Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Science Academy
Number of pupils in school	1410
Proportion (%) of pupil premium eligible pupils	33.50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Tony Segalini (Principal) Steve Barton (Chair of Governors)
Pupil premium lead	Alex Merry (Assistant Principal and Pupil Premium Lead)
Governor / Trustee lead	Tina Moring

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£428,525
Recovery premium funding allocation this academic year	£116,472
NTP funding allocation this academic year	£70,146
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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**	£615,143

Part A: Pupil premium strategy plan

Statement of intent

At Kettering Science Academy, we are committed to providing high quality provision for our disadvantaged students to enable them to overcome the challenges they experience. Our aim is to use funding to increase and maintain greater attainment for disadvantaged students at KSA that is in line with non-disadvantaged students nationally.

We are fervent advocates of the empowering potential of literacy for all of our students, whatever their starting point. Being able to read fluently, write, speak and listen at an age appropriate level is fundamental in allowing our students to grow and thrive and a key component in our curriculum commitment. Our approach will be responsive to both shared challenges and our students' discrete needs, entrenched in robust diagnostic assessment, not assumptions about the impact of disadvantage.

The approach we have adopted to ensure this is effective are

- Providing quality first teaching to all students which will raise achievement and attainment.
- Raising literacy outcomes for all through the continued development and implementation of the literacy strategy.
- Addressing the digital divide through developing curriculum provision, enrichment opportunities and access to equipment
- Improving attendance and punctuality.
- Supplying individualised support to provide all students to access education
- Empowering parents to help them to support their children and the school in raising standards.

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.

To achieve these objectives, Kettering Science Academy is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

However, internal data, suggests that weak literacy and low prior attainment is a substantial barrier for many of our students, especially PP and therefore developing whole school literacy and curriculum offer is core to this plan.
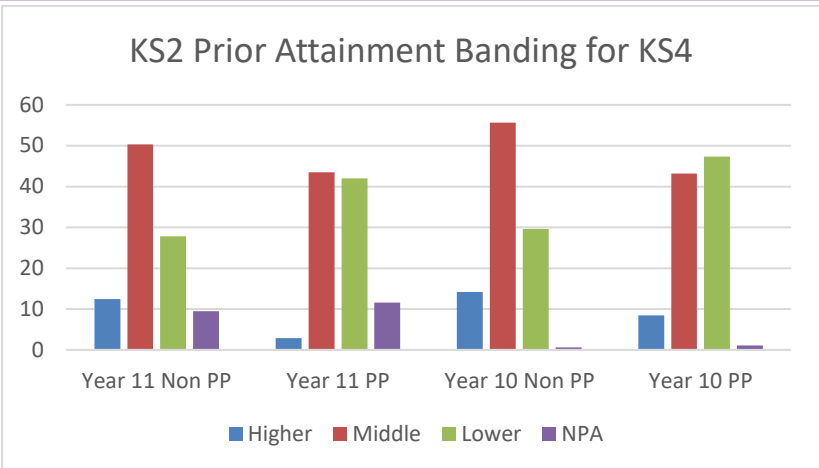
Our co-curricular enrichment offer is at the forefront of ensuring all our students can be the best they can be and provide them with experiences and opportunities they may not usually have access to. We aim to ensure barriers to participation are removed so all students can access the provision. Data from last academic year shows we need to improve attendance from all students, especially our disadvantaged cohort.

Finally, there is a both internal data and academic literature that highlights the need for high quality pastoral support and attendance intervention to meet the needs of our PP students. As such funding is directed to ensuring that high quality pastoral care is available to all students, including a specific specialist wellbeing team to support the most vulnerable students.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Low prior attainment**
	In every year group, there is a very significant gap between prior attainment on entry of pupil premium students vs their non pupil-premium peers. In every year group there is a much higher proportion of lower prior attaining students amongst PP than non-PP. For example, in our current Year 11, 42% of PP students are lower prior attaining compared to 28% of non-PP students. Only 3% of our current Year 11 PP students are high prior attaining compared to 12% of non-PP students.
	KS2 Prior Attainment Banding for KS3

KS2 Prior Attainment Banding for KS4

Chart showing KS2 Prior Attainment Banding for KS4 across Year 11 Non PP, Year 11 PP, Year 10 Non PP, Year 10 PP, with categories Higher, Middle, Lower, NPA.

