Kettering Science Academy Pupil Premium Strategy and Expenditure 2020-21

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Pupil Premium (PP) funding was introduced by the Government to help support disadvantaged students by giving schools extra funding to enable them to take the most effective actions to improve outcomes for disadvantaged students. Reducing the gap in performance between students from backgrounds with different levels of wealth is the key function of the PP. To determine who is eligible for PP the government uses Free School Meals (FSM) as an indicator of disadvantage. The academy is allocated an amount each April by the Education and Skills Funding Agency depending on the number of PP student's on-roll as at the January census. The Academy then decides where this money is best spent to have the maximum impact on overall student achievement.

We recognise at Kettering Science Academy that, whilst academic progress is the end result, our students also need and benefit hugely from activities which enhance their social, emotional and cultural capital. We believe that this holistic approach, "Being the best you can be", is key to develop well-rounded, responsible citizens and is a major part of our responsibilities as educators before our young people venture out into the world beyond secondary school. To that end, we spread the PP funding we receive across a spectrum of interventions and activities, based on need, in order to maximise its impact. These focus both on academic progress as well as broadening the longer-term horizons of our students as they journey towards adulthood.

The BWT PP Policy: can be found following the link: https://www.brookewestontrust.org/_site/data/files/1489758DAE00217A85474D9B5BC33DD1.pdf

Kettering Science Academy appreciates that many parents do not apply for Free School Meals (FSM) but now more than ever it can clearly be seen to have educational advantages for individual students for a number of years through their school career. FSM eligibility is more than a meal at lunchtime, and the benefits for those students eligible are now much more, spanning a period of at least six years from the initial allowance.

We would encourage all parents who may be eligible for FSM to pursue this support avenue. It could help children considerably whilst they are at school and give them access to many more opportunities.

If you are unsure as to the benefits, please do not hesitate to give us a call.

Strategy Statement

Intent

Disadvantaged students (also referred to as PP) make up 33% of the students at KSA. This is a 5% from last year and looks set to rise over the coming months. We are committed to providing high quality provision for our disadvantaged students to enable them to overcome the barriers they experience. Our strategy is led by an Assistant Principal who is supported at a range of leadership levels throughout the academy to create greater capacity for focussed support and tracking, improving outcomes and closing gaps.

Implementation

A number of strategies have been utilised to ensure that disadvantaged students receive a high quality education, and close the gap to non-disadvantaged students. This has included access to and resourcing revision guides, classroom equipment and school uniform to help students with barriers such as material deprivation. Further to this a focus on raising the profile of academic performance of disadvantaged students has continued within departmental areas, including the introduction of 'Disadvantaged Student Champions'; use of Student Voice as part of subject Laser Meetings and department specific work on raising the profile and achievements of these students. Additionally, there is a focus on disadvantaged student's attainment as part of the Brooke Weston Trust (BWT) wide approach to Centre Assessed Grades (CAG's). At KS3 we have targeted a number of students for interventions in class and after school. Furthermore, a focus on enhancing cultural capital has included providing access to cultural and social experiences to help develop cultural capital. For example during lock down there were a number of projects such as the 'Outdoor Learning Project' in Year 7 as well as the roll out of the 'You're Awesome Project' in Years 8 and 9. Years 10-13 received careers advice on their Year Teams 'Team' pages by our Careers Advisor highlighting virtual tours of colleges and universities etc. As soon as we are able to take students on trips and run workshops we shall again build on this provision from previous years.

We are focusing on further improving the literacy of all our students with the introduction of our new 'Literacy Policy'. This policy is rooted in evidence-based research including the Education Endowment Foundations (EEF) 'Improving Literacy in Secondary Schools Guidance Report'. Literacy provides students with the core tools that they need to communicate effectively through reading, writing and speaking and listening. It underpins student progression across all subjects. We are on a journey to embed all three literacy strands within pedagogical practice at KSA and further develop the curriculum, and subsequently the classroom environment, at KSA around the development of these core areas. We have also introduced CAT4 testing in Yr7, NGRT, NGST and Accelerated Reader and see these strategies as key to supporting the progress of disadvantaged students and continue to the close the gap.

We firmly believe that when our students are with us they have the best opportunities to thrive and develop, with this in mind we are looking to target disadvantaged students attendance at our co-curricular provision (COVID permitting), with students being directed to reading and mathematics clubs where needed.

Rigorous attendance monitoring processes are implemented to ensure students are in school so they can learn. An audit of remote vision accessibility was done for all students with a focus on disadvantaged students. We are aware that there is a digital divide and this is an area that must be addressed.

CAEIG education is a high priority at KSA, and is an area we continue to develop working hard to open our students' minds to the range of possibilities that the work place can provide. We offer targeted sessions with our careers advisor for all disadvantaged students in KS4 and KS5. At KS3 it is our aim to ensure that DP students also receive a

one to one careers meeting. Further, we will continue to develop and refine the use of resources, such as the provision of breakfast and lunch for our most disadvantaged students, to support students in overcoming material deprivation. Our ultimate aim is to promote confidence, independence and aspiration for all our students so they can reach their full potential and thrive in wider life.

