

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 Infant Academy
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	Numbers from DfE (budget based on) 42 – 17% Numbers for November 2021 63 – 25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 <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	Sarah Powell
Pupil premium lead	Sarah Powell
Governor / Trustee lead	John Bullivant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Based on 42 - 17% (DfE figure) PP x £1,345 = £56,490.00</i>	£56,490.00
Recovery premium funding allocation this academic year	£6090.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4694.00
<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	£67,274.00

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. EEF research has been used when making decisions about the funding allocation ensuring value for money at all opportunities.

Common barriers for learning for disadvantaged children, can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour concerns, attendance and punctuality issues as well as attaining lower in different curriculum areas. Alongside these there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

#### **Our ultimate objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils to make or exceed national progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at the appropriate level,
- ✓ To improve the attendance of all pupils in our school.
- ✓ To ensure all pupils in our school have access to extra-curricular activities.

#### **We aim to do this through:**

- Ensuring quality first teaching is in place in every classroom to ensure that teaching and learning opportunities meet the needs of all pupils.
- Ensuring support and provision is in place to support our vulnerable pupils through well-being support, teaching of PSHE.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Provide support for the pupils in school as well as the families at home.
- Work with families to ensure that they are able to support the learning of their child at home e.g. providing workshops and further support provided by class teachers and the family support worker.

#### **Achieving these objectives:**

- A range of provision that ensures the children have the opportunity to address the areas identified.

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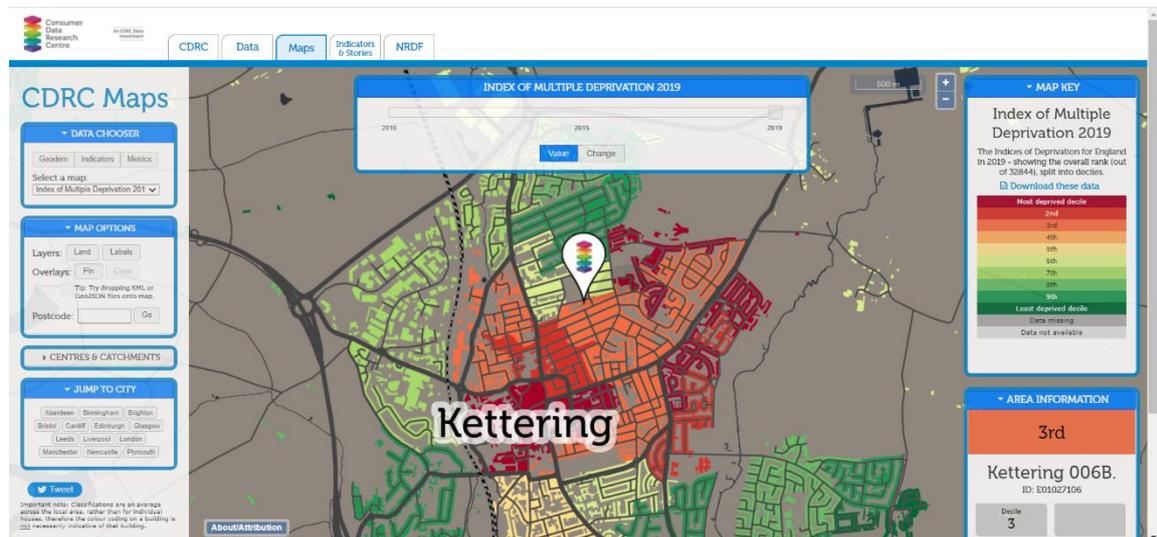
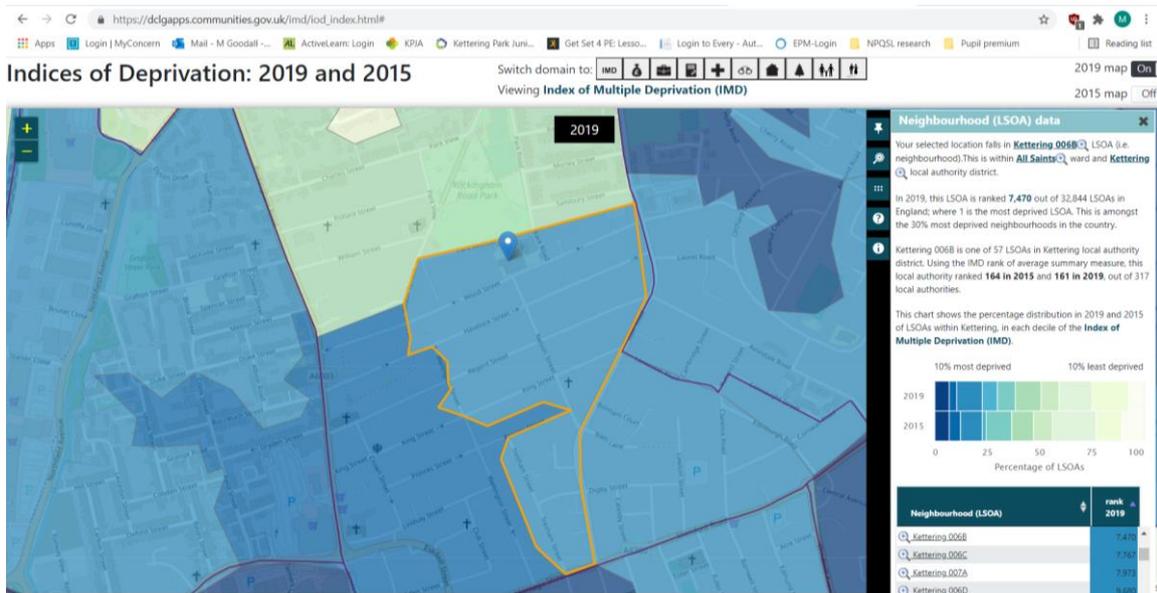
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experiences by all children is improved.
- Allocate additional intervention and support e.g. tutoring to work on focussed work in order to reduce the gaps in attainment.
- Support provided by the class teacher and TA in class daily.
- Support provided by the family support worker.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age –related expectations.
- Ensure resources are available for pupils to use at school and at home where necessary.
- Support payment of activities to ensure that children have first-hand experiences to use in their learning e.g. educational visits, attending clubs, activities in school, purchasing school photographs, attending breakfast club etc.

