

Planned Expenditure for Current Academic Year 2019/2020

1. Summary information					
School					
Academic Year	2019-2020	Total PP Budget	£230,000	Date of most recent PP Review	Sept 2019
Total Number of Students	Y7 203 Y8 199 Y9 192 1073 Y10 197 Y11 193	Number of students eligible for PP 227 (30 in unit)	Y7 37 (1 in unit) Y8 41 (6 in unit) Y9 48 (6 in unit) Y10 56 (10 in unit) Y11 45 (7 in unit)	Date of next internal review of this strategy	April 2020 Financial Sept 2020 Achievement

2. Key Indicators 2018/19					
	Corby Business Academy Students eligible for PP Funding 2019 (non unit)	Corby Business Academy Students not eligible for PP Funding 2019 (non unit)	National Benchmark (according to ASP)		Corby Business Academy Students eligible for PP Funding 2018 (non unit)
Progress 8 score average	-0.78	-0.28	+0.13	-0.45	-0.49
Attainment 8 score average	3.45	4.72	50.15	36.77	3.31
Progress 8 English	-0.49	-0.25	+0.11	-0.44	-0.24
Progress 8 Maths	-0.64	-0.11	+0.11	-0.39	-0.34
Progress 8 Ebacc	-1.12	-0.33	+0.14	-0.50	-0.77
Progress 8 Open	-0.78	-0.41	+0.12	-0.48	-0.47
Attainment 8 English	4.13	4.59	5.29	4.04	3.98
Attainment 8 Maths	3.41	4.20	4.89	3.50	3.18

Attainment 8 Ebacc	2.89	3.93	4.88	3.38	2.69
Attainment 8 Open	3.59	4.18	5.05	3.77	3.54
P8 HPA	-1.03	-0.52	+0.01		-1.09
P8 MPA	-0.80	-0.27	-0.02		-0.35
P8 LPA	-0.25	0.34	-0.22		-0.49
%9-7 English and Maths	4.5	4.5	unknown		0
%9-5 English and Maths	20.5	36.4	50.0		13.6
%9-4 English and Maths	36.4	53.8	71.0		27.3
% Entering Ebacc	11.4	22.0	44.0	27.0	2.3
% Absence	7.33		7.2		7.33
% Persistent Absence	27.41		21.6		25.91
% staying in education and employment (2017/18)	98.0	99.0	96.0		99.0

3. Barriers to future attainment (for students eligible for PP)

In-School Barriers

A	Progress: Disadvantaged students, who have higher prior attainment at the end of KS2, are not making equivalent progress to disadvantaged lower and middle ability students or other higher ability students nationally. Disadvantaged students are not achieving equivalent success in the Ebacc 5+ and Basics 5+ measures
B	Homework/Revision/Organisation: Students need support with homework and further strategies on revision. Knowledge retention and recall has also been identified through work scrutiny, exam results and teacher feedback.
C	Pastoral: PA, Attendance and punctuality amongst disadvantaged students is still high than non-disadvantaged. Low aspiration and poor behaviour for learning leading to higher exclusion and isolation rates amongst disadvantaged students
D	Literacy + Reading Ages: Students arrive Sig – in English skills and we have a high proportion of low prior attainers in the Pupil Premium group and a very small proportion of high attainers. We have students eligible for the Pupil Premium with reading ages of 8

	or below. There is a whole school focus on improving literacy this year. Furthermore, it is clear that students lack cultural capital in knowledge and vocabulary meaning they are at a disadvantage in accessing various subject curriculums.
External barriers	
E	Attendance: There is an attendance gap between our PP students and Non-PP gaps and this is at its highest among PA students.
F	Enrichment: Many of our students eligible for the Pupil Premium do not have a wealth of life experiences or experiences of high standards of vocabulary.
G	Parental Engagement: There is limited parental engagement in school activities amongst the parents of PP students.

4. Desired outcomes		Success criteria
A.	The progress of our disadvantaged students is closing in on the progress of other non- disadvantaged students within the Academy and matches or exceeds disadvantaged students nationally	- Progress 8 score gap reduced, Dis P8 at or above National
B.	Improved rates of progress at KS4 for EBacc and Basics 5+ subjects.	- Progress 8 score gap within, P8 scores
C.	Our disadvantaged students attend the Academy regularly, behave well and complete homework/revision.	- PP attendance and PA above national, Exclusions below national for same group
D.	Our Disadvantaged students experience a range of enrichment/extra-curricular and have high aspirations for their future	- Extra-curricular/Enrichment Report, NEET Figures, Destinations Data, Apprenticeship Figures, HE Data.
E.	Our Disadvantaged students are confident, able to express themselves eloquently and have high aspirations for themselves and their future.	- Destinations Data, Achievements and Partnerships information, alumni

All students' progress is captured and reported at 4 Data Review (PR) points throughout the academic year (PR1 to PR4). The progress of Pupil premium students' is tracked by the Senior Leadership Team, Directors of Learning, Raising Standards Leaders, Directors of subject and classroom teachers.