Budget

Total Budget	2017-18	2018-19	2019-20	2020-21
Amount received	**£244,970**	**£250,000**	**£255,000**	**£341,555 (predicted)**
Staffing	£	£	£	£
Additional management responsibilities for subject tracking	9,350	56,845.88	42,163	79,600
Group and 1:1 intervention (Think for the Future)	19,400	33,288	24,690	16,055
Tracking	9,300	39,865.56	29,568	32,866
CAEIG	14,350	12,423	9,214	8,584
Safeguarding including Early Help	23,410	26,627.25	19,749	22,129
Attendance	19,250	10,246.50	7,599	8,466
Behaviour	28,550	33,095.50	24,547	38,583
Wellbeing	19,453	15,857	11,761	25,973
Alternative Provision	29,557	45,589.80	33,814	4,775
Additional support for SEN students	28,990	22,834.50	16,941	20,253
Total staffing	210,000	296,672	220,046	257,284
Resources	£	£	£	£
Catering and refreshments (including FSM subsidy)	23,110	39,102	28,955	29,250
Ingredients for DT	1,990	550	1,130	1,130
Revision resources for YR11 (including Pixl)	1,850	651	406	3,000
Uniform and equipment	1,875	1,521	1,128	5,000
Trip subsidies	5,200	1,210	350	1,000
CPD for staff	9,335	4,090.91	2,985	10,000
Literacy	N/A	N/A	N/A	15,000
Teaching and Learning	N/A	N/A	N/A	2,000
Software for tracking	N/A	N/A	N/A	1,500
Teaching resources	N/A	N/A	N/A	5,000
Total resources	45,000	47,125	34,954	72,880
Grand Total	**244,970**	**£343,798**	**£255,000**	**£330,164**

NB Note the resources spend for 2019-20 was reduced due to school closure in March 2020 due to COVID-19 pandemic.

Impact
Progress and Attainment

Performance of disadvantaged pupils					
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Progress 8 score	-0.99	-0.87	-0.56	-0.531	CAG
English P8	-0.54	-0.82	-0.40	-0.637	CAG
Mathematics P8	-0.73	-0.51	-0.15	-0.269	CAG
Ebacc	-1.25	-0.95	-0.45	-0.465	CAG
Open	-1.21	-1.07	-0.55	-0.738	CAG

Due to the specific nature of CAG production in 2019-20 the DfE have not published co-efficient for the 2019-20 cohort. Data is available for this cohort using the 2019-20 co-efficient upon request.

Outcomes

Evidence demonstrates that overtime the gap between PP students and Non-PP students is reducing. It is clear this is still an area of focus, and the impact of the COVID-19 school closure period is a key priority in 2020-21.

Attendance

Attendance data trend	2015-16		2016-17		2017-18		2018-19	
	% attendance	% Persistent Absentee	% attendance	% Persistent Absentee	% attendance	% Persistent Absentee	% attendance	% Persistent Absentee
Disadvantaged	90.84	24.81	93.54	16.02	92.47	19.22	92.98	16.74
Non disadvantaged	95.65	9.35	96.20	5.37	96.09	5.35	96.32	5.29
Gap	4.81	15.46	2.66	10.65	3.62	13.87	3.34	11.45

Attendance data trend	2018-19		2019-20	
	% attendance March	% Persistent Absentee March	% attendance March	% Persistent Absentee March
Disadvantaged	92.99	16.55	92.06	23.30
Non disadvantaged	96.67	5.96	95.43	10.03
Gap	3.68	10.59	3.37	13.27

Attendance of our disadvantaged students is a key area of focus for 2020-21, due to the decreased attendance and increase in persistent absenteeism. There is a new strategic lead for Attendance and an Education Welfare Officer now in place who robustly track and implement a revised system of managing non-attendance.

Fixed Term Exclusion's
We know that disadvantaged student FTE's are too high and this is an area of focus. New monitoring and intervention systems have been introduced to form a multi-disciplinary intervention focus for disadvantaged students. We are firmly committed to improving the experiences of our disadvantaged pupils, and closing the gap.

Literacy

Literacy is key for all students at Kettering Science Academy. As part of the Literacy Intervention programme, we work with students that have a standardised score of 85 and below on the baseline assessments. These assessments are completed every year for Year 7 in their first term and then at the end of the summer term for the rest of the school. This acts as a rolling measure of progress and helps to address staff of teaching levels and how staff can be planning and differentiating for students.

Those students that do not have a standardised score of above 85 will have at least 2 extra literacy intervention sessions with the Literacy teacher, working on improving inference skills, comprehension, reading, spelling and vocabulary, along with specialised programmes for Dyslexia including 'Toe-By-Toe' where required. Unfortunately due to COVID and the lockdown the assessments at the end of the Academic year did not take place; KSA are using the new GL Assessment which will give an in-depth report of an individual's Literacy skills. This will also be used from now on for all year groups.

During lockdown the importance of improving literacy skills for all students was never left out of the work set; this was so important for all students including Pupil Premium. Students were sent the Sight Word Programme home, which is an extensive programme used in Literacy Intervention lessons. Alongside this, the Literacy Intervention teacher sent home both paper copies and set on TEAMS further Literacy skill work. It was recognised that TEAMS may not always be accessible so hard copies of the resources were sent home if needed.

There will obviously be a 'gap in knowledge' in all subject areas due to the length of time students were away from school; however, at KSA we will be working tirelessly to bridge that gap and improve literacy for all. Literacy Intervention lessons are underway for KS3 and Access Arrangement assessments are also being completed for KS4. This will give the support all students need to be the best they can be and achieve despite the amount of time COVID has disrupted learning.

Safeguarding

The academy employs a full time Safeguarding Officer and Student Support Officer to ensure a robust response to safeguarding and child protection issues. In 2019-20 the impact of COVID-19 and school closure was significant with 2-3 times the number of concerns across the key indicators.

Free School Meals

During the lockdown period disadvantaged students were supported through the FSM Voucher scheme. We have also started our own Food Bank and will issue food parcels to those in need.

