonics. Ensuring quality first teaching is happening in all classrooms and that teaching and learning is meeting the needs of all pupils
- Ensuring that teacher assessment is adequately assessing and addressing the needs of disadvantaged children are enabling them access to personalised interventions so that gaps in learning are quickly and effectively addressed.
- Continue to provide high-quality pastoral support which focuses on pupils wellbeing, ensuring they are 'Ready to learn' by being physically and mentally healthy.
- Supporting children and families with accessing and engaging in all learning to ensure that disadvantaged children are enabled to progress and consolidate learning at home regularly.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated on an individual needs basis, following analysis of the individual children, groups and classes. This may mean that not all children receiving pupil premium funding will be partaking in interventions at one time due to funding and resources.

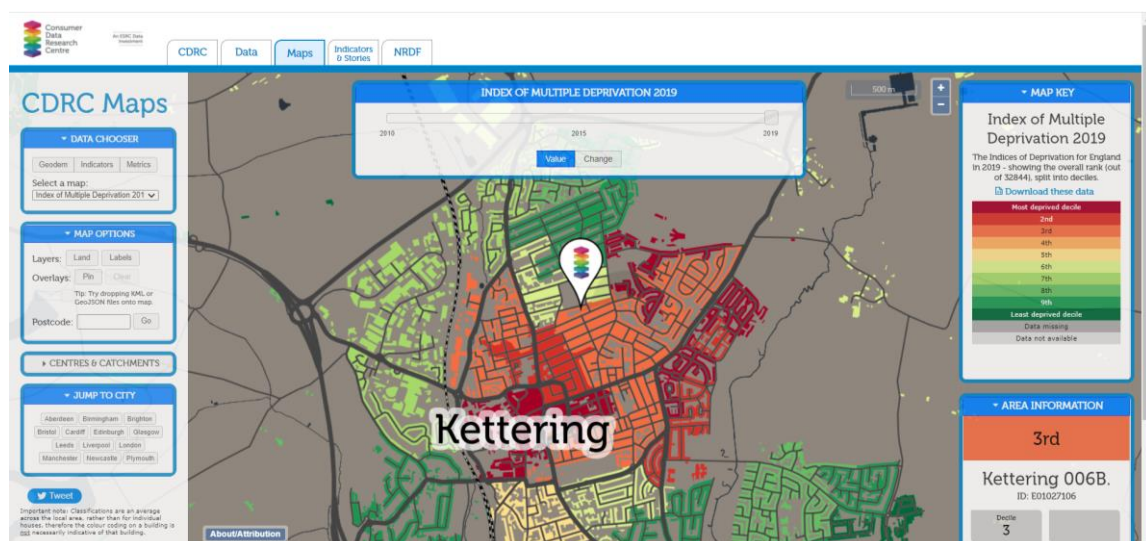
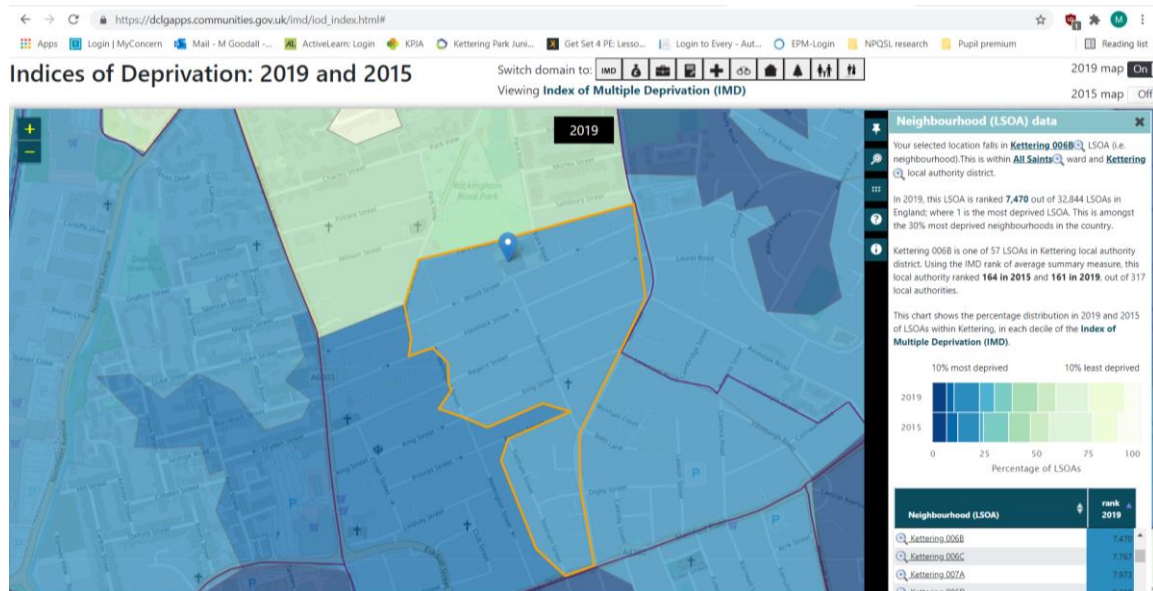
To help us achieve these objectives, the range of provision the school will consider making for this group include and would not be inclusive of:

- Use of the National Tutoring Programme
- 1-1 support
- Additional teaching and learning opportunities provided through trained LP's or external agencies
- Pupil premium resources are to be used to accelerate progress and support children to achieve at least Age Related Expectations

- Training so that all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Support provided in class by class teacher and learning partner.
- To allocate a highly qualified LP to assist within Year 6 to cover afternoon sessions and allow class teachers to lead interventions.
- To allocate an experience teacher to work within Year 3 to allow for smaller class sizes and therefore help accelerate progress.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Pastoral and behaviour support

## Demography and school context

Kettering Park Junior Academy is a 3 form entry junior school and is part of the Inmat trust. The school is located in the East Midlands, Northamptonshire. 29% of children are entitled to pupil premium, 29% are EAL and 15% are SEND. The map below displays the 'Index of Multiple Deprivation' and puts KPJA amongst the 30% most deprived neighbourhoods in the country.



## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | Pupils who are eligible for PP are making less progress and have lower attainment overall in most areas compared to those not eligible for PP.  |
| 2                | In KS1, Phonics outcomes for pupils eligible for PP is low therefore affecting their reading attainment and overall ability to comprehend the KS2 curriculum. Low attainment upon entry therefore poor attainment and progress. |
| 3                | Poor behaviour for learning and engagement within PP children; frequent behaviour issues with core group of children both inside and outside of the classroom.  |
| 4                | The attendance of our pupil premium children as a group is lower than that of the whole school. Less time in school means more learning missed and bigger gaps in learning.   |
| 5                | In some cases support and engagement from home, access to resources and wider experiences are limited e.g. books, uniform and technology.   |

## 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  |
|---|---|
| Pupils to make at least expected progress in maths and writing. | <ul style="list-style-type: none"> <li>- To close the attainment gap between PP and non PP children.</li> <li>- % of PP children to meeting ARE to be in line with or above national average.</li> <li>- Use of Power Maths mastery scheme to impact on more PP children achieving ARE in maths.</li> <li>- Use of Jane Considine resources to impact on more PP children achieving ARE in writing.</li> <li>- High quality teaching in all classrooms.</li> <li>- Rapid targeted intervention for chn making slow progress.</li> <li>- Appropriate challenge for PP children identified as GD.</li> <li>- Progress of PP children to be discussed during pupil progress meetings and interventions reviewed.</li> <li>- Regular book looks and learning walks demonstrate high expectations and show progress.</li> <li>- Barriers to learning for individual children identified and support put in place to help overcome these.</li> <li>- Effective support given by support staff.</li> </ul> |

