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	1377
Proportion (%) of pupil premium eligible pupils	32.68%
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	J Giovanelli (Principal) S Barton (Chair of Governors)
Pupil Premium Lead	W Baines (Assistant Principal)
Governor / Trustee Lead	S Kerley (PP Governor)

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£434,697
Recovery premium funding allocation this academic year	£115,575
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£550,272

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.

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 literacy and 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	**Prior attainment levels** 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, 44% of PP students are lower prior attaining compared to 20% of non-PP students. Only 9% of our current Year 11 PP students are high prior attaining compared to 16% of non-PP students.
2	**Reading levels** 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. Looking at Standard Age Score Testing, where the national average is 100. In Year 7 Non-PP Pupils averaged 96.5 whilst PP pupils averaged 90.7.
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.
	40% of the students attending sessions with our school councillor are identified as PP.
	36.5% of medical IHCPs are identified as PP
	Out of the 29 students who have assigned social workers 26 are identified PP students (90%)
5	**Poor attendance**
	The schools absence rate was 10.8% in comparison to 9% nationally with PA rates being at 34.2% compared to 27.7% Nationally. A significant number of PP pupils make up our Persistent Absentees
	Therefore, it is increasingly important that we work to address this as a matter of urgency especially in light of the Persistent Absence (PA) data seen below.
	• Year 11- 68 students in PA, 28 are PP. 41% of PA was PP • Year 10- 74 students in PA, 44 are PP. 59% of PA was PP • Year 9- 71 Students in PA, 44 are PP. 62% of PA was PP • Year 8- 75 Students in PA, 51 are PP, 68% of PA was PP
6	**Parental engagement**
	Many of our families do not readily engage with school and take up the offers of Parents evenings or information evenings
	This year our attendance to online Parents evenings across Years 8-11 of Non-PP parents was 65% compared to 39% of PP parents.
	We need to look at strategies to improve parental engagement across the board, this data was from online parents evenings and we are moving back to in-person parents evenings this year.

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	Attainment 8 for disadvantaged students is in line with their peers. Attainment at the end of each Key Stage shows a

is in line with their non-disadvantaged peers.	demonstrable narrowing of the attainment gap whilst still improving outcomes for all students. 2024/25 KS4 outcomes to demonstrate that disadvantaged students will achieve: an average Attainment 8 score of 4.7 an EBACC average point score of at 4.7 also. This year Non-PP Pupil achieved an average Attainment 8 score of 4.0 and an EBACC average points core of 4.35 PP achieved an average Attainment 8 score of 2.62 and an EBACC average points score of 3.03. By the end of our current plan in 2024/25, 60% or more of disadvantaged students enter the English Baccalaureate (EBacc). In 21/22 EBacc entry was at 62% for Non-PP and 40% for PP This year this stands at 65% for Non-PP and 42% for PP showing a 2% rise
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 At the end of 22/23 on average 7% more Non-PP pupils attend co-curricular
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)

Budgeted cost: £293,965

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. Purchasing of Visualisers for each classroom to	EEF guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD. EEF Guide to PP Sutton Trust – quality first teaching has a direct impact on student outcomes. Sutton Trust: What-Makes-Great-Teaching-REPORT	1

allow use of high-quality live modelling and scaffolding as developed in CPD sessions		
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 which claims significant improvement in learning e.g. Feedback +6 Months, Metacognition and self-regulation +7 Months	1
Refine KS3 assessment system so that it supports the curriculum as the progression model; to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes.	1
QA led by SLT, Trust School Improvement officer and HoD's 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. Use of KSA Reads strategy in form time	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	1,2

	progress, and 16 months for poorer readers.	
Supporting the development and retention of staff by developing them through programmes such as NPQ's and the Brooke Weston Trust Leadership Academy	[EEF Effective Professional Development Guidance states](): "As with the Early Career Framework, the NPQ programmes are built on the contents of frameworks underpinned by a body of trusted sources of research. In addition to highlighting knowledge and skills that are integral to effective teaching and learning"	

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

Budgeted cost: £96,831

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 f	[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. To further promote reading for pleasure with prizes pupils reading the most books. 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). This year pupils at KSA have read a total of 2,966,787 words	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	[EEF Toolkit – Peer tutoring](). The common characteristic is that learners take on responsibility for aspects of	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
fixed role. They will take on the tutoring role and in pairs with a tutee or tutees, offer YR7/Yr8 targeted reading intervention.	teaching and for evaluating their success. + 5 months.	
Reduced class sizes for specific curriculum groups in C and D bands and the Ambition Centre	EEF Toolkit-Reducing class sizes. Evidence shows that reducing class sizes can work well if teachers can teach differently to provide higher quality interactions and provide better levels of pupil feedback + 2 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)

Budgeted cost: £26,818

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- Mentoring. 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-Behaviour interventions. Reports that behaviour interventions can improve attainment along with reducing problematic behaviours with a +4-month benefit to students	4
Embedding principles of good practice set out in the DfE's	The DfE guidance on improving school attendance has been informed by engagement with schools that have	5

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.	significantly reduced levels of absence and persistent absence.	
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 with potential high impacts for low prior attaining pupils	6
Offer more sustained and intensive support for parents where needed. Such as work with parents through EHA's, providing Triple P courses and the pastoral team regularly reviewing Students and parents in need of support. Providing Half Termly safeguarding parent newsletters to signpost to support organisations in the community.	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 difference. Encourage a consistent approach to behaviour between parents and the school, for example, by sharing expectations with parents".	6
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 2022-2023 academic year.

Attainment data:

We have analysed the performance of PP Students in the last academic year drawing from assessment data from GCSE Results in comparison to national level.

