

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	326
Proportion (%) of pupil premium eligible pupils	30% (98 children)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 <i>(The aims cover 3 years but we have focused on funding overview for one)</i>
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
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 <i>Based on 91 PP x £1,385 = £126,035</i>	£126,035
Recovery premium funding allocation this academic year	£13,195
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£139,230

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.

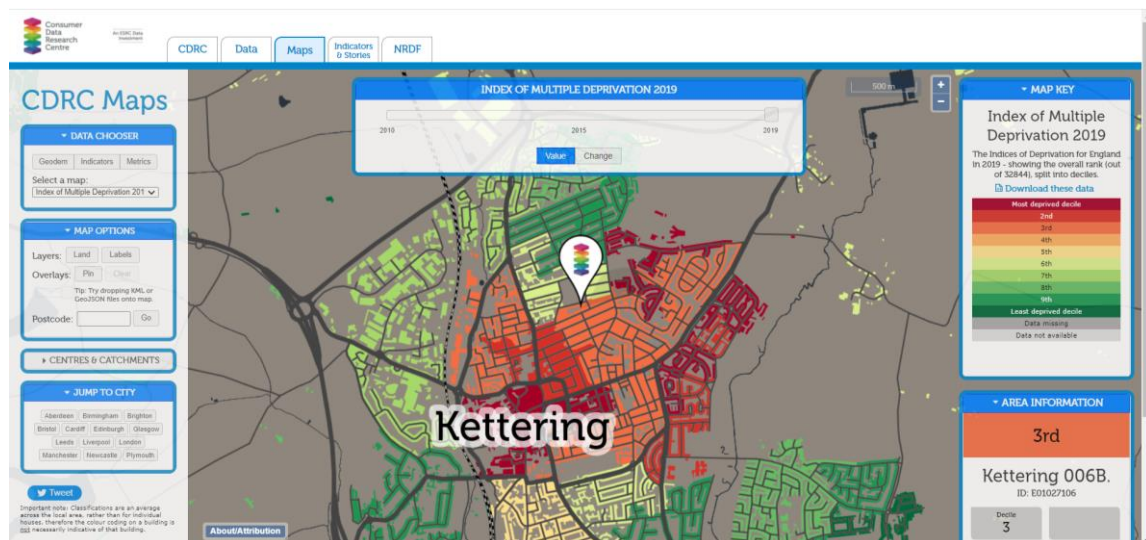
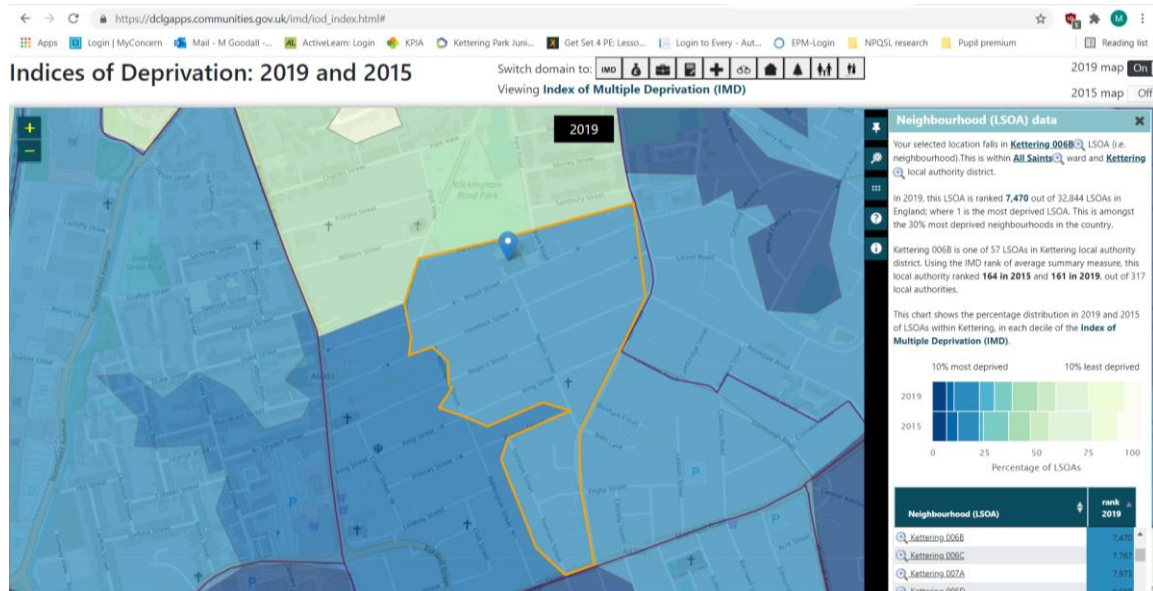
To help us achieve these objectives, the range of provision the school will consider making for this group include and would not be inclusive of:

