



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Corby Business Academy
Number of students on roll	1134 (including Unit Provision)
Proportion of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Simon Underwood
Pupil premium lead(s)	Lisa Hawkins (Vice Principal - Strategy) Charlie Gavin (Asst. Principal, KS4) Heather Thompson (Asst. Principal, KS3)
Governor / Trustee lead	Niel Aveyard

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,415
Recovery premium funding allocation this academic year	£57,738
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£271,153</b>



## **Part A: Pupil premium strategy plan**

### **Statement of intent**

Corby Business Academy is committed to narrowing the progress and attainment gap between Pupil Premium students and their peers. Our broad and balanced curriculum offers substantive and disciplinary knowledge to help support all students. Evidence proves that excellent teaching and vigilant planning can make an enormous impact on the outcomes of Pupil Premium students. We are dedicated to Curriculum; quality first teaching; targeted academic support; pastoral support and strengthening our enrichment programme:

#### **1. Curriculum**

Our broad and balanced Curriculum will be accessible to all students, with a particular focus on Pupil Premium students, providing each individual with the opportunity to strengthen their cultural literacy and capital, mitigating the impact of the pandemic.

#### **2. Quality First Teaching**

CPD opportunities and close monitoring will ensure all staff are able to offer all students quality teaching enhancing their skills and using their expertise to generate strong learners, whatever their prior attainment. Recruitment will help support all students with a particular focus on Pupil Premium needs.

#### **3. Targeted Academic Support**

Implementation of supplementary support and intervention, where necessary, will ensure all students will be assisted in closing the gaps in their learning. Students who have fallen behind or who are not making good progress will benefit from highly targeted, evidence informed intervention.

#### **4. Pastoral Support**

The pastoral team will closely monitor all students with a key focus on those effected by key barriers of attendance, behaviour and mental health. Close liaison with parents and carers will help support each student's progress, particularly the Pupil Premium students.

#### **5. Extra – Curricular Activities**

Our extended broad and balanced curriculum will give students the cultural literacy and cultural capital they need to acquire their aspirations and ambitions for the future.

Our 3-year plan is a working document that is reviewed and evaluated in a robust and timely manner. Our key challenges are listed below which will be reviewed throughout.



## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	In line with national performance, Pupil Premium students at the Academy have underperformed in comparison to all other students; in particular in English and Maths, as reflected in their progress 8 score (2019 – 2021)
2	Literacy and numeracy skills of students entering Year 7 are lower for students eligible for Pupil Premium than for other students, which prevents them from making good progress in KS3
3	Student attitudes to learning and behaviour result in higher levels of disengagement and exclusion for Pupil Premium students
4	Attendance rates for pupils eligible for Pupil Premium (2020/21), is below the national average for all pupils at 96%
5	Completion of homework is at a lower rate for Pupil Premium, compared to non-Pupil Premium

## 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
Progress 8	To achieve positive progress for Pupil Premium students
Attainment 8	To achieve national average for attainment 8 for all students
EBacc Entry	To improve the number of students entered for EBacc
Percentage of Grade 5+ in English and Maths	To increase the percentage of Grade 5+ in English and Maths for Pupil Premium students
Fixed period exclusions rate (number of FPE as a proportion of the whole school population)	To decrease the number of fixed period exclusions for Pupil Premium students
Attendance	To improve the attendance of Pupil Premium students



## 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: £108, 478

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue the development of quality first teaching through our CPD programme.</p> <p>Monitoring of activity will be through termly CPD opportunities for all staff; CPD training and resources; directed Middle Leader agenda for department meetings; monitoring and evaluation of lessons as well as student voice</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Research shows that the embedding of CPD has varying effectiveness across a staff body due to variation levels of experience. High quality CPD improves also improves teacher retention.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">High-quality teaching   EEF</a> (<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>)</p>	1, 2 & 5
<p>To embed deliberate practice as part of the whole academy teaching routine through internal training.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</p> <p>High-quality teaching   EEF (<a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a>)</p>	1, 2, 3 & 5



