

Pupil Premium

Corby Business Academy

Pupil Premium Statement 2016-17

Rationale:

At Corby Business Academy all members of staff, including Governors, have a clear responsibility for ensuring that Pupil Premium funding is used to support progress and narrow the achievement gap for those students who qualify for it.

Key Information:

The Academy uses the Pupil Premium Grant to maximise progress by:

- Close monitoring of the use of the PPG to ensure the progress of the target group (including appropriate tracking of funding).
- Drawing on research evidence (such as the Sutton Trust toolkit) and our own analysis.
- Understanding the importance of ensuring that all day-to-day teaching meets the needs of each student, rather than relying on interventions.
- Deploying highly trained Learning Support Assistants who understand their role in helping students.
- Providing access to a wide range of extra-curricular activities for students, including sports, music, drama and academic support. All groups of students are able to access study facilities within our library as part of our extra-curricular offer.
- Providing free transport for students so that a wide group of students is able to take advantage of our extra-curricular offer during session 6.
- Appointing a Designated Senior Leader who has a clear overview of spending and interventions.
- Reviewing our approach to the spending of the PPG regularly with our Governors and outlining our intentions on our website.
- Careers advice and guidance - ex-Connexions advisor employed to give advice to students, both as groups and individually, to reduce the risk of any student becoming a NEET.

Strategy

The focus for all groups of our students is to achieve the best outcomes and progress that they can. High grades in GCSE subjects and other recognised courses is essential in order to ensure our students are given the best life chances. Due to this, the majority of our pupil premium funding is used to ensure that students can access appropriate courses and achieve high level outcomes. The Sutton Trust Pupil Premium toolkit highlights the importance of teaching and specifically good quality feedback to close learning gaps and this is reflected in our strategy. The diagram outlines our strategy:



Main Barriers Faced by Students in Pupil Premium Group

Barriers faced by students vary significantly. However, some common barriers faced by students at our Academy are:

The need for a culture of aspiration- The Social Mobility Index lists Corby as an area of low social mobility.

Literacy and Numeracy gaps from Key Stage Two study.

Attendance and welfare issues, including mental health.

Evaluation

The Use of Pupil Premium Grant 2015-16

The total Pupil Premium grant for 2015-16 was £220,000. The use of the PP grant is outlined below:

Description	Cost
HLTA intervention, including one to one, key worker support and support for S4	£54,523
Supporting quality first teaching and learning	
Social, Emotional Support Work	£25,089
Reducing barriers to education to enable students to engage fully with quality first teaching	
Welfare and Attendance	£10,535
To increase levels of attendance and engagement	
English Small Group Teaching	£11,202
Intervention for target students to maximise outcomes- increasing quality first teaching via work with English team (coaching and modelling from outstanding teacher).	
Maths Small Group Teaching	£12,215
Intervention for target students to maximise outcomes. Ongoing small group interventions aimed at wide range of target students.	
Additional Teaching Capacity- Maths/ English	£63,963
Smaller class sizes/capacity to deliver intervention and coaching.	
Total	£177,527
Other costs- including inclusion, session 4 bus provision and music subsidy	£74,056
Grand total	£251,583

Impact

In 2016 the capped 8 VA score including English and Maths for our mainstream pupil premium students was **1003**. The capped 8 VA score including English and Maths was 1014 for non PP students. **The value added gap between PP and non PP students closed by 28 points in comparison with 2015 outcomes.**

33% of pupil premium mainstream students achieved 5 A*-C GCSE including English and Maths

Within the Academy PP students within each year group are monitored against progress made by disadvantaged learners nationally based on their starting points. This enables us to further evaluate and review the impact of our PP strategy. Our data point in May 2016 showed that the value added for PP in all year groups is expected to be above 1000.

Further Strategy Information and Evaluation (Note: this strategy is core to 2016-17 use of PP funding)

Staffing and Development

Directors of Learning

- Strategy: Directors of Learning in place to work with classroom teachers and students to monitor and track student progress. The focus is on supporting vulnerable students.
- Impact: close learning gaps and ensuring appropriate feedback is in place for these students.

Improving Attendance and Access

- Strategy: welfare support for students and families with low attendance. National data shows the significant impact of poor attendance on attainment and progress.
- Impact: improved attendance for specific students and overall attendance

Learning Support Assistants

- Strategy: increased in-class and small group support from LSAs to further personalise and support learning of students. The use of learning support assistants at the academy is targeted and takes into account a range of research.
- Impact: sustained outcomes for students including those with additional educational needs.

Careers Information, Advice and Guidance

- Strategy: Early and additional guidance is offered to vulnerable students eligible for the Pupil Premium Grant to ensure that they can be supported to pursue aspirational futures. Ofsted research highlights the vital importance of impartial and effective careers advice.
- Impact: timely advice data shows 0% of 2014 and 2015 Year 11 students were NEET with many of these students pursuing 6th Form courses that will enable them to attend universities, including Russell Group universities.

Interventions to Support Progress

Session 6 Provision

- Strategy: personalised support via session 6 available to all students eligible for the Pupil Premium Grant to enable them to maximise examination results.
- Impact: high levels of attendance at session 6 across a range of students (including PP students). Positive value added for Pupil Premium for 2016. Free transport on specific bus routes enables a full cross section of students to access session 6 activities. Close analysis of student groups attending session 4 sessions further enables monitoring of the impact of the strategy.