Wellbeing

During the school closure 3 student and parent/carer surveys were completed. This enabled us to adapt our support for students and their families. The recruitment of a School Nurse and a School Counsellor has meant that all students are befitting from the additional services we can now provide.

Report

1. Summary information					
School	Kettering Science Academy				
Academic Year	2020-2021	Total PP Budget	£	Date of most recent PP Review	13/10/2020
Total Number of Students	YR7 - 238 YR8 - 246 YR9 - 233 YR10 - 209 YR11 - 193 YR12 - 63 YR13 - 47	Number of students eligible for PP	YR7 - 94 YR8 - 99 YR9 - 76 YR10 - 61 YR11 - 61 YR12 -7 YR13 - 2	Date of next internal review of this strategy	April 2021 Financial Sept 2021 Achievement

2. Current attainment – PC1 Nov 2021 (27/11/20)			
	Students eligible for PP (our school)	Students not eligible for PP (our school)	Students not eligible for PP (NA)
Basic 5+			
Basic 4+			
Progress 8 score average			
Attainment 8 score average			

	3. Barriers to future attainment (for students eligible for PP)	
In-school barriers		
S1	Further development of teaching and learning – time for CPD.	
S1	Gaps in knowledge.	
S2	Lower literacy and/or numeracy profile from KS2 on entry.	
S3	Attendance at school events.	
S3/4	Access to online work or resources.	
S4	Access to online curriculum content, understanding of how to use it fully and reliance to be self-motivated.	
S5	Attendance is typically lower than other student groups and the national average.	
S6	Low resilience when facing challenging work in the classroom and in self- study (homework/revision) tasks.	
S6	Mental health and wellbeing – anxiety, emotional dysregulation and social difficulties	
External barriers		
Kettering is a social mobility cold spot and ranks 301/324 in the Social Mobility Index, the Social Commission 2017 report states "Children from disadvantaged backgrounds who go to school in former manufacturing urban areas, such as Kettering and Doncaster, have among the poorest outcomes."		
S2	Cultural deprivation including language, exposure to higher order language.	
S3/4	Financial difficulties to support their child's learning.	
S4	Impact of COVID-19 pandemic on education.	
S4	Access to digital remote learning (ICT and Internet Access).	
S5	Lower attendance and poorer punctuality.	
S6	Low aspiration, self-belief and engagement.	
S6	Limited opportunities to develop cultural capital, exasperated by COVID-19.	
S7	Limited parental engagement in school activities.	
S7	Aspiration outside of school – positive role models.	

4. Desired outcomes	Success criteria
A. AP Lead for Pupil Premium	- Consistent and rigorous monitoring of academic data - Typicality of PP students experience tracked - Focused support of PP personal and academic development - Track interventions effectively - CPD delivered to staff - Maximised impact of funding
B. Raising achievement and attainment	- Closing progress and attainment gaps, identifying and addressing appropriately. - Ensure all students can access remote learning provision by addressing the digital division. - CPD on personalisation
C. Improved behaviour for learning of disadvantaged students in all cases	- Reduction in FTE - Reduction in the number IR days - Fewer behaviour incidents recorded
D. Improved attendance	- EWO for attendance will have successfully supported PP families resulting in improved attendance
E. Curriculum reviewed and devised to support students' needs	- Provision opportunities expanded - Nurture group developed for most vulnerable students to support transition into secondary school - Recovery curriculum for all students returning to school - Use of Knowledge Organisers embedded in lesson as part of T&L strategy - Co-curricular activities continue (COVID permitting)
F. Teachers have a greater understanding of strategies that work for PP students	- Better differentiation seen in lessons - CPD completed with PP focus - Learning walks and lesson observations show improved understanding of individual student needs - Each PP student to have completed a 360 profile - Evidence that Department Intervention Plans are being implemented - In class intervention at KS3
G. Disadvantaged students have improved perception of themselves as learners and recognise they are capable of achieving well	- 'You Are Awesome' by Martin Sayed initiative continued as part of the PSHE programme at KS3 – growth mindset - Student voice - Parental engagement - Improved attendance at Parents Evenings - Co-curriculum structured developed and in place and uptake high (COVID permitting) - Targeted careers events attended, online if necessary - Parent Voice

H.	Improved literacy and numeracy skills	- Introduction of the new 'Literacy Policy' - Reading age gap closes and improves - Spelling age gap closes and improves - Accelerated Reader programme is up and running for all YR7 students as well as targeted students in Yr8 and Yr9 - Achievement in Maths gap is closed and improves - DEAR (Drop Everything And Read) embedded in school ethos - Co-curricular activities well attended (COVID permitting)	
I.	Raising aspirations through quality careers education and work related activity	- Students develop aspirations and gain the insight to understand the pathway for securing those aspirations - Students secure best possible post-16 provisions and institutions. - NEET figures are monitored - PSHE provision is focused around raising aspirations throughout the year - Careers events across the school will have been delivered e.g. careers fair and department led activities.	

This year, we will be continuing to work from the EEF format:

Teaching

1. Raise achievement and attainment
2. Raise literacy and numeracy outcomes
3. Construct a full and ambitious curriculum

Targeted academic support

4. Address the 'digital divide'
5. Improve attendance and punctuality
6. Build social and cultural capital, raising aspiration

Wider strategies

7. Strengthen parental engagement

Strand One: Raising achievement and attainment

Research has been conducted by the Sutton Trust to identify strategies that help to close attainment gaps. Their research indicates that the more successful strategies include quality feedback, metacognition and self-regulated learning, focused reading and comprehension strategies, oral language intervention, collaborative learning, peer tutoring, one to one tuition, mastery learning and quality homework. It is recommended that effective support must, however, be tailored to the individual needs of the student and not be generic. The additional Pupil Premium funding has enabled the school to invest in additional support to targeted students.