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| <p>To embed phonic intervention for PP children to support the acquisition of phonic and reading skills so that pupils make at least expected progress in Reading.</p> | <ul style="list-style-type: none"> <li>-PP Children will develop a love of reading</li> <li>- % of PP children to meeting ARE to be in line with or above national average.</li> <li>- Daily phonics teaching in small groups.</li> <li>- Interventions (Reading Eggs/Fast Phonics/ReadWriteInc).</li> <li>- Embed phonics teaching throughout the whole school extending to all curriculum areas.</li> <li>- Pupils read regularly at school and at home, engaging with the reading race (reading at home)</li> <li>- Pupils (who need to) will have opportunities for additional reading in school.</li> <li>- Regular book looks and learning walks demonstrate high expectations and show progress.</li> <li>- Support for parents for ways that they can help their children at home.</li> <li>- Reading areas are provided for children in each classroom.</li> <li>- Daily opportunities provided through talk partners to embed technical language.</li> </ul> |
| <p>PP governor to continue to work cohesively alongside the new PP lead to support with monitoring of PP standards across the school.</p>                              | <ul style="list-style-type: none"> <li>- PP governor to support PP lead with whole school monitoring and moderation.</li> <li>- Regular PP updates within governors meetings.</li> </ul>   |
| <p>Improved behaviour to learning and engagement within PP children.</p>   | <ul style="list-style-type: none"> <li>-Reduction of behaviour incidents recorded on myconcern.</li> <li>- New behaviour policy and strategies/procedures put in place by new deputy leading behaviour.</li> <li>- Regular learning walks show good behaviours to learning and engagement.</li> <li>- Improved progress and attainment.</li> </ul>   |
| <p>For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>    | <ul style="list-style-type: none"> <li>- Calls to be promptly made to parents of children who are absent without reason.</li> <li>- Family support worker to work with families of very poor attendance and make home visits when necessary.</li> <li>- Poor attendance to be highlighted and challenged with attendance letters.</li> <li>- All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%).</li> <li>- Parents will be informed each term if their child's attendance is a concern.</li> <li>- Attendance is tracked each month and the academy policy is followed.</li> <li>- The school will contact parents proactively if attendance slips.</li> <li>- Family Support Worker (FSW) to engage with families.</li> </ul>  |

## 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: £43,544

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed | Spring Evaluation   | Summer Evaluation   |
|--|--|-------------------------------|---|---|
| <p>M6 teacher appointed to work within Year 3 cohort to allow smaller class sizes for core subjects, including phonics sessions.</p> <p><b>£3696</b></p> | <p>The EEF toolkit states as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. We have analysed the needs of our year 3 cohort and have identified that 4 small classes under 20 children would allow teachers to increase the amount of attention each child will receive and help to improve attainment, particular in reading and phonics due to the low attaining nature of the cohort.</p> | 1, 2                          | <p>M6 teacher has been taking a small group up until the end of the Spring term. This was then reviewed and teacher is now in class with Y3 class teacher with a larger group but there are 2 qualified teachers to help support one another (and help with behaviour management/childr en's need) to help accelerate progress.</p> | <p>M6 teacher worked alongside Y3 teachers in class team teaching the lowest 20% of chn. Good progress from Y3 was made.</p> <p><b>Reading</b><br/>AP1 = 25% @ EXS or above<br/>EOY = 53% @ EXS or above</p> <p><b>Maths</b><br/>AP1 = 6% @ EXS or above<br/>EOY = 53% @ EXS or above</p> |
| <p>LP support in each class working with PP pupils in</p>  | <p>Research (Making best use of teaching assistants, 2015)</p>   | 1, 2                          | <p>LP support is in some classes but not all due to staffing and</p>  | <p>LP's continue to deliver small, targeted interventions with a focus on reading and</p>   |



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| <p>the lesson and to lead targeted interventions.</p> <p><b>£38,973</b></p>  | <p>states that when teaching assistants deliver structure interventions of this nature one to one intervention or small group – it has a consistent impact on attainment of approximately three to four additional months' progress.</p>   |             | <p>allocation. PP chn are targeted to work with in these lessons. TA's take targeted intervention, including phonics and there are 18/41 (44%) PP chn in these groups. Progress seen due to support and intervention and LP support is being deployed effectively to meet the needs of the PP children in the class.</p>                                       | <p>IEP targets. There are also 3 small out of curriculum maths interventions being led by LP's.</p> <p>Staff meeting next term to focus on how best to support PP chn in the classroom if no LP is present as this is becoming the norm and lowest 20% need more scaffolding if no adult support available.</p>  |
| <p>Maths lead and assistant head (maths mentor) to work in close partnership to monitor maths teaching across the school.</p> <p><b>£750</b></p> | <p>Government guidance (Supporting the attainment of disadvantaged pupils) explains that "Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research which has found that good teachers are especially important for pupils from disadvantaged backgrounds".</p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p>Because of this, our maths lead and mentor have been liaising on the teaching and learning of</p> | <p>1, 2</p> | <p>Maths lead has closely monitored maths teaching across the school during subject lead time and has supported individuals/year groups on a needs basis.</p> <p>Progress and attainment in maths based on results has been very good.</p> <p>Assistant head has not worked alongside the maths lead as much as planned due to release time/day and cover.</p> | <p>Maths lead has continued to deliver support and coaching to staff on the delivery of the maths curriculum and how best to analyse gaps in data to inform planning. Maths progress was good due to this.</p> <p>Y3<br/>AP1 – 6%<br/>EOY – 53%</p> <p>Y4<br/>AP1 – 23%<br/>EOY – 47%</p> <p>Y5<br/>AP1 – 12%<br/>EOY – 59%</p> <p>Y6<br/>AP1 – 21%<br/>EOY – 60%</p> <p>However Non-PP (63% @ EXS+) are still outperforming PP chn (34% @ EXS+)</p> |

