

Pupil Premium Strategy Statement for 2020-21

The Pupil Premium allocation is additional funding for publicly funded schools in England, to raise the attainment of disadvantaged students of all abilities and to close the education outcome gaps between them and their peers.

Schools will receive the following funding for each child registered as eligible for Pupil Premium:

- Children with 'Free School Meals' (FSM 'ever 6') £955
- Children who are 'Looked After' (CLA) or PLAC £2300

Publicly funded academies and schools have autonomy to spend Pupil Premium funding according to their targeted strategies and action plans. Funding for children who are 'looked after' is tracked at individual student level and monitored by the Virtual School in the relevant Local Authority.

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To determine who is eligible for PP, the government uses Free School Meals (FSM) as an indicator of disadvantage. The Academy is allocated an amount each April by the Education and Skills Funding Agency depending on the number of students eligible for Pupil Premium funding on-roll as at the January census. The Academy then decides where this money is best spent to have the maximum impact on overall student achievement.

At Corby Business Academy we recognise that, whilst academic progress is the end result, our students also need and benefit hugely from activities which enhance their social, emotional and cultural capital. We believe that this holistic approach is key to develop well-rounded, responsible young people and is a major part of our responsibilities as educators before our young people transition to adulthood. With this in mind, the Pupil Premium funding is used across a spectrum of interventions and activities, based on need, in order to maximise its impact.

The Brooke Weston Trust PP Policy can be found following the link:

https://www.brookewestontrust.org/_site/data/files/1489758DAE00217A85474D9B5BC33DD1.pdf

Financial year Allocation of funds	2019-20 £206,625	2020-21 £191,955
* Due to the importance of the strategies, the shortfall in funding will be absorbed by the Academy		
<u>Staffing costs</u>	£	£
SLT, PP lead	7,000	7,200
SLT, curriculum	15,718	15,717
Literacy support	8,500	8,700
Numeracy support	8,500	8,700
Intervention	30,000	25,600
Focus on homework	14,700	15,000
Attendance	14,800	14,000
Pastoral team	26,000	26,000
Behaviour - inc Isolation	3,900	7,800
Career support	3,600	5,850
<u>Resource costs</u>		
Catering, Breakfast, food packs	22,500	23,000
DT ingredients	750	950
Revision resources	3,000	2,500
Homework resources	-	118
Parental engagement app	-	1,600
Learning software	-	0
Additional exams and related resources	-	0
Alternative provision, support	15,000	10,000
Uniform and Equip	4,500	6,000
Uniform - PE equip	500	500
Trips	10,500	2,500
CPD - staff	500	500
Extended school day	-	0
Extra curriculum	23,000	23,000
Total(s):	£212,968	£205,235

1. Summary Information

- 20% of students at the Academy are eligible for Pupil Premium funding
- 189 pupils eligible for Pupil Premium funding. 38 FSM (Free School Meals) in Year 7 awaiting funding.

Academic Year	2020-21	Total PP budget	20/21 £191,955* (* projected figure) <i>Please note that number include Unit students</i>	Date of most recent review	July 2020
Total number of students	Y7 - 204 Y8 - 208 Y9 - 198 Y10 - 192 Y11 - 197 Y12 - 70 Y13 - 49	Number of students eligible for Pupil Premium	Y7 - 38 (FSM) Y8 - 41 Y9 - 40 Y10 - 47 Y11 - 49 Y12 - 12 Y13 - 0	Date of next internal PP review	April 2021

2. Current data

Key Indicators:

Measure	2019-20				2018-19			
	ALL	PP	Non-PP	GAP	ALL	PP	Non-PP	GAP
Attainment/Progress 8 (Overall)	42.4	30.3	45.9	15.6	37.68	30.35	40.36	13.01
Attainment/Progress 8 English	44.6	36.4	47.0	10.6	41.8	36.7	43.7	7
Attainment/Progress 8 Maths	57	38.6	62.4	23.8	39.7	30.6	43.0	12.4
Attainment/Progress 8 Ebacc	39.1	27.3	43.6	16.3	35.9	18.4	42.2	23.8
Attainment/Progress 8 Open	49.2	29.5	55.0	25.5	36.4	32.7	37.8	5.1
% English & Maths Grade 4+	59	31.8	66.9	35.1	46.5	32.0	51.8	19.8
% English & Maths Grade 5+	37.4	15.9	43.7	27.8	30.5	18.0	35.0	17
%Ebacc Grade 4+	13	1	12	11	21	2	19	17
%Ebacc Grade 5+	10	0	10	10	13	2	11	9

Attendance

Students	2019-20		2018-19	
	Attendance	Persistent Absence (90% or below)	Attendance	Persistent Absence (90% or below)
All	94.34%	14.13%	94.61%	12.42%
Pupil Premium	91.50%	25.20%	91.98%	25.00%
Non-Pupil Premium	95.05%	10.47%	95.46%	8.10%
GAP	-3.55%	-14.73%	-3.48%	-16.90%

2. Barriers to Future attainment

In school Barriers

- Disadvantaged students are not achieving equivalent success in all measures. Data in all measures of disadvantaged students is below that of Non-disadvantaged students. Signifying a gap that needs immediate reduction.
- Literacy rates. 16/40 disadvantaged students in Year 7 have a KS2 Reading retrospective scaled score indicator from CAT 4. 14/40 disadvantaged students have a KS2 Spelling, punctuation and grammar retrospective scaled score indicator from CAT 4.
- Numeracy rates. 20/40 students in Year 7 have a KS2 Maths retrospective scaled score indicator from CAT 4.
- Homework completion rates and setting is variable across the school. Completion by disadvantaged students is below that of non-disadvantaged
- Higher exclusion/isolation rates of PP students compared to non- disadvantaged. Although last year this was significantly reduced.

