

## Corby Business Academy Pupil Premium Spending Review 2018-19

1. Summary information					
School					
Academic Year	2018-2019	Total PP Budget	£237,910	Date of most recent PP Review	Sept 2019
Total Number of Students	Y7 200 Y8 196 Y9 195 1073	Number of students eligible for PP  240 (32 in unit)	Y7 43 (6 in unit) Y8 48 (5 in unit) Y9 53 (9 in unit) Y10 46 (7 in unit) Y11 50 (6 in unit)	Date of next internal review of this strategy	April 2020 Financial  Sept 2020 Achievement

2. Key Indicators					
	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	<b>Progress:</b> 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	<b>Homework/Revision/Organisation:</b> 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	<b>Pastoral:</b> 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	<b>Literacy + Reading Ages:</b> 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	<b>Attendance:</b> There is an attendance gap between our PP students and Non-PP gaps and this is at its highest among PA students.
F	<b>Enrichment:</b> 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	<b>Parental Engagement:</b> 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.

<b>Improving Attendance and Wellbeing</b>	<b>Total Budgeted Cost:</b>	<b>£61,301.00</b>
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Next Steps: Further improve the monitoring of attendance to include a slot in all weekly tutor programmes and link to rewards to ensure 97% attendance is achieved overall and PA is reduced with the gap closed between PP and non PP students. Review the practices of the SEN team to ensure progress of PP students with SEN are in line with non PP students and with the National picture

	Academy PP	PP National Average**	Academy PP PA	PP PA National Average**
2016-17	92.8%	92.2%	25.3%	24.0%
2017-18	92.67%	91.1%*	25.91%	27.7%*
2018-19	92.16%	91.2%	27.41%	28.1%
Sept.18	92.81%		22.09%	
Sept. 19	92.12%		21.21%	
Nov 18	93.08%		21.95%	
Nov 19	91.96%		23.81%	

**Improving Tracking, Monitoring and Mentoring Total Budgeted Cost:****£5,000.00**

SLT team increased significantly adding capacity to key areas of the school both in teaching and in leadership. We were able to personalise additional intervention in both Maths and English for a cohort of students focusing in on PP students. PP students were provided with SLT mentors and were targeted for additional support during 5/6 and holiday revision periods. Additional buses were put on between Easter and the exams to allow students to stay in school longer and get instruction from a greater variety of subject areas. Despite improvements in some areas of the curriculum e.g Business Studies, we accept there is still a significant amount of work to do to improve outcomes for all students and to narrow the gap between disadvantaged students and non.

Next Steps: Review strategies adopted in 2018/19 and draw on experience of other SLT members within this area to implement strategies which will have the greatest impact of increasing progress with PP students. Look to significantly improve Open bucket subjects such as BTECs, Art and DT by drawing on expertise from across the BWT and other contacts. Sure up homework completion in Core subjects and intervene quickly with those students not completing the work.

**Improving T&L and Performance Management Total Budgeted Cost:****£12,000.00**

Language assistants employed to work throughout languages lessons to close learning gaps for PP students within Languages (approx. two days per week of targeted provision). These members of staff were also used to improve the EBACC figure for the school by providing support for students taking GCSE language and encouraging lower school students to choose a language at GCSE level.

QA of lessons has taken place throughout the year with a clear emphasis on high expectations and challenge in all lessons. The school has worked with NAHT Aspire staff and other expertise to monitor and coach staff that require extra support to ensure lessons are good or outstanding.

Next Steps: Review T &L across the school to ensure an accurate picture with a clear QA calendar shared with all staff at the start of the academic year. Compose a CPD programme which is bespoke to the needs of the staff within the school and ensure staff attend. Develop the knowledge and expertise of middle leaders by drawing on training from the BW training school provision.

**Careers Information, Advice and Guidance Total Budgeted Cost:****£7,000.00**



Early and additional guidance is offered to vulnerable students eligible for Pupil Premium funding to ensure that they can be supported to pursue aspirational futures. This is after 2016/17 data showed that only 9 out of the 21 students continued into the 6th form. With early guidance from KS3 through to KS4 we can improve aspirations and behaviour for learning. The Academy using a company called Timely Advice. A careers advisor from this company provides mentoring to all PP students and helps track post 16 destinations. At present, there are no known NEETS in the 2017/18 cohort.