Strand One: Raising achievement and attainment Strategy / Resource (s)			Cost 2020-21
i) Quality of Teaching for All			
Intent	Implementation	Impact	
Each faculty will have a Disadvantaged Student Champion. They will have designated meeting time with the AP leading the Intervention and Achievement Strategy for Pupil Premium; in order to create greater capacity for focused support and tracking in departments. This role has been developed throughout last year and will continue to evolve to suit needs.	• AP Lead for DP will create and implement a meeting timetable with DSC • CPD opportunities in Department Meeting time used to share good practice **Monitoring** • Evident in department minutes	• Increased awareness of DP in class. • Increased awareness amongst team of a range of strategies to close the disadvantaged gap. • Increased awareness amongst team of the effectiveness of various strategies • Improved outcomes for disadvantaged students.	No additional cost.
Classroom teachers will clearly identify DP students in each class, discuss regularly in faculty meetings and strategies will be reviewed and monitored. Ensure the promotion of the outcomes and entitlement of DP are integral to all aspects of Life at KSA This is made easier this year with the introduction of SIMS.	Continuation of leadership challenge for the Disadvantaged pupils. This would include: • AP Lead on DP overseeing provision for them at a faculty/department level • Class context sheets are to hand during lesson observations/dips • Focused department meeting minutes demonstrate implementation and impact of DP teaching strategies • Sharing good practice to be done at 'Leadership' meetings across faculties. • Improved outcomes for disadvantaged students. In class intervention evident especially at KS3 (JWA to monitor as KS3 RSL) **Monitoring**	• Increased awareness of DP in class. • Increased awareness amongst team of a range of strategies to close the disadvantaged gap. • Increased awareness amongst team of the effectiveness of various strategies • Improved outcomes for disadvantaged students. In class intervention evident especially at KS3 • Impact of intervention monitored and evaluated	No additional cost.

	• Rigorous data analysis from department 'Laser Meetings' with a DP focus • Half termly analysis provided to stakeholders		
Investment in technology to monitor the quality of teaching and learning across the school will allow leaders to visit more classrooms and provide developmental feedback for more teachers. This will lead to further improvement of teaching and learning for pupil premium students. This will also allow us to direct CPD appropriately and allow a more targeted approach to CPD so that staff at all levels have the opportunity to further develop.	• Tablets will be purchased and used by leaders. School IP is already used across the school for quality assurance and all staff members have an account to look up feedback from lesson visits. • Quantity of lesson visits can be analysed through school IP. **Monitoring** • AP Lead on DP • Teaching and learning AP • Learning Walks Data	• Improved teaching and learning from currently 68% good or better • Student voice – improved student feedback regarding teaching and learning across all year groups • Development of staff • Consistency of Rosenshine's principles and the literacy policy embedded across classrooms.	Approximately £1000
Quality First Teaching to address the 'Digital Divide'- An Education Endowment Foundation (EEF) report, published 21st April 2020, took a rapid evidence assessment approach to examining best evidence on supporting students to learn remotely. One of its top two findings were that teaching quality is more important than how lessons are delivered, particularly for disadvantaged pupils:	• Staff CPD to ensure we are clear about how any new technology will improve teaching and learning interactions. • Teachers need support and time to learn to use new technology effectively. • Ensuring the elements of effective teaching are present – for example clear explanations, scaffolding and feedback • Explanation builds clearly on pupils' prior learning or how pupils' understanding is subsequently assessed. **Monitoring** • HoD to QA the work being set in alignment with faculty/department expectations • SLT Line Management Meetings minutes	• Improved teaching and learning provision for remote • Student voice – improved student feedback regarding remote teaching and learning across all year groups • Development of staff	

	• Training requirements are met and staff attendance is monitored • AP for both Teaching and Learning will DP to QA the lessons on line with DP students as a focus		
Continued use and development of 360 Profiles, an individual review/plan for every Disadvantaged pupil in the school. Plan to include prior attainment, attendance/punctuality, behaviour, strengths, and barriers to learning, turbulence factors and identified teaching strategies for individuals students. Potentially future aspirations (careers) will also be noted down. The 360 profiles will provide teachers will contextual information and action plans from assertive mentors. EEF – The rationale behind the 360 profiles is to provide all stakeholders with a 360 picture of the pupil in school learning barriers and external turbulence factors. Staff will then be able to plan and differentiate specifically for the individual to maximise progress. The 360 profiles will work primarily on metacognition and the pupils' ability of understanding how they learn best. The 360 profiles also tie directly into the Think for the Future mentoring programme.	• Staff Time to collate, populate and update 360 Profiles. • IT support to create data for differentiation sheets hyperlinked on school desktop. • All 360 interviews and profiles for all students generate by • YR11 and YR10 cohort's completed and written for the end of term 1. • YR9, YR8, YR7 cohort's completed and written for the end of term 2. • Mentors assigned a case load of pupils in across the school to interview and identify any emerging concerns/trends. **Monitoring** • Mentors and HoY to ensure 360 profiles are updated on a half term basis. • Evidence of the use of 360 profiles collected in subject review, PM observation process and typicality. • SLT link, assertive mentors, HoY leaders and subject leaders to ensure that the 360 profiles have been used if any underperformance has been identified.	• All DP to have a '360 Profile' created/updated • All Teaching and Support staff using and contributing to the DP 360 profiles. • All staff use 360 Profiles used to effectively differentiate and plan for pupil's individual needs to break down learning barriers.	Leadership time cost- RSL KS3 and KS4, Line management time.
DP Learning Entitlement Undertake research and identify mechanisms which will impact positively on pupil premium learners. This may include more intensive/ frequent marking and feedback, position within the classroom, participation in lesson, in class Oracy activities undertaken and collaboration.	• Expectation that every teacher will have access to and use the DP Learning charter to impact on their teaching and learning. **Monitoring**	• Improved P8 scores for all students in every department • Continued development of staff improves percentage of teachers deemed to be good or better	Staff CPD time. (Cost of a visiting speaker etc.)