External Barriers

- Parental engagement can sometimes limit the progress that students can make. We are aiming to increase parental engagement with the Academy and our activities amongst parents of disadvantaged students.
- Lack of cultural capital or aspirations. Disadvantaged students can sometimes have a lack of knowledge, skills and behaviours to perform well in school; how to interact in different social groups or societies, to access education, and understand how to be successful in work or a career.
- Oracy. Many students lack the skills express themselves in and understand spoken language.

- D. Persistence absence of disadvantaged students is higher than that of non-disadvantaged. 25.2% compared to 13.7%. Overall attendance of disadvantaged students is lower at 91.5% compared to 94.3% in 2019-20.

4. Outcomes, strategies and how they will be measured

	Desired Outcomes	Strategies	Success Criteria
A	Disadvantaged students to close the gap and achieve or exceed disadvantaged students nationally	<ul style="list-style-type: none"> • Embed the Academy's pedagogical approach to Teaching and Learning • Quality Assurance process to provide targeted CPD and pedagogical coaching for staff • Improving Teaching and Learning experiences for disadvantaged students • Quality first teaching with effective use of the Academy's teaching segments • Setting of aspirational target grades, with appropriate scaffolding towards achievement • Ensure students are in correct sets and taught by strong teachers, who are skilled at reaching disadvantaged young people • CPD delivered to staff about how best to teach disadvantaged students • Improve the rigour of assessments, quality and range in lessons • Ensure disadvantaged students are located in seating plans where they will receive the most oral feedback • Ensure disadvantaged students' books are given high quality and priority feedback. • Science, Maths, English, Geography and History intervention session 6, as well as targeted intervention in option subjects • NPQML projects are focused on improving provision for disadvantaged students • Provide students with revision guides and the skills to revise effectively • RSL to use data to ensure Middle Leaders are supporting and challenging key students in particular PP • Disadvantaged targets for staff performance management documentation • Middle Leaders and Senior Leaders to target underperformance in their areas of responsibility • New laser document to be completed by all Middle Leaders showing their understanding of disadvantaged, as well as on action plans for academic year • Motivational speakers for assemblies • PiXL 'Horsforth Quadrant' created by Raising Standards Leads, to identify key groups for special assemblies • Passport to Prom for Year 11 • Targeted mentoring for key students 	Progress 8 score gap reduced, Disadvantaged p8 to be at or above national

		<ul style="list-style-type: none"> • Parent/Carers meetings and action plans with Senior Leaders for Year 11 students who are disadvantaged 	
B	To improve literacy skills of disadvantaged students	<ul style="list-style-type: none"> • Targeted intervention of students in Year 7 to improve literacy through Accelerated reader programme • Within different subject disciplines departments will provide targeted vocabulary instruction, develop students' ability to read complex and academic texts in addition to breaking down complex writing tasks 	<p>Improved reading ages of Year 7 students</p> <p>The percentage of students achieving basics 4+/5+ and EBacc 4+/5+ should be in line with national</p> <p>These combined strategies will enhance the vocabulary used and will provide strategies for pupils to access complex academic texts with confidence, using a range of explicitly taught reading strategies.</p>
C	To improve the numeracy skills of disadvantaged students	<ul style="list-style-type: none"> • Targeted intervention for disadvantaged students in Year 7 to improve numeracy through one to one tuition • Numeracy coordinator to implement strategies (i.e. tutor sessions with a numeracy focus with Ninja maths, coaching of Year 7 students, liaison with primary schools to ensure continuity and training of staff associated with delivering consistency of methods across the Academy) 	Improved numeracy skills evidenced in AP data drops
D	<p>To improve homework completion by disadvantaged students</p> <p>To improve homework setting and tracking by teachers</p>	<ul style="list-style-type: none"> • Installation of Show My Homework which monitors and prompts parents/carers and students that there is work to complete • Installation of Show My Homework means Middle Leaders can monitor and check that all staff are setting homework in line with Academy expectations 	Progress 8 score gap reduced, Disadvantaged p8 to be at or above national
E	Punctuality of disadvantaged students is below that of non-disadvantaged students	<ul style="list-style-type: none"> • Proportion of Attendance Officer time to track lateness and to share information for disadvantaged students, with form tutor and Student Care Team actions and communication 	Improved attendance to all of lessons will result in improved knowledge and understanding

