

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	245
Proportion (%) of pupil premium eligible pupils	Numbers from DfE (budget based on) 57 = 23% Numbers for September 2022 44 = 18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2022 <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	Sarah Powell
Pupil premium lead	Emma Hurling
Governor / Trustee lead	John Bullivant

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <i>Based on 57 - 23% (DfE figure) PP x £1,345 = £76,665.00</i>	£76,665.00
Recovery premium funding allocation this academic year <i>Based on 57 x £145</i>	£8265.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <i>Underspend of vouchers</i>	£2200,00
<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	£90,785.00

## 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, behaviour support, teaching of PSHE as well as a quality of education for all.
- 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:**

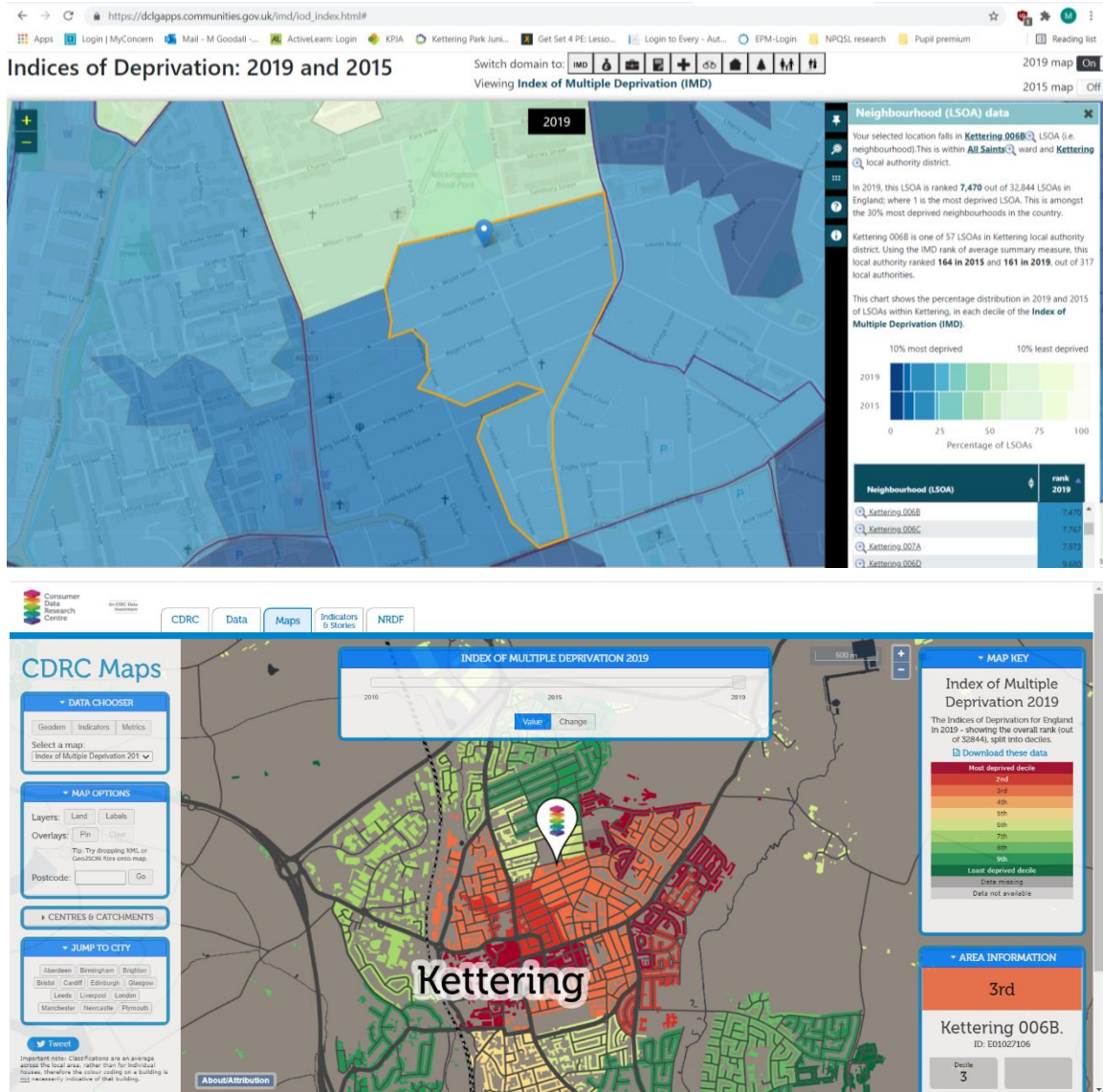
- A range of provision that ensures the children have the opportunity to address the areas identified.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experiences by all children is improved.
- Allocate additional intervention and support e.g. tutoring to work on 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:

