

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 Infant Academy
Number of pupils in school	244
Proportion (%) of pupil premium eligible pupils	Numbers from DfE (budget based on) 63 = 26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 <i>(The aims cover 3 years but we have focused on funding overview for one)</i>
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Powell
Pupil premium lead	Melissa Eldridge
Governor / Trustee lead	John Bullivant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,210.00
Recovery premium funding allocation this academic year	£9,135
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,378.25
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	£104,723.25

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:

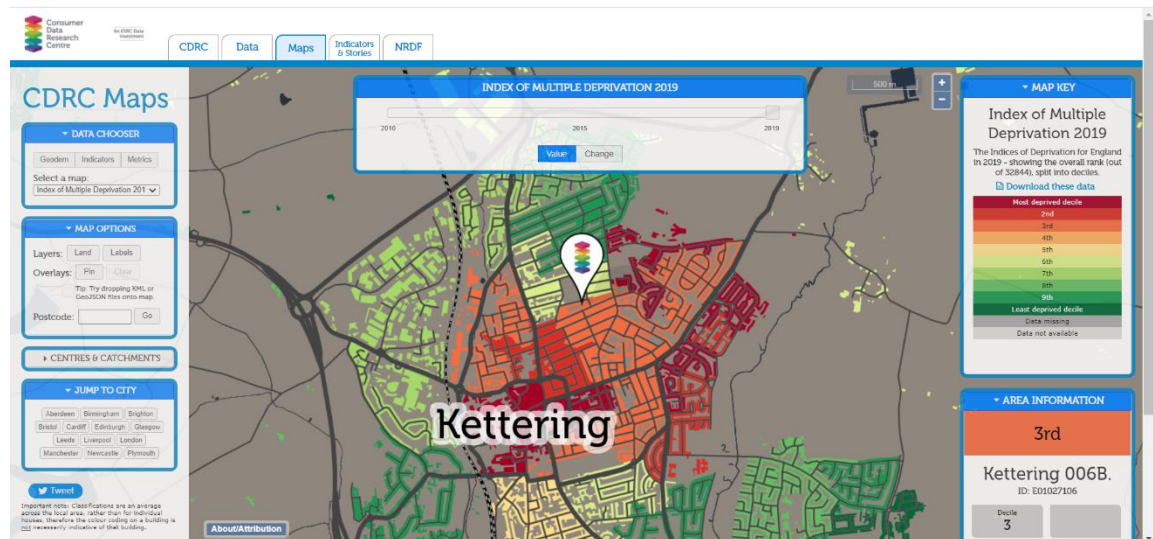
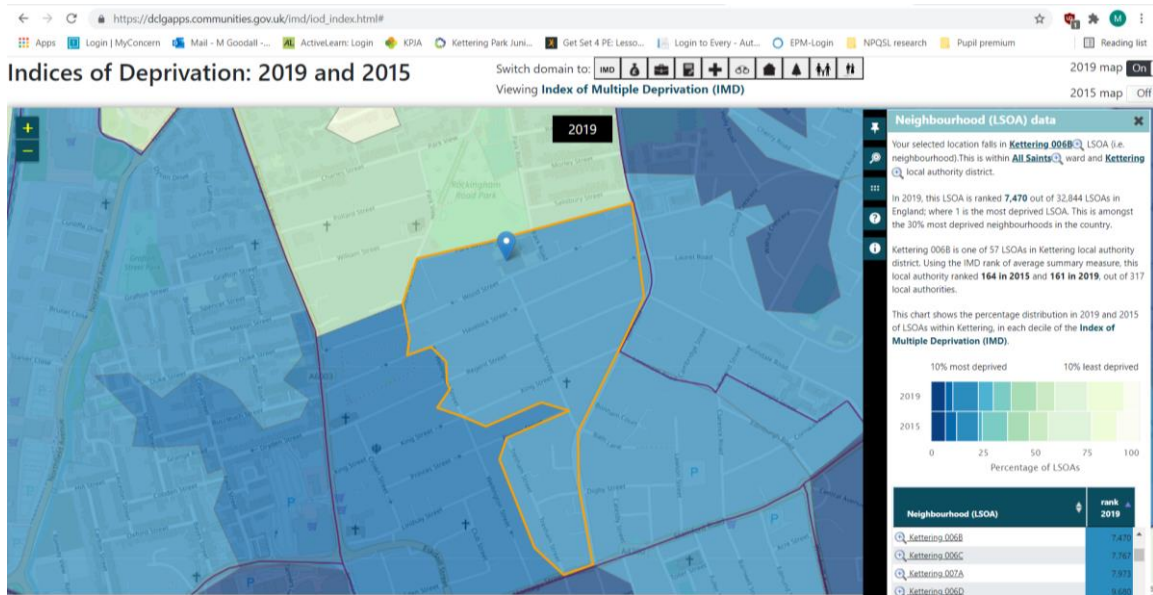
- A range of provision that ensures the children have the opportunity to address the areas identified.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experiences by all children is improved.
- Allocate additional intervention and support e.g. tutoring to work on 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 and Wellbeing and Behaviour Lead.
- 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 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 infant school and is part of the InMAT Trust. The school is located in the East Midlands, Northamptonshire. (63 children) 26% of children are entitled to pupil premium. 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. Reading target for July 2024 = within 5% of national data of 69% Writing target for July 2024 = within 5% of national data of 61% Maths target for July 2024 = within 5% of national data of 72%
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: **£7,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	EEF 2 Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice	1, 2, 3, 5 £1000
CPD in order to improve staff's knowledge and quality of education being provided for all pupils throughout the day. CPD to be in house as well as through external training.	EEF 2 Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice	2 <i>In house CPD - no cost to the school.</i> <i>Additional cost for staff to attend training off site.</i> £6000

