

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kettering Park Junior Academy
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	29% (104 children)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 <i>(The aims cover 3 years but we have focused on funding overview for one)</i>
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Ann Walker
Pupil premium lead	Michaela Goodall
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Based on 92 PP chn x £1,515</i>	£139,380
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	£139,380

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 is it not only pupils who receive free school meals who are 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.

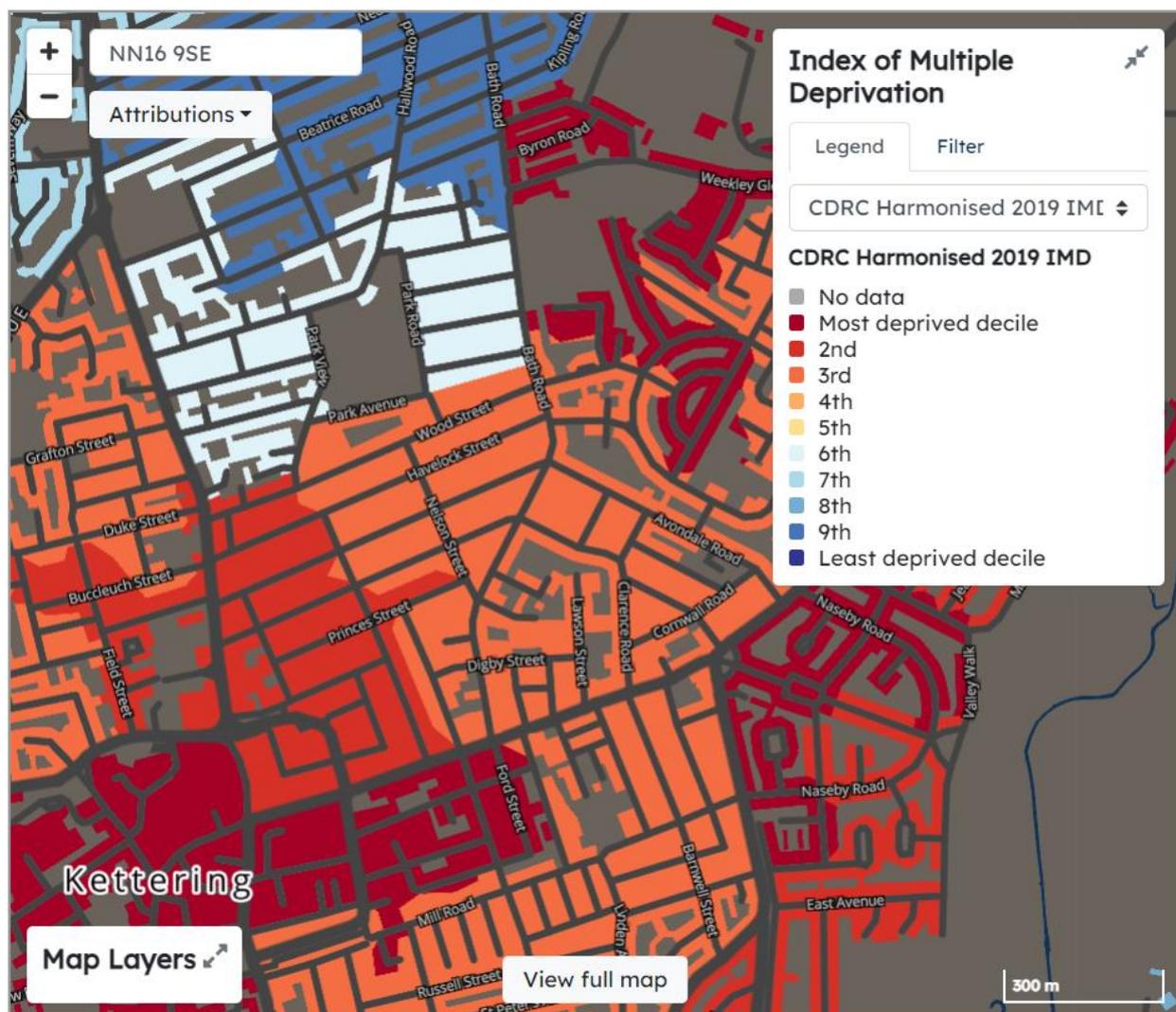
To help us achieve these objectives, the range of provision the school will consider making for this group include and would not be inclusive of:

- 1-1 or small group 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.
- 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, 43% are EAL and 21% are SEND. The map below displays the 'Index of Multiple Deprivation' and puts KPJA within the bottom 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	Outcomes in the core subjects and especially in writing. Internal and external assessments and in school monitoring/moderation indicate that the attainment in all core subjects of the disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is especially true in writing.
2	Phonics outcomes on entry to Y3 Internal and external assessments show that phonics outcomes for pupils eligible for PP at the end of KS1 is lower than non-disadvantaged pupils therefore affecting their reading attainment and overall ability to comprehend the KS2 curriculum. Low attainment upon entry negatively impacts their attainment and progress as readers.
3	Behaviour Internal behaviour records show poor behaviour for learning and engagement within PP children; motivation, resilience and SEMH factors contributing to children not being 'ready to learn'.
4	Attendance Our internal attendance records show that the attendance of our pupil premium children as a group is lower than that of the whole school and a lot of our persistent absentees are PP children. This has a negative impact on their social and emotional development as well as academic progress.
5	Wider experiences Pupil and parental voice recognise that pupils' wider experiences from their home life are increasingly limited for some PP children. Support and engagement from home, access to resources and wider experiences are limited e.g. books, uniform, sports and music clubs 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
To increase the number of PP children meeting the expected standard 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.