<p>Monitoring of activity will be through a learning walk checklist; CPD training and resources; compliance with learning segments and feedback policy; monitoring and evaluation of lessons as well as a constant work scrutiny</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.</p> <p>Introducing the toolkit   EEF  <a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-thetoolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-thetoolkits/</a></p>	
<p>To continue to develop our broad and balanced Curriculum, focussing closely on road stories and learning plans, developing students substantive and disciplinary knowledge.</p> <p>Monitoring of activity will be through learning maps and road stories available to all staff, parents and students; CPD opportunities; middle Leader training cascaded to department teams;</p>	<p>Researchers believe that: 'the more shared knowledge we have as a society, the more integrated and inclusive that society. And the vehicle for delivering that shared knowledge is our school system, but only if schools teach a knowledge-based rather than competence-based curriculum.'</p> <p><a href="https://educationendowmentfoundation.org.uk/collaborative-learning-approaches/">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum">The Importance of a Knowledge Rich Curriculum (www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum)</a></p>	<p>1, 2, 3 &amp; 5</p>



assessment analysis and data; student voice; work scrutiny; learning walks as well as curriculum documentation		
<p>The employment of teaching support staff to further support the Nurture groups.</p> <p>Monitoring of activity will be through additional support given to students for academic, emotional and social needs, to ensure they access the Secondary Curriculum</p>	<p>Research states that 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs'. One to one tuition and small group tuition are both effective interventions. By providing training to the staff that deliver small group support is also likely to increase impact.</p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-Testimprovement-planning/2-targetedacademic-support">Targeted academic support   EEF https://educationendowmentfoundation.org.uk/support-for-Testimprovement-planning/2-targetedacademic-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4 & 5
<p>The employment and extension of the pastoral inclusion team, helping to assist with attendance, well-being and offering emotional support to all students.</p> <p>Monitoring of activity will be through close monitoring of key areas: attendance, mental health</p>	<p>EEF states that wider strategies relate to the most significant non-academic barriers to success in schools, including attendance, behaviour and social and emotional support.</p> <p><a href="https://educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk);</a></p> <p>EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects'.</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3 & 4



<p>and safeguarding. MDI meetings will also take place (amalgamation of key issues on selected individual students, offering immediate support and intervention where necessary)</p>		
<p>Employment of librarian, to eliminate reading poverty and support recovery of Pupil Premium age, in line with chronological age.</p> <p>Monitoring of activity will be through a safe and supportive environment offered, with supervision, to assist with completion of homework, monitoring of reading engagement, strengthening literacy skills and to offer extra-curricular activities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in the core subjects.</p> <p><u><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesizesupport/Pupil_Premium_Guidance_iPDF.pdf">Bitesize support</a></u>  <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesizesupport/Pupil_Premium_Guidance_iPDF.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesizesupport/Pupil_Premium_Guidance_iPDF.pdf</a></p> <p>The EEF states that schools should provide sufficient time for non-teaching staff training, and for teachers and non-teaching staff to meet out of class, to enable the necessary lesson preparation and feedback.</p> <p><u><a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/aboutthe-toolkits/">The toolkit   EEF</a></u>  <a href="https://v2.educationendowmentfoundation.org.uk/evidence-summaries/aboutthe-toolkits/">https://v2.educationendowmentfoundation.org.uk/evidence-summaries/aboutthe-toolkits/</a></p> <p>The EEF report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.</p> <p><u><a href="https://epi.org.uk/wp-content/uploads/2017/08/Closing-theGap_EPI-.pdf">Closing the gap   EEF</a></u>  <a href="https://epi.org.uk/wp-content/uploads/2017/08/Closing-theGap_EPI-.pdf">https://epi.org.uk/wp-content/uploads/2017/08/Closing-theGap_EPI-.pdf</a></p>	<p>2 &amp; 5</p>