- 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 an experienced teacher to lead Year 6 interventions.
- To allocate an experience teacher to work within Year 3 to take intervention groups.
- 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. 30% of children are entitled to pupil premium, 31% 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"> - To close the attainment gap between PP and non PP children. - % of PP children to meeting ARE to be in line with or above national average. - Use of Power Maths mastery scheme to impact on more PP children achieving ARE in maths. - Use of Jane Considine resources to impact on more PP children achieving ARE in writing. - High quality teaching in all classrooms. - Rapid targeted intervention for chn making slow progress. - Appropriate challenge for PP children identified as GD. - Progress of PP children to be discussed during pupil progress meetings and interventions reviewed. - Regular book looks and learning walks demonstrate high expectations and show progress. - Barriers to learning for individual children identified and support put in place to help overcome these. - Effective support given by support staff.

<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"> -PP Children will develop a love of reading - % of PP children to meeting ARE to be in line with or above national average. - Daily phonics teaching in small groups. - Interventions (Reading Eggs/Fast Phonics/ReadWriteInc). - Embed phonics teaching throughout the whole school extending to all curriculum areas. - Pupils read regularly at school and at home, engaging with the reading race (reading at home) - Pupils (who need to) will have opportunities for additional reading in school. - Regular book looks and learning walks demonstrate high expectations and show progress. - Support for parents for ways that they can help their children at home. - Reading areas are provided for children in each classroom. - Daily opportunities provided through talk partners to embed technical language.
<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"> - PP governor to support PP lead with whole school monitoring and moderation. - Regular PP updates within governors meetings.
<p>Improved behaviour to learning and engagement within PP children.</p>	<ul style="list-style-type: none"> -Reduction of behaviour incidents recorded on myconcern. - New behaviour policy and strategies/procedures put in place by new deputy leading behaviour. - Regular learning walks show good behaviours to learning and engagement. - Improved progress and attainment.
<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"> - Calls to be promptly made to parents of children who are absent without reason. - Family support worker to work with families of very poor attendance and make home visits when necessary. - Poor attendance to be highlighted and challenged with attendance letters. - All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils (96.4%). - Parents will be informed each term if their child's attendance is a concern. - Attendance is tracked each month and the academy policy is followed. - The school will contact parents proactively if attendance slips. - Family Support Worker (FSW) to engage with families.

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: £52,237

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support across each year group to lead targeted interventions.</p> <p>£38,973</p>	<p>Research (Making best use of teaching assistants, 2015) 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>1, 2</p>
<p>CPD to improve the quality of education and ensure quality first teaching is being provided across the school.</p> <ul style="list-style-type: none"> • CPD to be internal and external. • Lesson studies. • Mentoring/ coaching. • Pupil progress meetings. • Core group meetings. <p>£ 12,389</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>The EEF toolkit has a tiered approach to helping disadvantaged children and high quality teaching is the top priority, including CPD.</p> <p>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>PP Governor and PP lead to meet termly and conduct learning walks. PP lead to attend termly Network Meetings and receive mentoring from trust PP lead.</p> <p>£875</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>	<p>1,3,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £32,352

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Experienced teacher appointed to work across Y3 and Y6 cohort to take targeted interventions which include PP pupils to reduce the attainment gap in reading, writing, phonics and maths.</p> <p>Experienced teacher to take Y6 intervention 2 days a week.</p> <p>£18,195</p>	<p>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. 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 where the needs of the chn in our school lie and have identified that Y3 and Y6 are where the intervention is needed.</p>	<p>1,2</p>
<p>Purchase of web based homework programs to help support and engage learning at home.</p> <ul style="list-style-type: none"> • Oxford reading buddies • Times table rockstars and numbots • Mymaths • Spellingframe • PiXL • Oxford Owl <p>£5949</p>	<p>According to the EEF Toolkit, there is a relatively consistent picture that pupils who complete more homework, perform better.</p> <p>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>National Tutoring Programme - Intervention to target PP children in improving attainment within reading and maths by identifying and addressing gaps in learning.</p> <p>36 children per block to receive 1:3 catch up provision.</p> <p>1 x Reading tutor, 3 half days a week for 18 chn 1 x Maths tutor, 3 half days a week for 18 chn</p> <p>£8,208 <i>(15 hours @ £285 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 ration for SEN children with specific needs.</p>	<p>1,2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HT and Attendance lead (Parent support worker) to monitor attendance across the school.</p> <p>Parent support worker to make home visits to low attendance PP families and work with these children and families, including attending meetings.</p> <p>Meetings to be held by SLT and PSW with persistently poor attendance families.</p> <p>£11,216</p>	<p>The EEF toolkit states that 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.'</p> <p>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>3,4,5</p>
<p>Learning Mentor and Wellbeing Assistant to support PP children,</p>	<p>The EEF Toolkit explains that "Evidence suggests that children from</p>	<p>1,2,3,4</p>