| This will then be used to create a pupil premium learning entitlement

EEF – The DP learning entitlement will be based on our 'in school' cohort needs within the classroom. The entitlement will be derived from pupil voice and be designed in conjunction with the AP's ADO Lead for PP and MKE for Teaching and Learning and supported by VP PDA | • Evidence of the use of Learning entitlement collected in subject review and though typicality process.
• Evidence also collected through learning and marking checks by SLT and SLT departmental link (DSC).
• Student Voice | • Student driven differentiation is evident in classroom practices across the school
• Student Voice recognises the changes and impact made due to their involvement in creating the DP Entitlement | |
| Alternate provision for students at risk of being NEET or of being permanently excluded if they remain in school. In addition, travel costs of off-site inclusion will be factored in. | • Students are identified in school who would benefit from such provision
• Monitoring communication between student/school and provider
• Monitoring attainment and achievement of students based with external providers
• All students including students at alternative provision will have a 'Kudos login'
• Careers support will also be given | • No NEET students
• Students attendance at alternative provision improves
• Outcomes of students who attend these providers are enriched | Cost of alternative provision students who are PP. |

Strand Two: Raise literacy and numeracy outcomes

Strand Two: Raise literacy and numeracy outcomes Strategy / Resource (s)			Cost 2020-21
i) Quality of teaching for all			
Intent	Implementation	Impact	
Introduction of the new 'Literacy Policy' Literacy provides students with the core tools that they need to communicate effectively through reading, writing and speaking and listening. It underpins student progression across all subjects. We are on a journey to embed all three of the above literacy strands within pedagogical practice at KSA and develop curriculum, and subsequently the classroom	• Provide students with the core literacy knowledge and skills in reading, writing, and oracy • Provide students and staff with an aspirational and unified approach to the teaching and learning of literacy across the school.	• Improved outcomes for targeted students • Literacy in all subjects is recognised and improved • Improved typicality of teaching • More robust monitoring of teaching literacy across the school	

environment, at KSA around the development of these core areas. This policy is rooted in evidence based research including the Education Endowment Foundations 'Improving Literacy in Secondary Schools Guidance Report'.	• High quality and consistent teaching of literacy used to accelerate the skills base of all student. • Increased awareness of the importance of literacy not just for the immediate future but also as a life-long skill. • Actively improve student outcomes across all subjects. • Support social and emotional aspects of learning by increasing students' self-esteem, motivation, interaction and independent skills. • Create a culture that celebrates and rewards literacy. • Develop cultural capital. • Ensures subject specific support to improving literacy across the curriculum (Disciplinary Literacy). **Monitoring** • Learning Walks • Lesson observations • Sampling of students' work/Work Scrutiny • Departmental and Line Management meeting notes • Student progress in lessons • Student progress in Wave 2 and 3 intervention • Student progress in annual literacy assessments	• School IP will highlight specific training requirements and target staff for further support and development in this area.	
Reading We will continue to build on ensuring a reading culture at KSA which is an important aspect of supporting and developing our students and their literacy skills. Research shows us that students who read for pleasure make	• Tiered vocabulary displays (EEF 2) • Reading strategies (EEF 3) • Drop Everything and Read (DEAR): Planning for DEAR could involve the following options: 1. Whole class reading	• Improved outcomes for targeted students • Embedded culture of reading across the school • CPD around will have been undertaken by all staff.	Accelerated Reader Display Resources Festival of reading money. Author visit costs Cost of DEAR time.

considerably more progress in their vocabulary, spelling and mathematical ability (Sullivan and Brown 2013). Other benefits of reading for pleasure include: increased empathy, reducing the symptoms of depression and all round better wellbeing throughout life (The Reading Agency 2015). Therefore there has, and will continue to be, a focus on celebrating, rewarding and promoting reading for pleasure. Academic reading is also important, particularly in Key Stages 4 and 5, exposing students to a wider range of and more complex sources and different viewpoints. These support them to develop their own thinking promoting understanding and questioning, form arguments and analytical skills.	2. Audio books 3. E-books 4. Class Library 5. In English DEAR is delivered as 'The Big Read' activity at KS3 and will be seen in all lessons. • Word of the Week: (EEF 2) • Get Caught Reading • 'I am Reading' Displays • 7Accelerated Reader (EEF 7) • Buzz: All year • Range of Literacy Days/week e.g. Festival of Reading/Shakespeare Week etc. • Peer to Peer Reading Mentoring (COVID Permitting) • YR7 Library Induction (COVID permitting) • Use of 'Reading Pens' **Monitoring** • AP Strategic Literacy Lead • Literacy Team • Literacy Co-Ordinator • HoD	• Agreed teaching strategies around this will be embedded and consistent. • Department literacy boxes will have been developed that are appropriate, engage, stretch and challenge students in reading around their subject • Students and staff are seen to be 'readers' • Lowest readers given additional 1:1 • Increase uptake in the library • Increase of engagement with DEAR • Improved access arrangements for exams with better outcomes.	5 x Reading Pens
Writing We will ensure a consistent and graduated approach to the teaching of writing at KSA using the framework of 'What, How, Why'. This aligns with the EEF's guidance report into improving literacy in secondary schools there is a clear focus on developing students writing across the curriculum with recommendations that schools should: • Prioritise "disciplinary literacy" across the curriculum.	• The 'What? How? Why? approach informs the basis of all pieces of extended writing at KSA. (EEF 4) • In order for students to be able to know this, staff will need to provide students with the following: 1) a 'clear learning question/outcome' for pieces of extended writing 2) 'knowledge organisers' in the books/classroom for students to refer to	• Improved outcomes for targeted students • Written literacy in all subjects is recognised and improved • CPD around the new writing frame will have been undertaken by all staff. • Agreed teaching strategies around this will be embedded and consistent.	