<p>Aspirational Families Project</p> <ul style="list-style-type: none"> <li>Students / Families who attract Pupil Premium funding identified and supported with key areas for making academic and holistic progress (attendance, homework, IT / Laptop use at home, learning resources, mentoring)</li> </ul>	<p>EEF states that wider strategies relate to the most significant non-academic barriers to success in schools, including attendance, behaviour and social and emotional support.</p> <p><a href="https://educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,3,4 &amp; 5</p>
<p><b>Evidence Based Research:</b></p> <p>The Education Endowment Fund has recognised that good teaching is the most imperative device schools have to improve academic outcomes for Pupil Premium students. The learning requirements of each Pupil Premium student must be recognised so that teachers can respond skilfully in the way they implement the broad and balanced Curriculum. Progress and attainment will improve through a continuous evaluation of the Curriculum, continued professional development, and close monitoring and evaluation of the quality of education.</p> <p><a href="https://educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a>;  <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum">The Importance of a Knowledge Rich Curriculum (www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum)</a></p>		

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

Budgeted cost: £130, 334





Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Creation of Nurture groups for Year 7 and 8</p> <p>Monitoring of activity will be through additional support given to students for academic, emotional and social needs, to ensure they access the Secondary Curriculum</p>	<p>Adopting a targeted reciprocal teaching programme with key specific strategies can have a positive impact on a pupil's academic ability. Research states that additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">Targeted academic support   EEF https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4 & 5
<p>Private tuition for selected Key Stage 3 and 4 key students in English, Maths and Science, to mitigate the impact of the pandemic.</p> <p>Monitoring of activity will be through termly monitoring of completion of assessments and data analysis; work scrutiny; student voice and overall academic outcomes</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those failing behind, both one to one and in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk">Mastery learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">Targeted academic support   EEF https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 2
Session 6 programme for Year 11, offering	Research states that programmes that extend school time have a positive impact on average. Planning to get the most from any extra time is important. It should	1, 2



<p>an extension of their curriculum provision.</p> <p>Monitoring of activity will be through student voice; work scrutiny; learning walks; termly monitoring of completion of assessments and data analysis</p>	<p>meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p><a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Enrichment programme, offering extra-curricular activities, for all subjects and year groups – to build cultural capital.</p> <p>Monitoring of activity will be through an enrichment timetable for all students and subjects; attendance monitoring; transport available and student voice.</p>	<p>Research states that programmes that extend school time have a positive impact on average. Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p><a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Revision materials for Year 11 in all subjects (where required), offering an alternative revision tool to online learning.</p> <p>Monitoring of activity will be through termly monitoring of completion of assessments and data analysis; student voice; work</p>	<p>Revision materials can help further facilitate a students learning in and out of the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2



scrutiny; learning walks and overall academic outcomes.		
<p>Trips in Drama to help support academic learning and completion of units in Year 11, as well as offering an opportunity to build cultural capital.</p> <p>Monitoring of activity will be through overall academic outcomes within this subject; monitoring of attendance; completion of units/assessments; student voice and student engagement.</p>	<p><a href="https://educationendowmentfoundation.org.uk/Extending-school-time/">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/Guide-to-the-pupil-premium/">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2
<p>Laptops for Pupil Premium students, to help support with online learning and completion of homework.</p> <p>Monitoring of activity will be through completion of online tasks; monitoring of usage and overall academic outcomes</p>	<p><a href="https://educationendowmentfoundation.org.uk/Guide-to-the-pupil-premium/">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p>	5
<p>Literacy support - Students identified will receive additional literacy intervention from a literacy specialist, targeting reading and comprehension skills.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p>	1, 2, 3