	<ul style="list-style-type: none"> - 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 training and support given by support staff.
To deliver high quality phonic intervention for PP children to support the acquisition of phonic and reading skills so that pupils make accelerated progress in Reading.	<ul style="list-style-type: none"> -PP Children will talk positively about their experiences of reading. - % of PP children meeting ARE to be in line with or above national average. - Daily phonics teaching in small groups. - Interventions (ReadWriteInc/Freshstart/Precision reading). - 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.
PP governor to continue to work cohesively alongside the new PP lead to support with monitoring of PP standards across the school.	<ul style="list-style-type: none"> - PP governor to support PP lead with whole school monitoring and moderation. - Regular PP updates within governors meetings.
Improved behaviour to learning and engagement within PP children.	<ul style="list-style-type: none"> - New behaviour policy and strategies/procedures put in place. -Wellbeing tracker used to highlight specific needs and strategies/interventions put in place between teacher and wellbeing team to support these. - Regular learning walks show good behaviours to learning and engagement. - Improved progress and attainment.
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 (95%).	<ul style="list-style-type: none"> - Daily 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.

	<ul style="list-style-type: none"> - All our disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils. - Attendance is tracked daily and the academy policy is followed. - The school will contact parents proactively if attendance slips and/or is a concern.
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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: £77,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support across each year group to lead targeted interventions.</p> <p>£49,700</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>	1, 2
<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. • Mentoring/ coaching. • Core group meetings. • Weekly LP professional development meetings. <p>£ 27,000</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>	1, 2, 3

	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.	
PP Governor and PP lead to meet termly and conduct learning walks. PP lead to have allocated time to receive mentoring and monitor. £1000	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.	1,3,4

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

Budgeted cost: £20,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained staff appointed to take targeted interventions which include PP pupils to reduce the attainment gap in reading, writing, phonics and maths. £17,444	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 phonics and Y6 are where the intervention is needed.	1,2
Purchase of web based homework programs to help support and engage learning at home. <ul style="list-style-type: none"> • Oxford reading buddies • Times table rockstars and numbots • Mymaths • Spellingframe 	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	5

<ul style="list-style-type: none"> • PiXL • Oxford Owl • Jigsaw <p>£2895</p>	<p>approaches should be used to supplement other teaching,'</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,341

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>HT and Attendance lead (Parent support worker) to monitor attendance across the school. 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>£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, along with others, with their learning and wellbeing.</p> <p>£19,725</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." 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>1,2,3,4</p>

<p>PP voucher offered to all families entitled. All trips covered and deposit paid for residentials £10,400</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: £139,380

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

At the end of the 2024-2025 school year we had 103 disadvantaged children within school. Out of these 103 children, 28 also had a special educational need.

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

Maths

80% of PP children made at least expected progress in maths from the previous year. 22% have made more than expected progress in maths from the previous year.

Maths – children achieving the expected standard or greater depth			
	Whole school	Year 6	National
All children	58%	76%	74%
PP children	42%	54%	
Non-PP children	67%	85%	

Writing

54% of PP children made at least expected progress in writing from the previous year. 15% have made more than expected progress in writing from the previous year.

Writing – children achieving the expected standard or greater depth			
	Whole school	Year 6	National
All children	37%	66%	72%
PP children	25%	47%	
Non-PP children	42%	74%	

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.

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

77% of PP children made at least expected progress in reading from the previous year.
25% have made more than expected progress in reading from the previous year.

Reading – children achieving the expected standard or greater depth			
	Whole school	Year 6	National
All children	56%	66%	75%
PP children	57%	57%	
Non-PP children	60%	70%	

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 spent time analysing the data and the strategies implemented are evidently helping to reduce the attainment gap and accelerate PP children's progress in reading and maths.

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 continued to implement strategies, with support from internal and external agencies such as Jogo and Maplefields, to support self-regulation and improve behaviour. External and internal reviews and monitoring have shown that behaviour to learning has improved. Recorded behaviour incidents, which include incidents occurring inside and outside of the classroom for most PP children have reduced however there are still some individual PP children who are being heavily supported.

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, persistent absentees or repeated lateness. Attendance is monitored during weekly safeguarding meetings. FSW works with these families on attendance contracts to help improve attendance. Home visits are completed for children who have been absent for a period of time.

Average attendance for the whole school over the year was 95.4% which has improved by 1.3% since last year and is less than 1% off national average and the average PP attendance was 93.86% which has improved by 3.66% from last year. PP attendance is still slightly lower than non-PP but the gap is closing.