	2	**Reading**

Assessments completed with our KS3 students indicate that a higher percentage of our disadvantaged students have a reading age behind their chronological age, compared to their non-disadvantaged peers. This impacts their attainment and progress in all subjects.

Reading age at chronological age September 2022				
Diff	3 or more years below	2 or more years below	1 or more years below	near, at or exceeding
All	27%	36%	45%	55%
not PP	23%	31%	41%	59%
PP	34%	45%	52%	48%
7	29%	38%	49%	51%
not PP	22%	32%	46%	54%
PP	41%	49%	56%	44%
8	27%	36%	44%	56%
not PP	25%	31%	39%	61%
PP	31%	43%	52%	48%
9	26%	35%	41%	59%
not PP	22%	29%	36%	64%
PP	32%	45%	48%	52%

3 — Limited access to enrichment opportunities

Many of our students have limited access to enrichment opportunities. Therefore, we aim to provide them with these opportunities as part of our co-curricular offer. Our aim is to remove the barriers that stop our disadvantaged students attending, so their attendance is in line with that of their non-PP peers. Attendance records for co-curricular from last academic year show an improvement but we need to do more to encourage and sustain PP attendance.

4 — Wellbeing and Safeguarding

Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. There has been an increase in numbers of students with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.

	35% of the students attending sessions with our school councillor are identified as PP.	
	27% of medical IHCPs are identified as PP	
	58.3% of wellbeing and safeguarding interventions are attended by PP students	
	Out of the 23 students who have assigned social workers 18 are identified PP students (78%)	
5	**Poor attendance**	
	Last academic year the attendance of our disadvantaged students was in line with the National Average. However, the National Average was lower than in previous years. Therefore, it is increasingly important that we work to address this as a matter of urgency especially in light of the PA data seen below.	
	Year 11 - 39 students in PA, 26 are PP which means 67% of the PA is PP.	
	Year 10 - 50 Students in PA, 25 are PP. 50% PA for PP.	
	Year 9 - 49 Students in PA, 35 PP. 71% PA for PP.	
	Year 8 - 50 Students in PA, 36 PP. 72% PA for PP.	
6	**Poor parental engagement**	
	Many of our families do not readily engage with school, based on a distrust of governmental organisations	

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
Disadvantaged students' attainment across the curriculum at the end of KS4 is in line with their non-disadvantaged peers.	Attainment 8 for disadvantaged students is in line with their peers. Attainment at the end of each Key Stage shows a demonstrable narrowing of the attainment gap whilst still improving outcomes for all students.
	By the end of our current plan in 2024/25, 60% or more of disadvantaged students enter the English Baccalaureate (EBacc). For the past three years, all students' entry has been approximately 65%, with PP entry approximately 47%. This year it is 58% however for PP students it is 50%.
	2024/25 KS4 outcomes demonstrate that disadvantaged students will achieve: an average Attainment 8 score of 4.7 an

	EBACC average point score of at 4.7 also.
Improved reading comprehension among disadvantaged students across KS3.	NGRT Reading Age tests show disadvantaged students have closed the gap to their peers with no disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers will also have recognised this improvement through engagement in lessons and book scrutiny
Improved access to enrichment opportunities	PP students to engage in a wide range of enrichment activities to the same level as their non-PP peers An effective system of tracking of participation is put in place Levels of engagement for PP students is in line with non-PP students by 2024
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged students.
Improved attendance of disadvantaged students to be in with their non-disadvantaged peers	A demonstrable improvement in attendance of disadvantaged students; they attend in line with national average for non-disadvantaged group
Improved parental engagement	A discernible improvement in attendance of the parents of disadvantaged student at parent's evenings and parent forums and an increased input to parental surveys and whole school events. Parents should attend in line with national average for non-disadvantaged group