### Key principles:

- Ensure that all pupils are able to meet their potential and are provided with excellent opportunities at the school in order to enable them to thrive and flourish during their time at the school.

## Demography and school context

Kettering Park Infant Academy is a three form entry junior school and is part of the InMAT Trust. The school is located in the East Midlands, Northamptonshire. (63 children) 25% of children are entitled to pupil premium, (95 children) 38% are EAL and (15 children) 6% are SEND. The map below displays the 'Index of Multiple Deprivation' and puts KPIA 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	Attendance and punctuality.
2	Attainment in reading, writing, phonics and maths as well as ensuring the gap does not increase.
3	Self-regulation and self-discipline (including behaviours for learning)
4	Uptake of extra-curricular activities.
5	Parental engagement in order to support the children at home and at school with their learning.

## 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 in reading, writing, maths and phonics.	Percentage of children age related expectations at the end of KS1 to be in line with national expectations.
Attendance to have improved for all pupil premium children.	Percentage for pupil premium children to be in line with national expectations as well as the gap reduced between pupil premium and non-pupil premium. Attendance to be above 96%. Persistent absences to decrease (a number of PP pupils are causing our PA to increase) – to be below 15%.
Improved attitudes to learning and children able to self-regulate.	Reduction of behavioural incidents that are impacting learning. Pupils able to self-regulate and use strategies provided.
PP pupils attend a range of extra-curricular clubs that are provided by the school.	Pupils are engaging in extra-curricular clubs and this is improving their social and emotional wellbeing.
Parents/carers to be able to fully support their child in and out of school.	Parents and carers will have attended workshops and other activities offered to them to enable them to support the children fully.

### 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: £36,174.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in each class working with PP pupils in the lesson.</p> <p><b>Spring evaluation:</b> TA support is available to support in lessons as well as carry out interventions linked to Fast track tutoring for RWI. QFT in place and TA deployed effectively by the class teacher.</p>	<p>EEF +4</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>2, 1</p> <p><i>Equivalent to 3TAs across the school - £34374.00</i></p>
<p>Targeted interventions for PP pupils to reduce the attainment gap in reading, writing, phonics and maths.</p> <p><b>Spring evaluation:</b> QFT which is monitored by leaders in school and SIL. Supply teacher employed for two days a week to work in KS1 using PiXL therapies and RWI fast track tutoring.</p> <p>Class teacher working with PP across the school for one day a week (Recovery premium).</p>	<p>EEF +4</p> <p>As the size of the 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.</p>	<p>2, 3, 5</p> <p><i>Costing as above</i></p>
<p>CPD</p> <p>In house as well as through external providers to support with English and Maths.</p> <p>RWI training – provided by InMAT.</p> <p><b>Spring evaluation:</b> Training for all staff Dec 2021, new staff to the school have attended training at other schools within the Trust.</p> <p>Weekly RWI practice sessions in place for all staff lead by the phonics lead.</p>	<p>EEF Learning Styles</p> <p>The idea underpinning learning styles is that individuals all have a particular approach to or style of learning. The theory is that learning will therefore be more effective or more efficient if pupils are taught using the specific style or approach that has been identified as their learning style.</p>	<p>2</p> <p><i>No cost to the school.</i></p>