	2022	**2023**
KSA Progress 8 PP students	-0.39	-0.53
KSA Overall P8	-0.11	-0.04
KSA Average A8 PP Students	3.14	3.03
KSA Overall Average A8	4.21	4
KSA Average EBAC PP Students	2.67	2.62
KSA Average EBAC Overall	3.84	3.64

This year we have achieved a Higher P8 score than last year but the gap has risen between the PP students P8 and the year group overall. Showing that the gap in progress has increased. Looking into P8 further at banding groups we can see there is a large gap in P8 for HAP and MAP pupils in particular. This suggests we need to look at ways to develop our Middle to higher level attaining pupils further.

PP Pupils	**Whole school**
HAP P8: -1.13	HAP P8: -0.29
MAP P8: -0.88	MAP P8: -0.1
LAP P8: -0.14	LAP P8: 0.2

Average Attainment 8 score and Average EBacc score both fell overall slightly and PP students results were in line with this.

This year our EBacc entry as a school stands at 65% for Non-PP and 42% for PP showing a 2% rise from last year for PP students. The data we have gathered suggests that even though we have made progress towards more PP students entering EBacc we are not making fast enough progress to reach 60% by the end of the three-year plan. We should focus on continuing the rise year on year.

This year Non-PP Students achieved an average Attainment 8 score of 4.0 and an EBacc average points core of 4.35. PP Students achieved an average Attainment 8 score of 2.62 and an EBACC average points score of 3.03.

The data we have gathered demonstrates that both Non-PP and PP pupils are far behind the target set in the plan of A8 score of 4.7 and average point score of 4.7. Even though we have achieved our best results in years. This suggests that the target is potentially too high and needs reviewing to a more achievable target.

Further analysis into Average A8 score and EBacc average points across prior attainment bandings shows that PP pupils score lower across each banding. But there were only 2 HAP PP pupils in the year group which is a very small sample to take conclusions from.

A main concern is PP MAP's who come in with Average A8 of 3.44 compared to Non-PP of 4.77 and Average Ebacc of 2.99 compared with Non-PP of 4.41. This data suggests there is more focus needed on improving the attainment of MAP PP Pupils going forward.

Co-Curricular:

Co-Curricular attendance of PP students was behind in each term compared to non-PP pupils. On average 7% more Non-PP students attended Co-curricular compared to PP students during the academic year.

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. We will look to open club selections up first to PP pupils to give them a wider choice of clubs before they get booked up.

	TERM				
	1	2	3	4	5
% PP	39.55	33.92	27.41	21.32	18.83
% not PP	46.47	36.27	35.10	32.45	23.79

% Students attending at least one session

Parental Engagement:

The investment in and role out of Edulink has improved parental communication between home and school. 857 parents have used the app so far this academic year. Increasing from 741 parents last year.

We opened our online booking systems for Co-Curricular and Parents evenings early for disadvantaged students. This had a positive impact and will be continued this academic year to ensure the best possible uptake from parents and guardians for co-curricular and parents' evenings.

Parents evening turnout for PP Students came in at 32% in comparison to 47% overall. These parents' evenings were all conducted online which can provide barriers to attendance. This year we are opening parents evening back up to face to face and will open booking systems early to allow PP parents to book the sessions that are easier for them. We will also ask Tutors and the relevant Head of Year to follow up with contact to parents who have not booked appointments prior to the evening itself and make other arrangements for feedback if they can't make the evening itself.

Attendance:

The schools absence rate was 10.8% in comparison to 9% nationally with PA rates being at 34.2% compared to 27.7% Nationally. A significant number of PP pupils make up our Persistent Absentees

Therefore, it is increasingly important that we work to address this as a matter of urgency especially in light of the Persistent Absence (PA) data seen below.

- Year 11- 68 students in PA, 28 are PP. 41% of PA was PP
- Year 10- 74 students in PA, 44 are PP. 59% of PA was PP
- Year 9- 71 Students in PA, 44 are PP. 62% of PA was PP
- Year 8- 75 Students in PA, 51 are PP, 68% of PA was PP

Literacy:

This year 63 pupils took part in Fresh start in Y7 and 57 in Year 8. Fresh start pupils made 22 months progress compared to only 11 months progress of non-fresh start pupils. PP money also funded 98 Y8 pupils to receive a book of their choice at the book fair to encourage reading for pleasure at home.

We are looking to develop our literacy programme further with support of school improvement officer and moving from Accelerated Reader to Sparx reader to track data and impact efficiently. Positive feedback was received from parents and students from receiving a free book and it's use in the home. We will continue to support this going forward.

Careers:

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.

Destinations:

Year 13 students – In the 21/22 academic year KSA had two PP Pupils, who both went to university. **In this academic year of 22/23 KSA had 7 PP Pupils of which 6 went to University.**

1- Northampton University - Games Design

1 - Open University- Psychology and Counselling

1 - Bedford University - Aviation and Airport Management

1 - University of Birmingham - Philosophy, Religion and Ethics

1 - University of Chichester - Primary Teaching (QTS)

1 - Nottingham Trent - Business Management and Entrepreneurship

1 - Full time work

Year 11 students (68PP)

Tresham – 42 students (39 L2; 3 L3)

Moulton – 6 students (2 L1; 4 L2)

KSA A levels – 7 students (7 L3)

Medical NEET – 1 student

Cambridge Regional College – 1 student (1 L2)

Northampton College – 4 students (3 L2; 1 L3)

Leicester College – 1 student (1 L2)

Home tutored – 1 student

Employment – 1 student

Unknown – 1 student

Apprenticeships – 3 students

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	