<p>Monitoring of activity will be through termly monitoring of completion of assessments and data analysis; student voice; work scrutiny; learning walks and overall academic outcomes.</p>	<p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools/">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Numeracy support - Students identified will receive additional numeracy intervention from a specialist targeting transferable numeracy skills across the Curriculum.</p> <p>Monitoring of activity will be through termly monitoring of completion of assessments and data analysis; student voice; work scrutiny; learning walks and overall academic outcomes.</p>	<p>Teachers not only have to address misconceptions but also understand why pupils may persist with errors. Knowledge of common misconceptions can be invaluable in planning lessons to address errors before they arise.</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3/">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2, 3</p>
<p>CATs testing for all Year 7 students throughout 2021/2022. This will provide a retrospect Key Stage 2 scale score in English and Maths, to be used for the setting of GCSE indicator grades. Students will be identified for</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student, to help ensure they receive the correct additional support through intervention or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/blog/assessing-learning-in-the-new-academic-year-part-1-eeef/">EEF Blog: Assessing learning in the new academic year (Part 1...   EEF (educationendowmentfoundation.org.uk))</a></p>	<p>1, 2, 3</p>



<p>1-1 and small group literacy and numeracy intervention programmes, lasting 10 weeks with progress tracked via an entry and exit assessment.</p> <p>Monitoring of activity will be through overall academic outcomes.</p>		
<p>NGRT/NGST tests for all Year 7, 8 and 9 students throughout 2021/2022. This will provide a baseline reading and spelling score, to be used to identify students working below age related expectations, in order to plan bespoke intervention. Students will be identified for 1-1 and small group literacy and numeracy intervention programmes, lasting 10 weeks with progress tracked via an entry and exit assessment.</p> <p>Monitoring of activity will be through overall academic outcomes.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student, to help ensure they receive the correct additional support through intervention or teacher instruction.</p> <p><a href="https://www.eef.org.uk/EEFBlog/assessing-learning-in-the-new-academic-year-part-1-eeef-educationendowmentfoundation.org.uk">EEF Blog: Assessing learning in the new academic year (Part 1...   EEF (educationendowmentfoundation.org.uk))</a></p>	<p>1, 2, 3</p>



<p>Tutor Time Intervention provided for Key Stage 4.</p> <p>Monitoring of activity:</p> <ul style="list-style-type: none"> <li>Bespoke work booklets to secure learning in English, Maths and Science</li> </ul>	<p>Adopting a targeted reciprocal teaching programme with key specific strategies can have a positive impact on a pupil's academic ability.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">Targeted academic support   EEF</a>  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	
<p>Online learning APPs to consistently provide academic support:</p> <ul style="list-style-type: none"> <li>Show My Homework</li> <li>Senaca</li> <li>Sumdog</li> <li>GCSEPod</li> <li>PiXL</li> </ul> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>Attendance</li> <li>Overall academic outcomes</li> </ul>	<p>Schools can keep parents informed of work to be completed or send ideas for activities that they can use for home learning via mobile apps or text messages (Miller et al, 2017; York &amp; Loeb, 2014).</p> <p><a href="https://www.sec-ed.co.uk/bestpractice/coronavirus-digital-dividedisadvantaged-children-pupil-premiumtechnology-remote-teaching/">Digital divide</a>  <a href="https://www.sec-ed.co.uk/bestpractice/coronavirus-digital-dividedisadvantaged-children-pupil-premiumtechnology-remote-teaching/">https://www.sec-ed.co.uk/bestpractice/coronavirus-digital-dividedisadvantaged-children-pupil-premiumtechnology-remote-teaching/</a></p> <p><a href="https://www.suttontrust.com/ourresearch/learning-in-lockdown/">https://www.suttontrust.com/ourresearch/learning-in-lockdown/</a></p>	<p>1, 2, 3</p>
<p><b>Evidence Based Research:</b></p> <p>The Education Endowment Fund evidenced that the gap between pupil premium students and non-pupil premium students has widened academically, as a result of the pandemic (EEF, 2021). We know that where intervention is specifically targeted it is more effective.</p> <p><a href="https://educationendowmentfoundation.org.uk">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>		

