



Pupil Premium Action Plan – Summer 2021

Pupil Premium Strategy Statement 2020 - 2021

School	Kettering Park Infant Academy				
Academic Year	2020-2021	Total PP budget	£76,665	Date of most recent PP Review	4 th February 2020
Total number of pupils	231	Number of pupils eligible for PP	57 (24.6%)	Date for next internal review of this strategy	December 2020 March 2021
				End of year review	July 2021

This is a proposed action plan is to cover the summer term 2021.

Due to the most current national lockdown which took place from 5th January until 5th March 2021, there has been missed time in school for 34 out of 57 of our PP children. Therefore the targets and milestones which were originally set now need to be updated based on the current needs of this group of learners.

The barriers to attainment remain the same as in the original Pupil Premium Strategy. One of the main barriers to our PP group of children is their attendance and getting to school on time. During the lockdown period, we also monitored the engagement of home learning for this group to ensure that they were able to access the same content as non PP children.

The actions within this plan will aim to address the gap between PP and non PP children and strategies to focus on during the summer term to close this gap.

Nature of support PP Summer term Action Plan 2021						
Focus	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
<p>To improve the attendance of PP children to ensure that they are in school on time and ready to access their learning.</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>Research from EEF tells us: The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>Inviting some PP children/families to come to a 'morning club' for three mornings a week (art, cooking and sports activities) to ensure that they are at school on time which will increase our attendance % This will be funded by our 'catch-up' funding so will not impact the PP funding or extra use of their voucher.</p>	<p>Children arrive at school on time and therefore do not miss any learning opportunities and outcomes improve.</p> <p>Currently PP attendance on average to date is 93.4% Current attendance of Non-PP children to date is currently: 97.3%</p>	<p>PP children/families with low attendance or persistent late</p>	<p>New</p>	<p>No additional cost to families as we are using the catch up funding and sessions are run by school staff.</p>	<p>PP lead / Bursar / Head teacher</p>
<p>Outcomes By the end of term 6 2021</p>						
Evaluation: End of Summer 1 term 2021			Evaluation: End of Summer 2 term 2021			
<p>Attendance of PP children will have collectively improved by 2% bringing the average attendance to 95% which is just below our whole school attendance target of 96% or above.</p>			<p>Attendance of PP children will be at the target attendance of 96% or higher.</p>			
Evaluation: End of Summer 1 term 2021			Evaluation: End of Summer 2 term 2021			
<p>Our Morning club started taking place three times a week with three staff members leading a cooking, art and sport/game session. 12 children were invited to join based on their levels of attendance/lates on record. 4 children have attended the club regularly since it started. (2 Yr. 2, 1 Yr. 1 & 1 EYFS), Some other families which were invited (1 family with three children and one family with 2 children) said that they would have accepted however, due to having siblings in the Junior school, they could not commit.</p> <p>Action: Re-send out a second round of invitations to the next group of PP children to help increase attendance. Send a message to the 4 children already attending inviting them to continue attending. Explain to families the positive impact that the improved attendance is having.</p>			<p>Invitations to the Morning club were re-sent to the attendees from Autumn 1 (all of which continued to use the facility). Invitations were also sent to the next group of PP children who had some concern over lates or attendance. Unfortunately, none of these were accepted. However, out of the second set of invitations sent out 3 out of 4 families had improved attendance and were in school on time most mornings.</p>			