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|  | Maths across the school to coach, monitor and review the effective implementation of Power Maths.  |       |  |   |
| <p>Staff to look at the impact of the current phonics scheme across the school. School to liaise and work with the academy to support the teaching and learning of phonics across the school.</p> <p><b>£9,000</b><br/>(RWI costs covered by the Trust for this year only)</p> | <p>Extensive research explains that Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The EEF Toolkit states that the effective use of high quality teaching of Phonics has a high impact for very low cost. Introduction of Read, Write, Inc across the school to support accelerated progress for Pupil Premium pupils in Phonics and Reading.</p> | 2     | <p>Read, Write, Inc completed by staff (Dec 2021) and follow up training has taken place within staff meetings for teachers and during school for LP's. RWI groups are up and running. Weekly RWI meetings for all staff taking intervention lead by English lead.</p>   | <p>Read, Write, Inc is more established within the school. Groups are being regularly assessed and change based on the chn's needs. Ongoing training for current and new staff.</p> <p>44% of chn in phonics groups are PP chn. 12% of chn working out of curriculum at AP1 compared to 5% at EOY. PP chn only – 21% compared to 7% so closing the gap.</p> |
| <p>PP Governor and PP lead to meet termly and conduct learning walks. PP lead attend termly Network Meetings and receive mentoring from previous PP lead and trust PP lead.</p> <p><b>£875</b></p>   | <p>PP Governors who have been provided with training in their role, will be better informed and therefore more effective in the monitoring of PP across the school and holding the PP lead to account.</p>   | 1,3,4 | <p>PP lead has attended termly Network meetings and has also attended a 3 day course with Research Schools Network for 'Making a Difference for Disadvantaged Pupils'. Handover and support from previous PP lead completed and support from trust PP lead has taken place via zoom on 5/11/21 and 26/11/21.</p> <p>PP lead and PP governor were unable to meet Autumn term. Spring review</p> | <p>PP lead and PP governor met both in the Spring term (29/4/22) and in the Summer term (13/7/22). Learning walk conducted on both occasions and data looked at. Pupil voice also conducted in Summer term meeting with a selection of Y3 and Y4 PP chn.</p>  |



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|  |  |  | meeting organised for 29.4.22 to discuss PP data and conduct learning walk.<br>Summer meeting planned 1.7.22 |  |
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25,265

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed | Spring Evaluation   | Summer Evaluation  |
|---|---|-------------------------------|---|--|
| <p>Small group interventions with class teacher, for reading, writing and maths in Year 6 to include PP children.<br/>LP to cover class whilst class teacher is taking intervention.<br/><b>£12,991</b></p> | <p>Use of a qualified class teacher, who has extensive knowledge of the individual children and cohort, to lead small group interventions. Extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and The EEF Toolkit.</p> | 1,2                           | <p>This has been consistent up until the LP leaving – consistency after this has been affected due to supply issues. Progress and attainment are showing that this has been effective in helping to improve progress.</p> | <p>Small group interventions allowed PP chn to make progress across subjects in Y6.<br/>Reading-29% achieving EXS or above at Baseline. 38% achieving EXS or above at KS2 SATs.<br/>Writing-10% achieving EXS or above at Baseline. 33% achieving EXS or above at KS2 SATs.<br/>Maths- 10% achieving EXS or above at Baseline. 30% achieving EXS or above at KS2 SATs.<br/>However the attainment gap between PP and Non-PP has not been closed.</p> |