## Wider strategies (for example, related to attendance, behaviour and well-being)

Budgeted cost: £38, 432



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Re-deployment of an attendance officer to mitigate attendance issues caused by the pandemic.</p> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>Consistent contact of parents closely tracking attendance issues</li> <li>Early intervention opportunities</li> <li>Engagement with parents and carers</li> <li>Daily phone calls to parents</li> </ul>	<p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF</a> (<a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/parental-engagement-eeef/">Parental engagement   EEF</a> (<a href="https://educationendowmentfoundation.org.uk/parental-engagement-eeef/">educationendowmentfoundation.org.uk</a>)</p>	4
<p>SIMS parent and student app.</p> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>Monitoring of parental/student engagement</li> <li>Early intervention opportunities</li> <li>Attendance monitoring</li> </ul>	<p>Schools can keep parents informed of work to be completed or send ideas for activities that they can use for home learning via mobile apps or text messages (Miller et al, 2017; York &amp; Loeb, 2014).</p> <p><a href="https://www.sec-ed.co.uk/bestpractice/coronavirus-digital-dividedisadvantaged-children-pupil-premiumtechnology-remote-teaching/">Digital divide</a> <a href="https://www.sec-ed.co.uk/bestpractice/coronavirus-digital-dividedisadvantaged-children-pupil-premiumtechnology-remote-teaching/">https://www.sec-ed.co.uk/bestpractice/coronavirus-digital-dividedisadvantaged-children-pupil-premiumtechnology-remote-teaching/</a></p> <p><a href="https://www.suttontrust.com/ourresearch/learning-in-lockdown/">Learning in lockdown</a> <a href="https://www.suttontrust.com/ourresearch/learning-in-lockdown/">https://www.suttontrust.com/ourresearch/learning-in-lockdown/</a></p>	1, 2, 3,4, 5
<p>Redeployment of Student Care Team, offering internal counselling facilities as well as checking of uniform, attendance and nutrition.</p> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>Monitoring of students for nutrition, uniform, well-being and mental health</li> </ul>	<p>When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.</p> <p><a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">Behaviour interventions   EEF</a> (<a href="https://educationendowmentfoundation.org.uk/behaviour-interventions-eeef/">educationendowmentfoundation.org.uk</a>)</p>	1, 3, 4,



<ul style="list-style-type: none"> <li>• Student voice</li> <li>• Early intervention opportunities</li> </ul>		
<p>CEIAG opportunities and experiences, to have exposure to industry in the current climate.</p> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>• 1:1 career interview</li> <li>• Student voice</li> <li>• Monitoring of PSHE programme</li> <li>• Completion of workshops available to support future aspirations</li> <li>• Attendance monitoring</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Collaborative learning approaches   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum">The Importance of a Knowledge Rich Curriculum (www.gov.uk/government/speeches/the-importance-of-a-knowledge-rich-curriculum)</a></p>	1
<p>Usage of 'the hub' (offering a safe environment for targeted students).</p> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>• Monitoring of students for nutrition, uniform, well-being and mental health</li> <li>• Student voice</li> <li>• Early intervention opportunities</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<p>Session 6 transportation to ensure students can get home safely after the extension of their curriculum provision.</p> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></p>	4
<p>Virtual system for parents evening in order to maintain communication</p>	<p>Research states that that engaging parents in their child's learning can have a 2 to 3-month positive impact and particularly at the transition phase to secondary school.</p>	1, 4





<p>between school and parent/carers, regarding academic performance, under the current COVID climate.</p> <p>Monitoring of Activity:</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Parent voice</li> </ul>	<p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Evidence Based Research:</p> <p>We know that engaging parents in their child's learning can have a 2 to 3 month positive impact and particularly at the transition phase to secondary school (EEF Toolkit: Parental Engagement).</p> <p><a href="https://www.educationendowmentfoundation.org.uk/guide-to-the-pupil-premium/">Guide to the pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-term-2019">Pupil absence in schools in England: autumn term 2019 - GOV.UK (www.gov.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement/">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning/">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>		

**Total budgeted expenditure: £288, 760**

**Total funding allocation: £271,153**

**£17,607 overspend to be absorbed by Academy budget, as we recognise the importance of our commitment to students' academic needs.**