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Focus	What this does	Intended outcomes	Targeted Pupils	New or continued	Cost To the school	Monitored by
<p>QFT will be a focus to ensure that all staff have an understanding of how to support pupils to make good progress with their learning.</p> <p>Use of Precision Teaching and Words First as a targeted intervention for PP children to help their progress in phonics and reading.</p> <p>EEF research (Making best use of teaching assistants, 2015) states that when teaching assistants deliver structured 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>Quality first teaching (QFT) is the priority with pre and post teaching / catch up sessions used to support learning.</p> <p>Precision Teaching will be carried out by the Teaching Assistants in every year group on identified pupils to aid their phonics knowledge.</p> <p>Words First intervention will be implemented for those PP children who have not made progress towards passing the phonics screening</p> <p>Teachers to complete a ‘20 day challenge’ to focus on PP children and an area of need within their learning.</p>	<p>For PP children to reach the targets set by previous outcomes and current attainment from EYFS to Year 2 as set out below.</p> <p>Number of sounds which children know will increase by the end of the summer term.</p> <p>Children will successfully learn to sight read 45 words and this will aid them with their fluency in reading.</p> <p>Teachers will have an in-depth knowledge of the progress identified PP pupils have made with a single target.</p>	All PP children	<p>Continued</p> <p>New</p> <p>New</p> <p>New</p>	<p>£25,785 – cost of 25% of 9 TA’s wage across a week for PP interventions</p> <p>PP Lead - allocated 2 days per week £14,063</p>	PP lead / Head teacher / Bursar
Outcomes By the end of term 6 2021						
<p>PP children will have made progress within their targeted intervention support and this will also be carried over to their learning in other areas of the curriculum.</p> <p>Phonics leader: CT – Tracks the progress made over the school year through the phonics assessment which teaching staff complete. Year 1 children have taken part in a ‘phonics screening’ which has given an indication of children to focus on.</p>						
EYFS outcomes show: <i>PP children</i>		Evaluation of targeted intervention support provided to PP children:				
GLD: 36% of PP children vs 68% of non-PP children achieved the expected ELG by July 2021		Data shows that there is still a gap in attainment compared to non-PP children. However, the PP children did make progress from the December data for example Year 2 PP improved from only 6% at expected level in December to 24% at expected level in July. This showed that the targeted intervention support for PP children to help with reading, word recognition and also phonics support was successful.				
Year 1 outcomes show: <i>PP children</i>						
R,W,M combined: 11% of PP children vs 35% of non-PP children						
Year 2 outcomes show: <i>PP children</i>						
R,W,M combined: 24% PP children vs 40% of non-PP children reached the expected level at July 2021 and 6% PP vs 8% PP achieved Greater depth.						

Nature of support PP Summer term Action Plan 2021						
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<p>To increase the number of disadvantaged children who are attending extracurricular clubs</p> <p>The EEF states: These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (eg, improving maths by playing chess); develop children's character (eg, their motivation or resilience); or pursue wider goals because these are held to be important. At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Arts participation – e.g. music and singing: Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools, with greater effects on average for younger learners and, in some cases, for disadvantaged pupils.</p>	<p>Giving children (especially disadvantaged) an opportunity to experience learning new skills and developing a love of learning outside of the school hours.</p> <p>Enabling children to transfer the skills they have experienced within a club to other areas of their learning and development – for example speaking and listening, team work, developing resilience.</p>	<p>All children to have access to a wider range of extracurricular activities in order to increase their Cultural capital (essential knowledge that children need to prepare them for their future success)</p>	<p>PP children/all children</p>	<p>New</p>	<p>No additional cost to families or to the school as for the summer term only clubs have been paid for by the Sports Premium</p>	<p>PP lead / Bursar / Head teacher</p>
Outcomes						
By the end of term 6 2021						
Evaluation: End of Summer 1 term 2021			Evaluation: End of Summer 2 term 2021			
PP children will show an interest in and attend a range of extracurricular clubs			Number of PP children attending clubs will increase to be in line with the ratio to non PP children.			
Evaluation: End of Summer 1 term 2021			Evaluation: End of Summer 2 term 2021			
Five extracurricular clubs have been able to run this half term for children in Year 1 and Year 2. In all five clubs PP children have attended. <p>Action: Send out the invitation for Summer 2 clubs to PP families first to give a 'first refusal' to these families then send out to everyone else the next day.</p>			Five extracurricular clubs have been able to run this half term for children in Year 1 and Year 2. In all five clubs PP children have attended. PP attendance increased during this term as the clubs were offered to PP families a day earlier in the aim of increasing the interest and to allocate spaces. Every PP child which registered an interest in a club was allocated at least 1 after school club to attend.			