• Break down complex writing tasks. Combine writing instruction with reading in every subject. This aligns with Rosenshine's principles for modelling as per the Teaching and Learning Policy. We are developing a graduated approach to writing. This will initially see us move towards embedding a baseline expectation for writing whereby all students will write using 'What' alongside our KSA Paragraph Props approach as a minimum expectation.	3) explicit 'tiered vocabulary' for the work 4) a WAGOLL or model example 5) the 'success criteria' for pieces of extended written work • Students will know that paragraphs provide structure to their writing and should aim to demonstrate this using the four 'Paragraph Props' • The expectation is that students evaluate their extended pieces of written work and demonstrate that proof reading has taken place using a green pen. • Knowledge organisers should be explicitly used within lessons when completing extended writing tasks. (EEF 1, 2, 3, 5) • SPaG Sheets (EEF 1, 5) • Rolling Grammar Program • Standards of presentation		
Oracy We will ensure that KSA students have the ability to speak eloquently, articulate ideas and thoughts and influence through talking, collaborate with peers, and have confidence to express views (Voice 21). There are 4 elements: Physical, linguistic, cognitive, and social & emotional. **Physical** – making yourself heard. Using your voice and body as an instrument. **Linguistic** – knowing which words and phrases to use and using them. **Cognitive** – the deliberate action of thought to what you are saying.	• SLANT (Sit up Straight, Listen, Ask questions, Nod or Never interrupt, Track the Teacher or speaker) embedded in classrooms • Strand 1 - Social and Emotional, Students to have 'sentence stems' for discussions for: 1) giving their opinions 2) providing reasoning for how they have achieved an answer 3) building on previous points from others (staff or students) 4) comparing or challenging opinions • Strand 2 Linguistic: Teachers will ensure through careful questioning that the level of vocabulary is being challenged	• Improved outcomes for targeted students • Speaking and listening literacy in all subjects is recognised and improved • CPD around will have been undertaken by all staff. • Agreed teaching strategies around this will be embedded and consistent.	

Social and emotional – engaging with the people around you and knowing you have the right to speak. 'Low income children lag behind their middle-income counterparts at school entry by nearly one year in vocabulary. (Walfogel and Washbrook, 2010). 'Children from low income background have heard on average 30 million fewer words that their wealthier peers by age three, (Hart and Risely, 2003). 'Pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year' (EEF).	and adaptations made by students to improve on their previous answers.		
Improved spelling in the targeted literacy groups	• YR7 Entry testing using CAT4 • GL Assessment: • NGRT, • NGST, • Sight words programme • Weekly homework; either spelling test or Free Writing task • Formative and summative reading and writing assessments termly for FS qualification level 1 • End of year testing and analysis of progress data	• Improved outcomes for targeted students	
Students with low reading ages at KS3 access regular support to improve their Reading Students with very low reading ages access Reading Support from the SEN department	• YR7-9 Bespoke literacy curriculum led by specialist assessor for dyslexia and literacy intervention lead x 3 sessions weekly for those students with a standardised score of 75. • YR10-11 Bespoke curriculum led by SENDCo. Modified curriculum option that offers functional skills English to support KS4 progress.	• Literacy skills developed • Reading skills developed • Student outcomes increased	SEN support costs as % of students who are PP and attend.

Ensure that numerical concepts / methods are taught with a common approach across all subjects.	• Cross curricular planning time used to share practices and map out with the whole school curriculum in mind • Verbalise our thought processes when modelling numerical concepts, and/or solving problems. • Maths challenge will be undertaken by an increased number of PP students	• Shared curriculum sequence for KS3 enables staff and students to see links in learning opportunities. • Improved outcomes for DP students • Modelled work is evident in lessons and around the school	
Raise the profile of Numeracy throughout the school promoting the use of numbers and measures whenever possible. This will link directly to the promotion of careers.	• Numeracy themed months in Maths, highlighting possible careers for the future and identifying maths strategies involved with them. • Charity fair/Christmas fair – profit loss, mental maths, working with money building on real life maths opportunities • Probability Fair – summer term applying theoretical probabilities in the real world. • Pi day – whole academy (link with primary school) everyone can be involved – raising the profile of maths • Ensure that we talk positively about 'Maths'; the culture permeated by the media that suggests that Maths is difficult and only for a select few is very damaging to students' mind-sets. By promoting Maths we aim to tackle this issue. • Support parents and carers at home to use the same positive language around Math e.g. web site, letters home, 'how to support your child' with maths.	• All enrichment opportunities will have been completed and reviewed with evidence of impact • Marketing of the subject both in school and with home is positive, postcards, text messages, Hegarty badges, enrichment days on the web site • Student voice will recognise the importance of the subject and carers associated with it.	