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| <p>Quality first teaching for all pupils.</p> <ul style="list-style-type: none"> <li>• Implementation of new phonics and maths schemes are Ofsted targets and high priority on SIP.</li> <li>• Lesson studies</li> <li>• Ongoing CPD for Maths and English by leads, during inset days and staff meetings or during the school day for LP's.</li> <li>• Pupil progress meetings with teachers and member of SLT.</li> </ul> <p><b>£ 14,410</b></p> | <p>The EEF toolkit has a tiered approach to helping disadvantaged children and high quality teaching is the top priority, including CPD. Sutton Trust – quality first teaching has direct impact on student outcomes.</p> <p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>The EEF states there is a collected responsibility for PP children's progress in order to make accelerated progress. With this in mind, staff need to know who the PP children are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p> | <p>1,2,3</p> | <p>QFT is monitored by leaders in school and SIL. SIL review showed that the maths teaching in the school is very strong. RWI has only recently been implemented however monitoring shows that this is good.</p> <p>Lesson studies are planned for the Summer term where cover can be arranged.</p> <p>CPD for maths led by maths lead during staff meetings. Inset day for RWI phonics led by RWI specialist with follow up sessions led by English lead. Simon (SIL) has also provided training during a staff meeting – March 2022.</p> <p>PP meetings have been conducted in both the Autumn and Spring term by HT and SENDCo for all teachers/classes.</p> | <p>QFT continued to be monitored within the Summer term with a more robust monitoring timetable. Liz White review on 16<sup>th</sup> June showed that Maths teaching was a strength within the school.</p> <p>Lesson studies were limited due to staffing and will be reviewed for next year.</p> <p>Maths and English lead both led a staff meeting in each half term with data, moderation and implications as a focus.</p> <p>Phonics lead meeting weekly with LP's leading phonics for ongoing training.</p> |
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| <p>Purchase of web based homework programs to help support and engage learning at home.</p> <ul style="list-style-type: none"> <li>• Oxford reading buddies</li> <li>• Times table rockstars and numbots</li> <li>• Mymaths</li> <li>• Spellingframe</li> <li>• PiXL</li> <li>• Reading cloud</li> </ul> <p><b>£5949</b></p> | <p>According to the EEF Toolkit, there is a relatively consistent picture that pupils who complete more homework, perform better. The EEF toolkit states that 'using Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning; Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching,'</p> | <p>5</p> | <p>High uptake of online homework. Chn are engaged and parents find it easy to use and agree that chn are motivated by it. ORB being used weekly in class by all year groups.</p> | <p>Homework continues to receive positive feedback and parent voice during parents evening suggested they were happy with the current format. Engagement levels are still good. A review of ORB is due to take place at the end of the year based on staff feedback.</p> <p>PiXL is being used but no consistently and further training for SLT is planned to refresh the resource and use it so it has more impact across the school.</p> |
|--|--|----------|---|--|

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| <p>National Tutoring Programme - Intervention to target PP children in improving attainment within reading and maths by identifying and addressing gaps in learning.</p> <p>39 children to receive 1:3 catch up provision (1:1 for SEN).</p> <p>3 tutors/ 4 afternoons a week<br/><b>£10,530</b><br/><i>(15 hours @ £270 pp. This will be separately funded this year by the school led tutoring grant)</i></p> | <p>The EEF toolkit states 'Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area.' The EEF suggests that small group tuition is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The EEF toolkit evidence for within group setting states that it has moderate impact for low cost. PP children within years 3-5 will have access to NTP for reading, maths or both on a 1:3 ratio and 1:1 ratio for SEN children with specific needs.</p> | <p>1,2</p> | <p>Reading tutoring has been provided 1:3 for 18 chn across Years 3-5. Tutoring for maths to be in place for the Summer term.<br/>NTP could not provide 3 tutors/4 afternoons a week so we currently have 1 Reading tutor for 3 afternoons and they are looking for a maths tutor to do the same.</p> | <p>All chn receiving reading tutoring finished their allocated 15 hours. Improvement in attainment evident for most during the 15 weeks and accelerated progress seen in some with a few exceptions.<br/>C1 (91-100)<br/>C2 (98-101)<br/>C3 (96-100)<br/>C3 (85-85)<br/>C5 (79-79)<br/>C6 (80-85)<br/>C7 (91-103)<br/>C8 (95-106)<br/>C9 (93-109)<br/>C10 (94-100)<br/>C11 (91-100)<br/>C12 (95-95)<br/>C13 (94-95)<br/>C14 (94-97)<br/>C15 (97-100)<br/>C16 (86-83)<br/>C17 (83-80)<br/>C18 (91-86)<br/><br/>Maths tutoring did not start as a maths tutor was not found.</p> |
|---|---|------------|---|--|