F	To reduce the amount of exclusion/isolation incidences of disadvantaged students	<ul style="list-style-type: none"> • Think for the Future Mentoring Programme • Specific support offered to students from the Think for the Future mentors or academy staff as required • Develop the procedure and support provided to students once they return from fix term exclusion • Re-integration meetings recorded, with actions implemented and evaluated • Allow all staff CPD opportunities to improve Attitude for Learning and build positive relationships strategies • Training day CPD for staff • Staff CPD twilight sessions • Identify staff for targeted behaviour workshops • Middle Leader training on Attitude for Learning analysis of staff/subject 	Reduced number of exclusions/isolation incidences with PP students
G	To improve parental engagement especially at parent's evenings	<ul style="list-style-type: none"> • Allocation of time for Tutors, Heads of Year and Student Care Team to contact all disadvantaged students to ensure they can attend and raise engagement - SLT/Subject Leaders to meet with parents/carers at a more convenient time as required • Utilise parent consultation evenings and maximise parental / carer engagement • Heads of Year to monitor appointments of disadvantaged students in their year group • Follow up calls made for disadvantaged students whose parents/carers did not attend 	<p>Attendance of parents/carers' evening</p> <p>Parent/carers communication becomes more effective</p> <p>Parents/carers more aware of their child's progress, attendance and behaviour</p>
H	To increase cultural capital and aspirations/careers education of our disadvantaged students	<ul style="list-style-type: none"> • Recruitment of careers advisor to lead programme and document this information • Priority and additional 1:1 careers meetings for disadvantaged students, as well as parent/carers summaries and participation in meetings • Design a careers programme to meet the 8 Gatsby benchmarks, including some delivery in the Academy's tutor time programme • Review and ensure careers curriculum is 'Baker Clause' compliant • Develop a careers calendar, linking NCOP to raise aspiration • Embed careers into each subject area by having a focus week for each subject, linking subjects to future jobs and skills • Deliver focus weeks within lessons on team work and presentation skills • Invite and plan for HE, Colleagues and Apprenticeship assemblies • Implement CV building workshops 	<p>Raised aspirations of students</p> <p>Greater number of PP students going onto University</p>

		<ul style="list-style-type: none"> • Mock interview days for year 10 and 12, measured through feedback sheets from businesses • Plan and deliver Enterprise days, including local business links • Organise and facilitate Careers fair, developing links with all external providers including local business links 	
I	To improve the Oracy of disadvantaged students	<ul style="list-style-type: none"> • Recruitment of a Literacy Coordinator 	Improved literacy resulting in improved P8 figures
J	To improve the persistent absence of disadvantaged students and bring in line with non pp	<ul style="list-style-type: none"> • Focus on PP and SEND students with attendance of 85-90% • Student support to contact home each day as a priority and track attendance of this group on a weekly basis • Competitions for this cohort of students • Three week rewards for this cohort of students if they improve attendance • Utilise new parent app so attendance data is pushed to parents/carers each week • EHA support where needed • LA support where needed 	Improvement in attendance figures

Review of Last Academic Year (2019-20)'s Aim and Outcomes

	Aim	Outcomes
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	<ul style="list-style-type: none"> - The Academy's progress gap was slightly improved; however, we will be aiming to reduce this further over the next academic year - Gap in 2019 was -0.7. In 2020 -0.63.
B	Improved rates of progress at Ks4 for EBacc and Basics 5+ subjects	<ul style="list-style-type: none"> - Improvements in some measures were made through intervention, a better / more rounded curriculum and quality first teaching in these subjects. Again, we will be aiming to reduce this further over the next academic year. The improved option choices, guidance and curriculum will support are aims <p>EBacc</p> <ul style="list-style-type: none"> - Gap improved from 12.2% in 2019 to gap of only 5.6% in 2020. <p>Basics (English & Maths 4+ and 5+)</p> <ul style="list-style-type: none"> - Unfortunately, the gap in basics widened at the end of last year. This was due in some ways to the COVID school closures and a lack of access to students to during this time. However, it is recognised that students finished above their predicted grades at the start of the academic year - Gap widened from 19.3% in 2019 to 26.6% in 2020
C	Our disadvantaged students attend the Academy regularly, behave well and complete homework	<p>Attendance and Behaviour</p> <ul style="list-style-type: none"> - Fixed Term exclusions and isolations for disadvantaged students were reduced from the previous academic year - Unfortunately, attendance for disadvantage was still affected due to fixed term exclusions. Therefore, it fell slightly behind that of non-disadvantaged students <p>Homework</p> <ul style="list-style-type: none"> - Whilst homework setting did improve, with the Academy's new homework structure and policy, the completion of homework for disadvantaged students remains a priority
D	Our Disadvantaged students experience a range of enrichment/extra-curricular and have high aspirations for their future.	<ul style="list-style-type: none"> - Achieved up to COVID school closures, with increases in attendance to afterschool activities - 429 session 6's attended by disadvantaged student - There was also an increase in disadvantaged students attending Educational Trips or Visits

Date of Next Review: April 2021