Strand Three: Construct a full and ambitious curriculum

Strand Three: Construct a full and ambitious curriculum Strategy / Resource (s)			Cost 2020-21
i) Quality of teaching for all			
Intent	Implementation	Impact	
Provide a high quality curriculum based on knowledge to all students across all year groups. DP students will benefit from an increased access to the big ideas in each of the curriculum areas.	• Use the KSA 'Curriculum Hub' as the central point for all curriculum resources to enable high quality delivery to all students in all subject areas. • Review throughout the year of all curriculum resources to improve delivery of core knowledge. **Monitoring** AKI & MKE to oversee actions identified here and liaise with ADO with a focus on PP students.	• Improved consistency of the curriculum across all group including DP. • Increased access to core knowledge for DP students.	No cost
To provide a high quality of remote learning of the curriculum to be used as needed. This will enable a blended learning approach when / if the COVID plan requires it.	• All subjects to produce a mapped curriculum giving alternative online resources equivalent to the in school curriculum. **Monitoring** AKI & MKE to oversee actions identified here and liaise with ADO with a focus on PP students.	• It will decrease the risk of DP students falling behind.	No cost
Plan the co-curriculum offer that enhance cultural capital for students DP strategically to help prepare them for future engagement in the central pillars of the school curriculum. KSA expectation are that every child should attend one club per week. DP students will be invited and identified to attend certain activities.	• Working with all staff to ensure everyone is involved in the development of the co-curricular offer • Quality assurance of provision and uptake is monitored and reviewed to ensure DP are taking the opportunities provided • Parental engagement in signing up students weekly to activities • Co-curricular clubs set up based on analysis of Kudos data **Monitoring** • JWA to oversee actions identified here and liaise with ADO with a focus on PP students. Increased cultural capital for DP students	• Increased cultural capital for DP students • Increased number of students in a safe place after school • DP have enhanced access to academic support • Develop SMSC skills used to engage students in activities of interest – thus a raised number of DP students attend.	

Strand Four: Address the 'digital divide'

In the EEF remote schooling review it states that 'School closures are likely to have a significant impact of the learning of disadvantaged pupils. Over the past decade, figures from the Education Policy Institute show the attainment gap between disadvantaged pupils and their classmates at the end of primary school has narrowed in the last decade, reducing from 11.5 months in 2009 to 9.2 months in 2019. The EEF is concerned that this progress could be reversed as a direct result of Covid-19 school closures.'

Professor Becky Francis, Chief Executive of the Education Endowment Foundation, said: *'Schools closures could have a potentially devastating impact on learning for the poorest children and young people in our society. However, we can take steps to mitigate against this. Of particular importance is making sure that all pupils have access to learning online, by providing them with access to devices and a good internet connection.'* As a result of this this year we are making this a focus of our disadvantaged student plan.

Strand 4: Address the 'digital divide' Strategy / Resource (s)			Cost 2020-21
ii) Targeted support			
Intent	Implementation	Impact	
To ensure that all students have access to and understand with support and guidance to use specific platforms. This is essential, particularly if new forms of technology are being implemented. This should not only be considered for potential school closures but also moving forwards looking at blended learning and homework expectations. Pupils can learn through remote teaching, but there are some key steps to take to make sure it is as effective as possible. This is according to a new review of the evidence on remote learning published by the (EEF) particularly those from disadvantaged backgrounds.	• Audit all DP students to understand technology barriers e.g. digital devices that work and enable Teams and students understanding of how to use it • Provide support is to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology • Review and identify the value of strategies that help pupils work independently with success at various points throughout the year. • Mentoring sessions during tutor time on building resilience and understanding of Teams • Work and communicate with parents the importance of remote learning collaborating with them and sharing information that demonstrates impact and progress.	• Improved student participation in remote learning. • It will decrease the risk of DP students falling behind.	

Strand Five: Improve attendance and punctuality

Students are unlikely to make the expected levels of progress required or realise their full potential unless they attend school regularly. Kettering Science Academy has invested in developing and delivering plans to improve levels of attendance.

Strand 5: Improved attendance and punctuality Strategy / Resource (s)			Cost 2020-21
iii) Targeted support			
Intent	Implementation	Impact	
Aspirational attendance targets Disadvantaged students attendance is • above national averages for their peers • in line with their non-disadvantaged peers in the academy • above the 2019-20 figures The PA rate is • below the national average for their peers • in line with their non-disadvantaged peers in the academy • below the 2019-20 figures Punctuality is reduced There is improved parental engagement Levels of repeat PA's are reduced	• Termly meetings with students who achieved under 90% attendance unless medical evidence was provided. • Data driven focused target group identified • Students will work together to look at the impact of poor attendance and put in place plans to help themselves improve their attendance. • Students will review their attendance with NLA at each meeting and discuss their latest figures. • Each full term, student who have achieved their goal will be rewarded with a reward that is agreed upon within the first session.	• In school gap is closed • Gap to national comparators are closed • Students do not fall back into PA category once out of it	Education Welfare Officer