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

Budgeted cost: **£57,094.73**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in class working with PP pupils in the lesson to further support their learning and improve outcomes.	EEF 3 Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.	2, 1 £38, 497.05 equivalent to 3 TAs across the school
Targeted interventions for PP pupils to reduce the attainment gap in reading, writing, phonics and maths.	EEF 1 Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully	2, 3, 5

	linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	
Tutoring to be provided by an intervention Teacher to our PP children in order to support missed learning and to reduce the attainment gap.	EEF 4 Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact	2, 1 £9135
Targets teaching of interventions by the DHT and TA, focusing on reading, writing and maths for children who have been identified as working below ARE in Summer 2023	EEF 4 Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact.	£9462.68

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

Budgeted cost: **£35,914.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	EEF 6 Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.	5, 2 <i>FSW 2 full days over the week at KPIA £9130</i>
Family support worker to work one to one, small groups with our vulnerable pupils and will receive training to support the children.		5, 2, 1 <i>Costing as above.</i>

<p>Attendance monitored closely (including punctuality) by the FSW and the office administrator. Meetings to be held HT, FSW and Behaviour and Wellbeing lead for persistent attendance issues with use of parenting contracts where needed. Policy and practices to be consistently followed and support in place for families that are struggling.</p>	<p>EEF 2 There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p>	<p>1 £3000 <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 TA as well as through the additional members of staff to support behaviour and wellbeing. Support to be provided within the classroom as well as through small intervention groups.</p>	<p>EEF 1 Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. EEF 6 Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p>	<p>3 £11,334.50</p>
<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>EEF 3 Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. EEF 4 Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches.</p>	<p>5, 4 £9450</p>
<p>To further support the behaviour and social emotional needs of our children, we will provide external support e.g. Jogo, Mini Mindfulness.</p>	<p>EEF 1 Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class</p>	<p>£3000</p>

	approaches as well as targeted interventions, monitoring the impact of these choices carefully.	
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Total budgeted cost: £100,009.23

£4713.77 unspent at the beginning of the year and will be allocated 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.

Support for PP children has been implemented in various ways throughout the year, including quality first teaching, TA support, interventions provided through TAs, teaching staff, agency staff and the Deputy Head, with being reviewed and arranged each term by analysis of data to ensure the children are receiving the most relevant interventions to support progress.

Opportunities for both Teachers and TAs to participate in continued professional development has taken place over the year, to ensure staff are up to date in practices that will support PP children.

The FSW and Behaviour and Wellbeing lead have worked closely with both families and staff to monitor attendance and behaviour. The use of data collection and analysis has allowed them to add support to children, staff and families as soon as possible and as needed.