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

Budgeted cost: £12,128.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Support worker employed for three and a half days a week working with our vulnerable pupils and families. This will include attending professionals meetings.</p> <p><b>Spring evaluation:</b> Staffing changes have meant that the FSW is now employed across our school and our sister junior school to ensure support and continuity. This is having a positive impact for the school and families.</p>	<p>EEF +3</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• Approaches and programmes which aim to develop parental skills such as Literacy or IT skills;</li> <li>• General approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• The involvement of parents in their children’s learning activities;</li> <li>• More intensive programmes for families in crisis</li> </ul>	<p>5, 2</p> <p><i>FSW / Behaviour and wellbeing lead employed for 3 days £6928.00</i></p>
<p>Family support worker to work one to one, small groups with our vulnerable pupils and will receive training to support the children.</p> <p><b>Spring evaluation:</b> FSW completing Drawing and Talking with identified children. School have also employed a member of staff to support behaviour and wellbeing from February 2022. Support being provided to PP children throughout the school.</p>		<p>5, 2, 1</p> <p><i>Costing as above.</i></p>
<p>Attendance monitored closely (including punctuality) by the FSW and the office administrator. Policy and practices to be consistently followed and support in place for families that are struggling.</p> <p><b>Spring evaluation:</b> FSW monitoring attendance and meeting with families as appropriate. PP attendance has improved. Dec 2021</p>	<p>EEF</p> <p>Research (and common sense) tells us that families and parents are critical to pupils’ attainment. Feinstein and Symons (1999) found that parental interest in their child’s education was the single greatest predictor of age 16 achievement.</p>	<p>1</p> <p><i>No additional costing as included in other costs.</i></p>

<p>90.8%, March 2022 92.4%. Impact of Covid evident.</p>		
<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.</p> <p>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>Spring evaluation:</b> The school have continued to work with the Behaviour Hub. As a school we have also worked hard on this area in order to improve the learning behaviours of all children and support staff with this. The Behaviour policy has been updated and strategies and systems in place have also been updated to ensure consistency. The school have employed a member of staff to support with behaviour and wellbeing of our children – February 2022. Training has been provided for all staff.</p>	<p>EEF 4+</p> <p>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.</p> <p>EEF 4+</p> <p>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 general anti-social activities. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> <li>1. Approaches to developing a positive ethos or improving discipline across the whole school which aim to support greater engagement in learning.</li> <li>2. Universal programmes which seek to improve behaviour and generally take place in the classroom</li> <li>3. More specialised programmes which are targeted at students with specific behavioural issues.</li> </ol>	<p>3</p> <p><i>Funded by the DfE School to pay on costs for travel, supply. £1000</i></p>
<p>Thrive support for identified pupils in Year 2 in order to support behaviour, self-regulation and ensure that they are ready for learning and therefore making academic progress.</p> <p><b>Spring evaluation:</b> The school are working to provide support through this service for three children in the school (1 in Year 1 and 2 in Year 2).</p>	<p>EEF +4</p> <p>Social and emotional learning – Interventions which target social and emotional learning seek to improve pupil’s interactions with other and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.</p>	<p>3, 2, 1</p> <p><i>Purchased from Catch up funding 2021</i></p>
<p>Provide parents with opportunities to use a voucher over the year to support for example with the cost for</p>	<p>EEF</p> <p>Research on parental engagement – April 2020 found that ‘Two recent meta-analyses from the</p>	<p>5, 4</p> <p><i>£4200</i></p>

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<p>extra-curricular activities, school photos, attending clubs etc.</p> <p><b>Spring evaluation:</b> Parents / Carers are able to access the vouchers as outlined for trips, clubs, and photos.</p>	<p>USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months positive impact'.</p>	
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Total budgeted cost: £54,392.00

## Part B: Review of outcomes in the previous academic year

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Spring 2022

The school have ensured that support has been provided as detailed above for our Pupil Premium children. Each NTP group has included at least 1 PP child and our in school is also targeting PP children through the RWI fast track tutoring work, work with a class teacher and also a supply teacher. Extra-curricular clubs continue to be offered for our children in KS1 with EYFS joining in the summer term. We have had 15 PP children attend our clubs in the Spring term. For the summer term clubs will be sent to PP first to ensure a higher uptake.

Outcomes for our PP are still lower than non PP. As a school we are ensuring that we are providing support to try and reduce this gap over the summer term.

### 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	Teaching Personnel and teaching staff in school.