Strand 6: Build social and cultural capital, raising aspiration

Strand 6: Build social and cultural capital, raising aspirations Strategy / Resource (s)			Cost 2020-21
ii) Targeted support			
Intent	Implementation	Impact	
KSA's own Careers Advisor employed within the school.	• Careers advisor will mentor and counsel students to ensure they are prepared for life after KSA and placed in appropriate post-16 education employment or training. • Apprenticeship 1-1 mentoring to be introduced from 'ASK' • PP students are particularly at-risk of becoming NEET statistics and so they have are targeted more specifically and therefore will have their careers meetings first	• Improved aspiration which will result in more L2/L3 destinations at KS4 • All students will have been informed of options effectively • All students will have a next step plan for Post 16 or Post 18. • No NEET students	Careers advisor cost (26%) of.
Think for the Future Think for the Future Mentors and workshop facilitators use the power of their real-life experiences overcoming social and emotional barriers to relate to young people and deliver engaging sessions that inspire positive change. EEF – Research available to demonstrate how mentoring can impact positively on ATL, progress and attendance. The mentoring programme will use a personalised yet rigorous approach to improve attendance, attitude to learning, academic progress and behaviour. It will be driven by the most recent academic and pastoral data. Mentors will challenge and support whilst liaising with the pastoral team.	• Delivered through small group intervention sessions, between 7-14 students per sessions • Workshop sessions will take place P1-5 (with an opportunity for a drop in session after school) on a Monday and Thursday. • Students involved will be targeted in order to improve their behaviour and resilience **Monitoring** • HoY to monitor students involved and meet with the workshop facilitators to chart progress • Overview of the whole project to be evaluated by VP DGA	• Increase attendance levels • Reduce exclusions • Improve classroom behaviour • Increase student outcomes	What % is PP and what is the cost?

To improve the life experiences of disadvantaged cohort to provide equity in comparison to their non-DP counterparts. Funding to support disadvantaged pupils for the Bronze Duke of Edinburgh award scheme EEF - suggests that outdoor adventure learning yield moderate impact for moderate costs.	• Increase in DP participation in the DofE award. Thus the number of DP students are proportionately represent. • Contribute and fund places for DP to enable them to complete the DofE award. **Monitoring** Completion statistics of from the DofE analysed by AP.	• At least a 90% completion rate for DP pupils in the awards. • A stepped improvement in holistic P8 score for the cohort that is moving towards the national comparator • Attendance - By July 2020 the % of sessions missed to broadly in line with the national average which is 5%	How many attend DoE and cost?
Nurture Dog. The aim of this is to help teach children non-violence, empathy, respect, kindness, love, responsibility, friendship and trust.	• This will be introduced with the YR7 nurture groups in the first instance • Other students will be able to access the 'nurture dog' identified through issues surrounding behaviour and SEMH	• Improved academic achievement • Calm behaviour down • Increase in social skills and self esteem • Increased confidence • Teaching responsibility and respect to all life • Helping to prevent truancy and absenteeism • Motivating children who are often not that attentive within classroom environments	Nurture dog cost
Research led learning as part of staff completing NPQ's projects	• MSK to explore and adopted a PIXL initiative whereby pupils are studying Mathew Sayed' s book 'You are awesome' which encourages development of a growth mind set and the belief they can achieve anything they work at. • This will solely focus on working with pupil premium students before looking to roll it out across the school.	• DP students will have developed a 'Growth Mind Set' • Improved outcomes for disadvantaged students. • Students will be working towards becoming role models / ambassadors for the next phase of the project	NPQ cost- who has a PP focus and cost of their course.

Strand 7: Strengthen parental engagement

EEF state that the association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term. We are aware that we need to further develop some relationships between KSA and our student's parents so that it is positive and reflects our core values.

Strand 7: Strengthen parental engagement Strategy / Resource (s)			Cost 2020-21
iii) Other approaches			
Intent	Implementation	Impact	
Critically review how we work with our parents understanding of both the barriers to parental engagement and the strategies to address these	• Auditing current practices, in order that we Maximise choice, minimise barriers – parent voice to identify what these are • Parent voice • Surveys	• Barriers will have been identified and strategies put in place to help address them • Improved parent engagement in school with attendance to events held for their child • Evaluated the success of parental engagement strategies	
Improved attendance at Open Evenings/Intervention Evenings/Parents Evenings and Parent Voice events.	• Structure of organisation of events prioritises appointments for DP students e.g. open up parents evening online booking system to DP student's families first. • Monitoring of who attends each event – registers are reviewed • Procedures put in place so if parents and students do not attend events they have personal meetings with subject teachers/HoD/HoY to ensure the messages and information are relayed. • Understand 'why' parents are not attending the events to highlight any barriers that can then be addressed.	• Percentage of parents and students at evening events are monitored more rigorously • Every parent is contacted after the event if they have been unable to attend • Impact of the evening is recorded on a parent questionnaire.	Parents evening booking cost and leadership time cost.

Review existing communication approaches in order that we tailor school communications to encourage positive dialogue about learning	• Provide clear, specific and targeted information for parents. • Design parental engagement activities, taking into account the logistical barriers faced by parents (such as costs, time and transport). • Provide universal services to reduce stigmatisation e.g., EHA's and parenting workshops / support • Offer a more personalised approach to individual families • SSO's/Safeguarding/Key Workers regular contact	• Increased home visits to support most disengaged families and students • Increase in uptake of parental support opportunities	Text system cost (26% of this)
Teams provision and uptake will be monitored with a DP focus to ensure homework set is being completed and work is being set as well as being done is of a good quality.	• Monitor amount of homework being set for DP • Contact with parents to be encouraged and used by staff more regularly in this forum	• Work being done at home is expected and embedded • Quality of homework is good and shows pride in work achieved • Students will be able to recognise and articulate the importance of homework and what impact it can have on their learning in school	