Literacy and Numeracy Intervention for KS3 Students

- Strategy: McGraw Hill Reading and Numeracy Intervention. This intensive programme is targeted at key groups in the Academy in years 7 and 8 in order to close learning gaps. A skilled team of experienced staff deliver the programme, adapting it if necessary to support student progress.
- Impact: good and outstanding teaching and learning within McGraw Hill groups with progress monitored via tracking and case studies.
- Strategy: one to one/small group Maths tuition for students who are identified as not making enough progress within Maths.
- Impact: levels of attainment and progress in Maths in line with or above national expected levels of progress in 2015.

Wide Ranging Extra Curricular Offer

Music Lessons

- Strategy: funded peripatetic music lessons for all students in year 7 in order to promote a culturally rich learning environment. Pupil premium students who wish to continue with peripatetic music lessons after year 7 are able to apply for additional funding in order to do so. The Joseph Rowntree Foundation emphasises the importance of structured and varied extra- curricular activities which help to close disadvantage gaps.
- Impact: increased engagement with extra- curricular music across the Academy.

Sports and Arts Extra Curricular Offer

- Strategy: wide ranging session 4 extra-curricular activities, including sports and the Arts, which are open to all students. Attendance for students is supported by free transport.
- Impact: increased aspiration and involvement of all groups of students in the wider life of the Academy.

Access Support

- Strategy: uniform support for students eligible for free school meals in year 7, with a reissue of part of the uniform at the point of transition to KS4.
- Impact: promotes equality of access and models business world expectations for personal presentation. This is a key aspect of the whole school ethos.
- Strategy: bespoke financial support on a case by case basis for pupil premium students in order to enable access to a range of activities and resources.
- Impact: support for PP students to enable them to overcome any barriers to participation in the wider life of the Academy.

Counsellor Support

- Strategy: personalised emotional support for students who need this to overcome barriers to learning. In line with guidance, support is targeted for impact. Case studies and student feedback will enable monitoring.
- Impact: Improved engagement in lessons and with the wider life of the Academy.

Culturally Rich Funded Activities

- A number of fully funded places for pupil premium students to attend the Schools Prom and to take part in the Schools Shakespeare Festival. The Joseph Rowntree Foundation emphasises the importance of structured and varied extra-curricular activities which help to close disadvantage gaps.
- Impact: increased range of cultural experiences and creating an aspirational culture for all groups of students.

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- Impact: increased range of cultural experiences and creating an aspirational culture for all groups of students.

Pupil Premium Grant 2016-17

The total expected Pupil Premium grant for 2016-17 is £229,075

Planned Pupil Premium Expenditure 2016-17

Description	Cost
HLTA intervention, including one to one, key worker support and support for S4	£54,523
Supporting quality first teaching and learning	
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To increase levels of attendance and engagement	
Maths Small Group Teaching	£12,215
Intervention for target students to maximise outcomes. Ongoing small group interventions aimed at wide range of target students.	
Additional Teaching Capacity- Maths/ English	£63,963
Smaller class sizes/capacity to deliver intervention and coaching.	
Total	£166,325
Other costs- including inclusion, session 6 bus provision and music subsidy	£74,056
Grand total	£240, 381

The impact of our strategy will be evaluated and measured after each data point as part of the NAHT ASPIRE Achievement Team Model. The strategy will be adapted throughout the year in order to continue to target the progress and outcomes of the disadvantaged group.

Each year group will be reviewed at each data point and pedagogical solutions to close gaps identified.

On an annual basis the impact of strategies will be evaluated from close analysis of end of year data outcomes.

Use of Year 7 'Catch Up Funding'

The government provides £500 per pupil for any Year 7 student who has not achieved at least a Level 4 in English and maths. This is then used by to provide support to help students catch up and achieve accelerated progress in Year 7.

For the academic year of 2015-16 the Academy received in the region of £13,000 funding to support students to move towards Level 4 in Maths and English. Key use of the funding included:

- One to one teaching in Maths
- Small group teaching, including McGraw-Hill interventions
- All students in year 7 achieving at Level 3 in Maths and/or English invited to attend targeted intervention in session 4
- Students attending the intervention issued with resource books to support learning during the intervention and at home

This year for the first time we have moved away from tracking students against levels and instead use a 'flight path' system. Students on flight path '4+' are expected to achieve at least the benchmark grade of a 4 in their final GCSE assessments.

Of the 26 students who were entitled to catch up funding in 2015-16:

- 5 students moved securely to flight path 4+ for both English and Maths
- 13 students moved to flight path 4+ for English (all other English students are currently on flightpath 3+)
- 6 students moved to flight path 4+ for Maths (15 of the students moved to flight path 3+)

The current predicted value added for our students in year 7 classed as 'lower attaining' is significantly positive at 1089.

In 2016-17 our expected funding will be equal to the funding received via this premium in 2015-16. Literacy and Numeracy intervention will be supported via the premium but the intention is to also use the premium to support the development of a wider range of quality first teaching strategies.

The impact will be measured by measuring the progress of targeted students via testing of Maths and English, including Trust wide testing.

Next date for review of Pupil Premium and Year 7 Catch Up Funding: September 2017

Mrs Ruth Hurcombe

Vice Principal (responsible for Pupil Premium)