- o 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. (57 children) 23% 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: **£56,583.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in class working with PP pupils in the lesson to further support their learning and improve outcomes.</p> <p><b>Autumn evaluation:</b></p> <p><b>Spring evaluation:</b></p> <p><b>Summer evaluation:</b></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 4TAs across the school - £52,083.50</i></p> <p><i>Two TAs point 2.5 = £28,767.00</i></p> <p><i>Two TAs point 4 = £23,316.00</i></p>
<p>Targeted interventions for PP pupils to reduce the attainment gap in reading, writing, phonics and maths.</p> <p><b>Autumn evaluation:</b></p> <p><b>Spring evaluation:</b></p> <p><b>Summer evaluation:</b></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>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>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, 2, 3, 5</p> <p><i>£2000.00</i></p>
<p>CPD in order to improve staffs knowledge and quality of education being provided for all pupils throughout the day. CPD to be in house as well as through external training.</p> <p><b>Autumn evaluation:</b></p> <p><b>Spring evaluation:</b></p> <p><b>Summer evaluation:</b></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>In house CPD - no cost to the school.</i></p> <p><i>Supply cost for staff to attend training off site e.g. The Write Stuff, PiXL, Power Maths, network meetings within the Trust.</i></p> <p><i>£2500</i></p>

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

Budgeted cost: **£8265.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Tutoring to be provided to our PP children in order to support missed learning and to reduce the attainment gap.</p> <p><b>Autumn evaluation:</b></p> <p><b>Spring evaluation:</b></p> <p><b>Summer evaluation:</b></p>	<p>EEF +4</p> <p>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. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Looking at our end of year data for July 2022 we have identified that the attainment gap between our PP and non PP has continued to increase. Each group of tutoring (1:3) will include at least 1 PP child and in the autumn term will focus on reading and maths.</p>	<p>2, 1</p> <p><i>NTP through Teaching Personnel to be used to support the children identified by their class teacher and senior leaders using previous data and outcomes.</i></p>

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

Budgeted cost: **£23,875.00**

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>Autumn evaluation:</b></p> <p><b>Spring evaluation:</b></p> <p><b>Summer evaluation:</b></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> </ul>	<p>5, 2</p> <p><i>FSW 2 full days over the week at KPIA £9130</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>Autumn evaluation:</b></p> <p><b>Spring evaluation:</b></p> <p><b>Summer evaluation:</b></p>	<ul style="list-style-type: none"> <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, 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>Autumn evaluation:</b></p> <p><b>Spring evaluation:</b></p> <p><b>Summer evaluation:</b></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 costs for FSW above.</i></p>
<p>The school is continuing to develop positive behaviour within the school in order for learning to not be impacted and pupils to be fully supported. Support for pupils is provided in class by the teacher and class teacher as well as through the additional member of staff to support behaviour and wellbeing. Support to be provided within the classroom as well as through small intervention groups.</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</p>	<p>3</p> <p><i>3 days over the week £9045.00</i></p>

<p>Autumn evaluation: Spring evaluation: Summer evaluation:</p>	<p>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>Provide parents with opportunities to use a voucher over the year to support for example with the cost for extra-curricular activities, school photos, attending clubs etc.</p> <p>Autumn evaluation: Spring evaluation: Summer evaluation:</p>	<p>EEF 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>5, 4  <i>£5700</i></p>

**Total budgeted cost: £88,723.00**

*£2062 unspent at the beginning of the year and will be allocate after the first review at the end of the autumn term.*



## 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 2022 to 2023 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.

#### Summer 2022

The school have continued to focus on supporting our vulnerable learners during the year as well as supporting and engaging families to enable improvements to be made. NTP has been used effectively in KS1 with at least one PP in each group of 3 children. Small group work and 1:1 has been in place for children provided within class as well as through the use of the recovery premium.

Outcomes at the end of KS1 demonstrate that PP children are still achieving considerably lower than non PP and this will be a focus for the next academic year.

Children at <b>secure</b> All children				Children at <b>greater depth</b>		
	Read	Writing	Maths	Read	Writing	Maths
1	(39) 50%	(22) 29%	(46) 49%	(5) 6%	0	(8) 10%
2	(43) 48%	(36) 40%	(45) 50%	(5) 6%	0	(5) 6%
Pupil Premium Children						
1	(5) 23%	(4) 19%	(8) 36%	(1) 5%	0	(1) 5%
2	(5) 26%	(5) 26%	(7) 37%	0	0	0

Clubs have continued to be attended by PP children and the range of clubs being offered to the children is increasing with sporting clubs and those lead by staff in school.

Attendance has shown a slight improvement since December 2021 and is continuing to be monitored especially the impact of lates on children's attendance.

Behaviour and wellbeing has been a priority for our vulnerable learners especially for children in Year 2. Additional support has been provided for this group of children which has included support for extended families in some cases.

Next steps:

- Look at the attainment gap between PP and non PP in order to reduce the gap. Close monitoring and ensuring high quality teaching and interventions are in place to support learners.
- Monitor attendance to ensure that it increases now that the impact of Covid and the need to isolate is reducing.

- Provide opportunities for clubs for all children and ensure that PP children have early access to these clubs so that they can attend.
- Interventions and support in place to provide QFT and ensure that the attainment gap reduces.

### 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