ACADEMIC YEAR 2019/2020						
Quality of teaching for all						
Intended outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Predicted Cost	When will you review this?
Improve the progress of disadvantaged students through high quality teaching and learning.	a) Set aspirational MEGS for disadvantaged students based in the upper limit of FFT20 with no student targeted less than a grade 4 at GCSE	EEF toolkit has shown that high expectations, high quality teaching along with peer tutoring can have a huge impact on PP student progress.	Quality assurance of lessons. Analysis of data.	KEPR - QA/PEAT-Target setting NITR - overview		Termly

	b) Ensure that PP students are represented in all sets but in particular the higher sets across all faculties		Review the movement of PP students after each data drop. Ensure that setting is fluid, reviewed and not fixed at the start of each academic year	NITR/PEAT		Termly after each data drop
	c) Develop whole school teaching and learning strategies to promote the progress of disadvantaged students, particularly boys.	Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.	QA the strategies in lessons. Use PP champions to promote and QA the strategies	KEPR		Termly

	d) Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.	EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged pupils.	Work scrutiny, lesson observations	DOS and Line managers		Half Termly
	e) Recruit, work with and support faculty disadvantaged champions to ensure disadvantaged students make progress in lessons	Through effective data analysis based on accurate assessments the PP champion in facilitate staff in targeting in class interventions. QA teaching and learning strategies to judge their effectiveness and to hold staff to account.	QA of lessons. Progress data showing that the gap is closing. Meetings with PP champions and DOS	NITR		Half Termly

Use Data effectively to provide Targeted support for all Disadvantaged Students

Intended Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Predicted Cost	When will you review this?
Effectively use data tracking points based on high quality assessment to identify disadvantaged students for interventions	a) Ensure all faculties have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.	Effective interventions must be based on accurate assessments.	QA during accountability meetings with DOS Assessments discussed in weekly SLT meetings. QA of staff marking during ML meetings	KEPR		Half Termly

	b) Create an effective accountability cycle in which the progress of all disadvantaged students especially boys and PP K coded students are discussed resulting in effective interventions.	Effective data analysis and targeted intervention can promote progress	<p>Quality assurance of intervention sessions.</p> <p>Registers for intervention</p> <p>Internal data to be used to analyse the effectiveness of interventions</p>	LIHW/NITR		Termly Data Drops
	f) Monitoring the progress of all PP students in terms of achievement, progress, behavior and attendance after each tracking point.	Students need to be at school and in lessons to make the required progress during their time at CBA.	Tracking of weekly behaviour reports and attendance information.	JUSM/NITR		Termly



	g) Share all findings with all relevant parties including governors and parents.			NITR		
Total budgeted cost:					60,000	
Improve engagement with disadvantaged parents in the community						
Intended Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead		When will you review this?
	a) Continue to monitor the work of the attendance officer regarding disadvantaged pupils.	Students need to be in lessons to achieve.	Tracking of attendance data. Minutes from attendance meetings.	JUSM		Fortnightly



	b) Host family support evenings and parents evening to promote engagement with parents and support them in their child's education at home	To inform parents of their child's progress and to develop strategies to solve the issues in their education.	Attendance to parents evening. Pupil progress	NITR		Termly
Total budgeted cost:					60,000	
Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education.						
Intended Outcome	Action	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	Predicted Cost	When will you review this?



Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education	<p>Review and develop an enriching curriculum through:</p> <ul style="list-style-type: none"> -More time given to options subjects in KS3 -Longer KS3 -Review the choice of subjects taken by year 9 students - Music bursaries provided for selected KS3 and 4 students -Art packs for all GCSE Art students -Cooking ingredients provided for all PP students 	<p>Students do better if they are studying courses they enjoy and can access.</p> <p>P8 and EBACC update</p>	SLT member in charge of curriculum development and monitoring.	NITR		Termly
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	<p>To provide all pupils at CBA with an engaging and varied enrichment programme.</p>	<p>At CBA we strongly believe in developing the whole individual. School should not be all about exam results. Disadvantaged students should have the opportunity to develop skill they enjoy as well as the skill they need to succeed in their exams.</p>	<p>Improvement in behaviour and attendance data.</p> <p>Pupil voice</p>	LIHW		<p>Termly report provided</p>
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	<p>To raise the aspirations of PP students at CBA though:</p> <ul style="list-style-type: none"> -Trips to places of higher education. -Visits ran by local universities. -Work experience -Trips to cultural establishment -All disadvantaged students in year 11 to have a careers meeting 	<p>All students deserve the chance to experience higher education. We also want to raise the aspirations of students at CBA so that we produce students that strive for academic excellence.</p> <p>One of the biggest barriers to raising the aspirations of disadvantaged students is the student not knowing their future career path. These meetings will remove that barrier</p>	Pupil voice, attendance on trips	NITR/LIHW		Termly
Total budgeted cost:					70,000	

CBA UNIT PROVISION

The school has a specialist unit for students with moderate to severe needs. 33 of the students in the unit are PP students 6 are LAC. Funding is to be spent on a variety of aspects from extra staffing for delivering the basics to maintaining the hydrotherapy pool, training for staff and accessing Moulton College.

This spending and impact statement is detailed in a specific unit document.

Total budgeted cost:	40,000	
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