A letters was sent to parents during the second half of the Summer term 2023, detailing how much money was left on the voucher and reminding them this can be used for uniform, with several parents responding to this with orders.

Writing remains a particular whole school area of improvement and the approach to writing has been reviewed by the writing subject lead for 2023-24. Writing groups and boosters will be a focus for the intervention teacher and also the support staff that work with PP children.

Year 1 writing for PP children in 2022-23 progressed from 0% at the expected level at the end of the Autumn term, to 6% the end of the Spring term to, finally, 33% at the end of the summer term.

Year 2 writing for PP children in 2022-23 progressed from 4% at the expected level at the end of the Autumn term, to 3% the end of the Spring term to, finally, 51% at the end of the summer term.

EYFS data - % achieved expected level of development

Data in EYFS, shows pupil premium children have outperformed non pupil premium children this year, in all areas.

Whole school achieving GLD = 50%

PP children achieving GLD = 55%

	CAL		PSE			Physical		Literacy			Maths		UW			EAD	
	Listening, attention and	Speaking	Self-regulation	Managing self	Building relationships	Gross motor skills	Fine motor skills	Comprehension	Word reading	Writing	Numbers	Numerical patterns	Past and present	People, culture and	The natural world	Creating with materials	Being
All	73%	71%	83%	87%	85%	93%	87%	68%	68%	50%	76%	67%	66%	61%	74%	70%	67%
PP	90%	90%	90%	100%	95%	100%	95%	85%	100%	55%	95%	80%	85%	95%	95%	80%	85%

Year 1 data

Reading – there is a similar range that achieved “secure” in both PP and Non PP children. There is an attainment gap between PP and non PP children achieving greater depth.

Writing & Maths – more PP children achieved a secure level in writing than non PP children.

Year 2 data

There is an attainment gap between PP and non PP children in reading, writing and maths, with reading and writing showing the largest gap.

KS1 Reading

Whole school data

OVERALL: 2022-23 EOY								EXPORT RESULTS TO EXCEL
	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	
Year 1 (84)		25% (21)	15% (13)	17% (14)	38% (32)	5% (4)		
Year 2 (81)		23% (19)	12% (10)	6% (5)	46% (37)	12% (10)		

Reading data – Pupil Premium compared to not Pupil Premium

	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT RESULTS TO EXCEL
	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	
Year 1 (84)		28% (5)	22% (4)	11% (2)	39% (7)				24% (16)	14% (9)	18% (12)	38% (25)	6% (4)		
Year 2 (81)		41% (12)	10% (3)	3% (1)	38% (11)	7% (2)			13% (7)	13% (7)	8% (4)	50% (26)	15% (8)		

KS1 Writing

Whole school data

OVERALL: 2022-23 EOY								EXPORT RESULTS TO EXCEL
	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	
Year 1 (84)		31% (26)	17% (14)	19% (16)	33% (28)			
Year 2 (81)		20% (16)	12% (10)	16% (13)	51% (41)	1% (1)		

Writing data – Pupil Premium compared to not Pupil Premium

	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT RESULTS TO EXCEL
	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	
Year 1 (84)		28% (5)	28% (5)		44% (8)				32% (21)	14% (9)	24% (16)	30% (20)			
Year 2 (81)		34% (10)	14% (4)	21% (6)	31% (9)				12% (6)	12% (6)	13% (7)	62% (32)	2% (1)		

KS1 Maths

Whole school data

OVERALL: 2022-23 EOY								EXPORT RESULTS TO EXCEL
	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	
Year 1 (84)		14% (12)	23% (19)	15% (13)	42% (35)	6% (5)		
Year 2 (81)		11% (9)	9% (7)	11% (9)	60% (49)	9% (7)		

Maths data – Pupil Premium compared to not Pupil Premium

	PUPIL PREMIUM							NOT PUPIL PREMIUM							EXPORT RESULTS TO EXCEL
	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	P-Scale	Below PoS	Comm	Dev	Secure	GD	Above PoS	
Year 1 (84)		17% (3)	22% (4)	6% (1)	56% (10)				14% (9)	23% (15)	18% (12)	38% (25)	8% (5)		
Year 2 (81)		24% (7)	7% (2)	10% (3)	55% (16)	3% (1)			4% (2)	10% (5)	12% (6)	63% (33)	12% (6)		

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