Next Steps: Review the Careers delivery and provision with the school. Ensure that all PP students are provided with the advice and guidance required. Look to improve “Aim Higher” provision by appointing a member of staff who will look specifically at promoting aspiration of PP HPA students.

**Accelerated Reader Scheme to improve Literacy:****£8,000.00**

The Accelerated Reader scheme is made available to all students in their English lessons during Years 7 and 8. Students attend the library once per fortnight where they quiz, select books and read. Quizzes passed by PP students in 2018/19 reduced from 2017/18 and the gap widened between PP and Non PP students. However, book loans remain high and are equal amongst the 2 groups of students. In addition, all Year 6 students are provided with Summer reading books on “move up” day which are used to inform English teaching in the first half term. Year 7 students are then provided with a further book at Christmas. The Library now has a suite of lap tops ensuring the ease of delivery of AR. Visiting authors are a regular occurrence with all students benefitting from exposure to these visitors.

Next Steps: Continue to promote the success of the library within the school and in the wider community. Promote the benefits of reading to academic success with in the school within the tutor programme. Make literacy across the curriculum a priority for all looking in particular at tier 2 and 3 words in lessons at all key stages. Expand to look at whole school numeracy intervention at lower school too.

**Access Support Total Budgeted Cost:****£20,000.00**

In addition to paying for transport costs for some pupils including the subsidy of the late bus in order for students to access the school building for longer periods of time, bespoke financial support on a case by case basis has been made available for pupil premium students in order to enable access to a range of activities and resources. Uniform has been provided to those who require it. A revision café was set up providing a drink and a



snack to all students encouraging Year 11 students to stay in school after 3.30 in the term before the GCSE exams. On average, 100 plus students accessed the Session 5 and 6 sessions per evening which were run from Monday to Thursday. Raffle ticket reward scheme adopted for those who stayed with the prize of an iPad. One to one tutoring has been provided for students with Medical conditions unable to attend school.

Food was provided centrally for food technology students in the lower school and those PP students studying for Level 2 catering. Results for catering in 2017/18 were below target.

Next Steps: Improve the offer of Enrichment activities during session 5 and ensure student's attendance at session 5 is tracked. Provide targeted intervention for KS4 students within subject areas and middle leaders and senior leaders track attendance esp. PP students. Relaunch and adapt the reward scheme to ensure targeted students attend regularly. Continue to provide Food for food tech students. Review one to one tutoring support and track carefully.

**PiXL Membership Total Budgeted Cost:****£14,000.00**

PiXL (Partners in Excellence) is a not-for-profit partnership of over 1,700 secondary schools, 600 sixth forms, 500 primary schools, and 75 providers of alternative education. They share best practice to raise standards and support staff to raise student self-esteem, improve life chances and broaden progression routes. One member of SLT attended the PIXL main meeting 6 times per year and directors of subject from all EBACC subjects attended to ensure PIXL principles in raising attainment for all groups of students is implemented. A member of staff was employed to use PIXL Edge to map out and create a Character curriculum that was delivered by all tutors from Years 7 to 13. School joined PIXL 6.

Next Steps: Continue to embed PIXL principles within the school. All staff using PLCs to inform teaching and differentiation within the classroom. Laser meetings for DOS after every data drop and data moderated to ensure accuracy. All EBACC subject leaders to write an action plan following attendance at PIXL meetings with is shared and monitored by PiXL lead in the school.

**Music Bursary Total Budgeted Cost:****£4,000.00**

14 students from Years 7 to 11 received a Music Bursary to allow them to access Music lessons. All 14 have been able to perform with the various bands within the school and some have been able to perform in different parts of the country in music competitions with the Academy department.

Of those funded who studied Music to GCSE level, all achieved or exceeded their target grade with one student achieving 4 grades higher than his target.