<p>along with others, with their learning and wellbeing.</p> <p>£28,725</p>	<p>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.”</p> <p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.'</p>	
<p>PP voucher offered to all families entitled.</p> <p>£14,700</p>	<p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>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.'</p> <p>It also states that 'increasing parental engagement in primary schools has two to three months positive impact.'</p>	<p>5</p>

Total budgeted cost: £139,230

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 2021 to 2022 academic year.

At the end of the 2021-2022 school year we had 93 disadvantaged children within school. Out of these 93 children, 28 also had a special educational need.

Pupils to make at least expected progress in maths and writing.

Both maths and writing have had ongoing CPD and support this year, maths being internally and writing mainly externally. Small group work and 1:1 has been in place for children provided within class as well as through intervention using the recovery premium.

83% of PP children made at least expected progress in maths from the previous year.

Maths - All children					
achieving the expected standard			achieving greater depth standard		
Autumn	Spring	Summer	Autumn	Spring	Summer
21% (63)	38% (122)	55% (179)	2% (5)	9% (30)	21% (67)

Maths – PP children only					
achieving the expected standard			achieving greater depth standard		
Autumn	Spring	Summer	Autumn	Spring	Summer
6% (6)	21% (20)	36% (33)	0% (0)	5% (5)	10% (9)

54% of PP children made at least expected progress in writing from the previous year.

Writing - All children					
achieving the expected standard			achieving greater depth standard		
Autumn	Spring	Summer	Autumn	Spring	Summer
5% (15)	15% (47)	39% (128)	1% (2)	2% (6)	10% (33)

Writing – PP children only					
achieving the expected standard			achieving greater depth standard		
Autumn	Spring	Summer	Autumn	Spring	Summer
3% (3)	6% (6)	26% (24)	0% (0)	0% (0)	4% (4)

Outcomes at the end of 2021 show that there is still a significant attainment gap between PP chn and non-PP chn in maths and writing and will continue to be a focus for the next academic year.

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.

NTP reading tutoring was being delivered to 18 PP children over 15 sessions.

Read, Write, Inc phonics training has been delivered to all staff by a specialist external trainer and follow up training, coaching and monitoring delivered internally by the phonics lead.

PP chn have been a key target group for the Read, Write, Inc phonics intervention programme being delivered across the school with 44% of the children in these sessions being PP. 12% of chn were working out of curriculum at AP1 compared to 5% at EOY.

Looking at PP chn only – 21% were working out of curriculum at AP1 compared to 7% at EOY so the attainment gap is closing.

92% of PP children made at least expected progress in reading from the previous year.

Reading - All children					
achieving the expected standard			achieving greater depth standard		
Autumn	Spring	Summer	Autumn	Spring	Summer
21% (63)	38% (122)	54% (179)	2% (5)	9% (30)	20% (67)

Reading - PP children only					
achieving the expected standard			achieving greater depth standard		
Autumn	Spring	Summer	Autumn	Spring	Summer
6% (6)	21% (20)	36% (33)	0% (0)	5% (5)	10% (9)

Outcomes at the end of 2021 show that there is still a significant attainment gap between PP chn and non-PP chn in reading and will continue to be a focus for the next academic year.

PP governor to continue to work cohesively alongside the new PP lead to support with monitoring of PP standards across the school.

PP governor and PP lead have regularly met to monitor PP standards across school. They have completed learning walks and pupil voice together as well as monitoring and evaluating data. PP governor and lead have discussed strategies moving forward that would help to reduce the attainment gap and accelerate PP children’s progress, which new strategy includes.

Improved behaviour to learning and engagement within PP children.

Behaviour and wellbeing have been a priority for our vulnerable learners. A wellbeing tracker is completed termly and the wellbeing team have supported a range of children, including PP children, identified from this on individual needs throughout the school to help improve their readiness to learn. The school has also worked with the Behaviour Hub this year to further support self-regulation and improve behaviour. Behaviour incidents, which include incidents occurring inside and outside of the classroom, have reduced by 34%.

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%).

Attendance is being closely monitored on a daily basis. PSW is supporting families where appropriate, especially those with very poor attendance or repeated lateness. PP attendance has improved from September 2021 to July 2022 and whole school attendance for the Summer term was in line with the national average but below the national attendance target of 96%.

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