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,641

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed | Spring Evaluation   | Summer Evaluation   |
|--|--|-------------------------------|---|---|
| <p>HT and Attendance lead (Parent support worker) to monitor attendance across the school.</p> | <p>The EEF toolkit states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement</p> | <p>3,4,5</p>                  | <p>Attendance is being closely monitored on a weekly/daily basis for some chn. PSW is supporting families where appropriate. PP</p> | <p>Attendance continues to be closely monitored on a daily/weekly basis. Continuing support from PSW.</p> |

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| <p>Parent support worker to make home visits to low attendance PP families and work with these children and families, including attending meetings. Meetings to be held by SLT and PSW with persistently poor attendance families.</p> <p><b>£11,216</b></p> | <p>are consistently associated with better academic outcomes.’<br/>Research on parental engagement – April 2020 found that ‘Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months positive impact’</p>   |                | <p>attendance has improved from September 2021 to March 2022 where we were meeting national however attendance has been affected by Covid, Chicken Pox and more recently S&amp;D.</p>                   | <p>Whole school attendance for the Summer term was 92.8% which is exactly in line with the national.</p>  |
| <p>Learning Mentor and Wellbeing Assistant to support PP children, along with others, with their learning and wellbeing.</p> <p><b>£28,725</b></p>   | <p>The EEF Toolkit explains that “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.” It continues to stress that evidence shows that “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.”<br/>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also</p> | <p>1,2,3,4</p> | <p>Wellbeing tracker completed termly and Wellbeing mentor and Wellbeing assistant are supporting a range of chn, including PP chn, identified from this on individual needs throughout the school.</p> | <p>Wellbeing assistant left during the Summer term. Learning Mentor still completing interventions with children highlighted from the wellbeing tracker and supporting chn with individual needs. 54 chn receiving wellbeing intervention. 70% of chn have made positive improvements on the wellbeing tracker.</p> |

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|   | have an average over-all impact of four months' additional progress on attainment.'  |   |  |  |
| <p>The school is working with the Behaviour Hub for the academic year to further support self-regulation and therefore improve behaviour. Training attended by the HT and DHT and cascaded to all staff. Visits to lead schools and lead school to visit KPIA in order to provide support and advice in order to improve behaviour further.</p> <p><b>£1000</b></p> | <p>The EEF toolkit's research shows that social and emotional learning (SEL) interventions seek to improve pupils' decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. It also states that 'Behaviour Interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviour, from low level disruption to aggression, violence, bullying, substance abuse and</p> | 3 | <p>School has updated the Behaviour Policy and this has been implemented, reviewed and adapted as part of our involvement in the behaviour hub. Staff feel positive about the changes and are working hard to collaboratively and consistently give the same behaviour message to all chn. Restorative approach training has also been conducted as part of CPD.</p> | <p>School's behaviour policy has been implemented across the school and learning walks/monitoring show that it is becoming more consistent. Teacher feedback given in staff meetings is that it is working well. Behaviour incidents reduced by 34%. There are a still a few individuals who need additional support to improve behaviour however they are on a support plan and a range of staff across the school are helping to implement this. 2 of these chn are due to</p> |



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| <i>(Mostly funded by DfE but costs for cover and travel)</i> | general anti-social activities.'   |   |  | leave at the end of the Summer term.  |
| PP voucher offered to all families entitled.<br><b>£9700</b> | Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. The EEF toolkit states that 'sports participation increases educational engagement and attainment' and that 'outdoor adventure learning shows positive benefits on academic learning and self -confidence.' | 5 | Vouchers are being actively access and used by parents/carers. | Less than 50% of the total amount of vouchers was used by the end of the summer term. |

**Total budgeted cost: £128,285**

## 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.

See previous plan for 2020-21 as a separate document on the website.

### 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 |
|-----------------------------|----------|
| National tutoring programme | Connex   |
|                             |          |