Next Steps: Ensure that all GCSE or BTEC PP students studying music are benefitting from this scheme. Continue to offer bursaries to ensure equal opportunities are provided for PP students at KS3.

**Mathematics Intervention Total Budgeted Cost:****£25,000.00**

With the government push to secure a 4+ in Mathematics and Corby Business Academy 6th form criteria requiring both English and Maths at this level, targeted intervention was put into place during the last 2 terms with extra maths sessions being delivered to students who were in danger of not getting a grade 4 or 5. The PIXL Wave and tracking sheets were used in order to map out students weak areas. Pinpoint Maths and Hegerty maths was then used to provide students with targeted intervention work. ICT was made available to students outside of school hours to allow access for those who did not have access to ICT at home. The PIXL maths APP was demonstrated in lessons. Hegerty maths usage league tables were used and 5 students per week were rewarded with “free Friday fish and chips” at lunchtime. HPA lectures were delivered weekly to push the grades 7-9 students

Next Steps: The additional experienced mathematician is continuing to work with targeted students 1 day per week to improve outcomes at 4+ and 5+. PIXL microwave has been adopted to discover student weaknesses in Year 7 and address early and a new scheme for KS3 purchased and embedded during the year. Numeracy intervention to be timetabled at KS3 and is being delivered to identified students in intensive 6 week blocks. Statistics to be introduced to all HPA students to enhance knowledge further.

**English Intervention Total Budgeted Cost:****£15,839.00**

With the government push to secure a 4+ in English and Brooke Weston 6th form criteria requiring both English and Maths at this level, targeted intervention has been put into place in English. The Trust Director of English was used to provide weekly Literacy masterclass lectures classes for all Year 11 students. Targeted intervention was put into place during the last 2 terms with extra English sessions being delivered to students who were in danger of not getting a grade 4 or 5 School improvement partner for English has been employed working with the English department on a full time basis, looking especially at the delivery of literacy across the curriculum and to improve the outcomes of PP boys. Waterman consultancy



worked with less experienced English staff to improve teaching and learning especially at KS4. Use of PIXL APPs demonstrated and rolled out for English Lit. Usage league tables were used and 5 students per week were rewarded with “free Friday fish and chips” at lunchtime. PIXL wave at KS4 and microwave at KS3 being used to identify weaknesses.

Next Steps: Trust Director of English now line managing the department, working closely with the DOS to review the delivery of both KS3 and KS4. Knowledge organisers employed with interleaving and retrieval practice common practice across all lessons in all Key Stages. Literacy intervention to be timetabled at KS3 and is being delivered to identified students in intensive 6 week blocks.

**Alternative Curriculum Provision Total Budgeted Cost:****£20,839.00**

VCerts in both iMedia for students struggling with Computer Science and Health and Fitness for those who were struggling with option choices were delivered. The outcomes for both of these courses were disappointing.

Next Steps: Health and Fitness will not be delivered in 19/20 as there is more expertise for the delivery of BTEC Sport. iMedia lessons will be monitored carefully by the SLT line manager with CPD provided to the member of staff delivering the course.

**Online Homework and Revision guides Total Budgeted Cost:****£8,602.00**

SAM learning was introduced for staff to set tasks for homework. GCSE student's usage of GCSEpod monitored by tutors and regular rewards were provided to students who were demonstrating that they were using the tool on a regular basis. GCSEpod representative at the Year 11 GCSE success fair to promote. Planners were provided to all students in KS3 and a homework policy written and communicated to parents. Revision guides for all subjects provided to all PP students in Year 11. Homework completion was reported on throughout the academic year.

Next Steps: Homework monitored carefully by DOS and any students not completing need to complete during a session 6 -trial with Year 11 Core subjects in Autumn term then expand. Show my Homework being considered. Ensure all homework demonstrated knowledge based retrieval practice for all students.



**SEN provision Total Budgeted Cost:**

**£40,325.00**

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 has been 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.

Next Steps: Review unit provision and spending in line with a whole school review. Ensure appropriate funding is being accessed for those with severe SEN.