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Revisit CPD for all staff, especially the Early Careers Teachers (ECT) on the science of learning: with specific emphasis on explicit teaching; scaffolding; independent learning and metacognition to improve the curriculum for all students. This is embedded in 'Rosenshine's Principles' and Tom Sherrington's 'Walkthru Toolkit'. Implementation of instructional coaching model for all teaching staff.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Sutton Trust – quality first teaching has a direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.	1
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching: Checking for Understanding, refinement of learning resources; effective planning to support all students to succeed. Whole school focus on feedback to students, through department improvement implementation plans.	Supporting the Attainment of Disadvantaged Students (DfE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1
Refine KS3 assessment system so that it supports the curriculum as the progression model; to identify underperforming	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes.	1

students and to signpost interventions.	This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact	
QA led by T&L Team, SLT and HoDs to provide developmental feedback, identify training needs and to share best practice. Deep dive process and follow up departmental action plans to improve teaching and learning.	DfE guidance on Teacher Standards states that 'Systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development'. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports strategy of sharing good practice.	1
Development of disciplinary literacy pedagogy across faculties which is embedded within curriculum offers.	Quigley et all (EEF 2019): Recommendations include 'prioritising disciplinary literacy across the curriculum,' 'targeted vocabulary instruction.' 'developing students' ability to read complex academic texts,' and 'providing high quality interventions' in cases where students cannot read fluently. Westbrook et al (2019): Fast-paced reading out loud to students has a profound impact on student progress: an average of 8.5 months' accelerated progress, and 16 months for poorer readers.	1,2
Extend computing lessons in KS3	Using Digital Technology to Improve Learning: Evidence Review (Lewin, et al., 2019) EEF, "Some evidence exists that technology interventions can be more beneficial for low and medium ability students than for high ability students (Cheung & Slavin, 2012; Gerard et al., 2015). In addition, disadvantaged students may benefit more than advantaged students from technology interventions (Takacs et al., 2015; McNally et al., 2015)." This will feature as part of the personal development programme and KS3 IT curriculum in order that students are encouraged to promote digital literacy and foster resilience and independent learning skills.	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the Fast Track/Fresh Start phonics intervention program devised by Ruth Miskin for our weakest readers.	The EEF reported that Fresh Start shows 'considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school.' Students on Read Write Inc. Fresh Start made 3 months additional progress in reading, measured using the New Group Reading Test, during the five and a half month trial."	1,2
Embed Accelerated Reader across KS3 to provide all students literacy support. Promote programme to staff in other departments in twilight sessions	Accelerated reader has been reported (Baye, Slavin, & Haslam, 2019) to have a significant effect size of +0.24 (p<.05).	1,2
Targeted Period 6 catch-up and revision session for Y11	EEF Toolkit – extending the school day - +3 months impact	1,3
1:1 Peer reading interventions. Sixth form 'Literacy Leaders' will have a fixed role. They will take on the tutoring role and in pairs with a tutee or tutees, offer YR7/Yr8 targeted reading intervention.	EEF Toolkit – Peer tutoring. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. + 5 months.	1,2
National Tutoring Programme	EEF Toolkit – One to One Tuition. Evidence shows high impact on the outcomes of students involved. Impact: +5months.	1,2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

Provide high quality pastoral care including mentoring/interventions and support of vulnerable students through the 'pastoral' and 'well-being' teams	EEF Toolkit (2021) reports that mentoring has a +2 months benefit to students Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to needs has an effect size of 0.77.	4
Grow the social and emotional learning (SEL) interventions to improve students' decision making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	EEF Toolkit (2021) reports that mentoring has a +4 months benefit to students	4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Implementation of Edulink Parent App to aid engagement of parents and raise the awareness of behaviour, rewards and attendance.	EEF – Parental Engagement - +4 months impact	6
Offer more sustained and intensive support for parents where needed	Recommendation 4 from the EEF report 'How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice' (Axford, et al., 2019) states, "Target and communicate carefully to avoid stigmatising, blaming or discouraging parents. Focus on building parents' efficacy: that they are equal partners and can make a	6

	difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents".	
Contingency fund for acute issues. Online form for parents to complete to ask for financial assistance	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified such as uniform, equipment, resources for co-curricular and other enrichment opportunities for students.	All

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 2020 to 2021 academic year.

The attendance of PP students is continuing to improve and close the gap on non-PP students. A new mentoring system is to be implemented this academic year involving both the pastoral and senior leadership teams.

The progress 8 score of our pupil premium students has shown steady improvement outlined in the table below. A clear focus remains of closing the attainment and progress gap between PP and non-PP students, especially due to the ongoing challenges from the disproportionate effect of COVID-19 has had on our disadvantaged students. Our primary focus on high quality first teaching will seek to close this gap as well as interventions to address the barriers of material deprivation ensuring all students have access to the equipment they need to succeed.

	2018	**2019**	**2022**
KSA Progress 8 PP students	-0.57	-0.53	-0.39

Co-curricular attendance of PP students was largely in line with non-PP attendance.

	TERM				
	1	**2**	**3**	**4**	**5**
% PP	43	42	36	33	31
% not PP	48	48	38	34	33

% Students attending at least one session

In response to this we will be completing termly and weekly tracking of PP attendance for co-curricular and intervening earlier to ensure attendance to at least one session each week. Student voice will also be undertaken to ensure as many barriers to attendance are removed and new clubs are offered.

The investment in and role out of Edulink has improved parental communication between home and school. As of March 2022, 741 parents had used the app with a further 199 using the web version (in the previous 30 days). The platform formed the basis of the year 6 into 7 transition process and feedback from our parent forum has been positive. Our process for opening our online booking system to disadvantaged

students had a positive impact and will be continued this academic year to ensure the best possible uptake from parents and guardians.

Our focus on improving reading ages our year 7 students was supported by the introduction of the Fresh Start programme. 50% of the students in year 7 who started the programme in October 2021 were PP and tracking data suggests that PP students made more progress than non-PP students. Of the 42 students that started the programme 13 students now have reading ages of 10+ making two years progress. 15 students have made at least one year's progress with all now having reading ages between 7 and 9.5.

In term 4 we introduced a new quality assurance system. This has included a focus on teaching, learning and feedback to students as well as responding to this information to feed into our CPD model for the 2022-23 academic year. We have carried out specific work scrutinies of PP students followed up with PP pupil pursuits and pupil voice to better understand what is working well for our students and what our priorities need to be for the next academic year.

Our focus on careers ensures that students are open to exploring a wide range of options when faced with their future life decisions. A careers event for all year groups took place in July to raise knowledge and aspirations of all our students, with year 10 completing World of Work week which involved a three-day timetable centred around careers. The aim of the week was to focus on specific careers themes that would benefit them at the academic phase they are at and get them thinking about their future and wanting to be the best they can be. All PP students have access to our careers advisor and are always seen first at KS4. The positive outcome of this can be seen in our student's destinations, which continue to demonstrate our student's determination to aspire to do and to learn more.

Year 13 students - both students have places at university

Bedford – Accounting and finance

Kingston – Foundation Business

Year 11 students

31 students – Tresham (5 L1, 20 L2, 6 L3)

8 students - KSA sixth form (L3)

7 students – Moulton College (2 L1, 5 L2)

4 students – Apprenticeships with various local providers (L2)

2 students – Adult Learning service (L1)

1 student – Bedford College (L2)

1 Northern School of Art (L3)

2 - NEET

This year we used pupil premium funding for some year 9 and year 12 students to be part of the Brilliant club, where students worked with PhD researchers giving them access to higher education. All students who completed the programme achieved either a 1st or 2:1 grading. This is a project we intend to continue to run next academic year with plans to expand the numbers of students who can take part.

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
NGRT	GL Assessment
Fresh Start	Ruth Miskin
Accelerated Reader	Renaissance Learning, Inc
Lexia Power Up	Lexia Learning
Edulink	