

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### **Key Stage 3 Strategy Review:**

In September 2021, we changed the way we report data at KS3, moving away from end of KS4 predictions to a +/- system. + means the student is working at a level to exceed their MEG. = means the students is working at a level to meet their MEG. – means the students is working at a level below their MEG. The data below shows the picture from the reporting cycle in Term 6, comparing PP students with non-PP students.

Group	+ %	+/- %	+/-/- %
Year 7: PP students	13.7	73.9	95.7
Year 7: Non-PP students	18.0	81.1	98.7
Year 8: PP students	14.3	72.4	97.0
Year 8: Non-PP students	16.6	75.0	98.9
Year 9: PP students	12.5	62.7	97.3
Year 9: Non-PP students	17.3	73.4	98.7

When students arrive in Year 7, they complete the NGRT, NGST, Progress in English, Maths and Science, as well as the CAT 4 to establish their individual baseline data. Based on this data, students were selected for literacy or numeracy small group intervention run by HLTA's. All KS3 students completed these assessments again at the end of the year to measure progress. All data has been shared with middle leaders and current reading age is available to all teaching staff via class marksheets on SIMS. The Nurture Group provision in years 7 and 8 continues to be successful for students with the lowest baseline data on entry to the Academy, with numerous students graduating into our mainstream provision, enabling us to run with one group in year 8 and 9 from September, rather than two, alongside two groups for our incoming year 7.

The KS3 tutor time provision has been expanded to include numeracy ninjas and each year group has a designated novel, read by the tutor one session each week. Morning registration every morning is dedicated to individual silent reading. All KS3 English groups now have one dedicated library lesson a week and the library is open at break, lunch and after school to students from all year groups.

With the lifting of Covid restrictions, multiple events for all year groups have taken place, including 'drop down' days, invited guest speakers and raising aspirations trips to Northampton University. A year 7 water sport residential to Wales took place with targeted funding support available to PP students who wished to attend. All of these activities contribute to a student's increased experience of cultural capital.

Alongside this, a full enrichment session 6 timetable is available with late buses provided by the Academy to allow all students to access these activities and get home safely.

Corby Business Academy continues to develop a strong working relationship with our closest feeder primary school PHALC, holding joint Curriculum meetings, discussing KS2/KS3 curriculum enabling a smooth and appropriated pitched transition between these key stages. This has been reflected in adapted KS3 Road Stories.

In previous years, the lack of KS2 transition has affected how quickly the new Year 7 students have settled in to Academy life, leading to increased levels of anxiety. This year, Academy staff visited every feeder primary school, meeting the new intake prior to a face-to-face Transition Day in July. Additional transition visits were arranged for SEND and vulnerable students to reduce their anxiety levels. During Transition Day, each child was given a copy of the Academy Big Read 'Everything All at Once' by Stephen Camden, a collection of poems about one week in a secondary school. Key members of staff were recorded reading the poems to allow students of all reading ages to enjoy the book.

#### **Key Stage 4 Outcomes:**

Key Stage 4 outcomes still remain a priority within the Academy, especially with a continuing key focus on PP and Disadvantaged students.

Comparing our results from 2019 to 2022, there was an increase, by 6%, in our Ebacc 4+ and 5+ grades. There was also a slight improvement from the Progress 8 score. Attainment 8 remained the same compared to the attainment 8 of 2019.

A significant number of strategies were put in place for 2021 to help improve PP outcomes. The biggest impact was the private tuition offered, extending to the Academy holidays.

PP students slightly dropped in 2022, compared to 2021 results, declining with a minor gap of -0.07. Support and guidance still needs to be given towards the Basics at grade 4+. However, improvement and strength can be seen from the 2021 PP Basics 7+ results, increasing from by 8.2%, with a gap of 1.9% compared to non-PP students.

In terms of careers and PP students, we have recruited a new careers advisor this term whom will prioritise appointments with PP students and ensure that they have a 1:1 careers meeting as well as parent/carer summaries. This was a priority and was completed by the previous careers' advisor. The careers programme meets the 8 Gatsby benchmarks. This also takes place in the tutor programme too. In addition to this the careers curriculum is Baker clause compliant with links with NCOP that raises aspirations. In addition to this, careers has been embedded into the curriculum with each subject area having a focus week linking lessons with future jobs and careers.

Session 6 continues to be priority for Year 11 students, ensuring that PP can access the extra curriculum time as well as having priority for parents evening appointments.

All PP students have been offered private tutoring, as stated earlier, and have a one-page profile if they are also SEND.

### **Unit Provision Outcomes:**

The Academy's Unit Provision accessed additional Local Authority Recovery Funding, using the additional money to extend the range of reading books, suitable for all reading ages in the Unit library. A range of ICT resources have been purchased to increase accessibility for all ability levels as well as several tablets for use in classrooms. The Unit have invested numerous practical maths resources for all areas of the curriculum which are already having an impact on student progress as well as purchasing subscriptions to functional online teaching resources, mainly for core subjects to allow teachers to deliver lessons in a more hands-on way.

### **Overall Strategy Outcomes:**

The key focus of CPD for teaching and support staff has been on the effective use of modelling, scaffolding and questioning. All staff have endured a rigorous training programme enabling quality first teaching. Student voice and learning walks have indicated that there is now a broad and balanced curriculum offered across the academy. This has also had a positive impact on the progress and engagement of our most disadvantaged pupils as it supports them in accessing the curriculum. Additional Maths and English support has also had a positive impact on teaching and learning in these areas. All staff are familiar with and use the PP pedagogy and PP classroom pledge, enabling all PP students to have access to automatic support and being in front of the classroom.

Moving forward the PPM programme will widen to include SEND pupil premium students. We will also be looking at introducing new strands to the programme to strengthen its impact further. The 'Aspirational Families Project' has been introduced and is used with a selection of students in Key Stage 3 and 4. It will be further developed in 2022-23 because of an identified need to improve reading ages for disadvantaged pupils.

Our focus for targeted intervention has been in English and Maths and done in conjunction with our funding from the National Tutoring Programme. Literacy intervention remains a priority as identified above. Our new literacy coordinator who was appointed in September 2021 is developing a whole school literacy strategy to support disadvantaged pupils in developing their reading in particular. This remains a high priority for the school. We have also appointed a new numeracy coordinator to help support numeracy across the curriculum.

Continuation of using 'SatchelOne' will help support learning in and outside the classroom. This programme monitors and prompts parents/carers and students that there is work to complete. Middle Leaders continue to monitor and check that all staff are setting homework in line with Academy expectations. This is monitored by the relevant AP.

Provision for our EAL students is improving with the appointment of a new EAL co-ordinator. All new EAL students are assessed using the newly acquired Flash Academy platform and appropriate intervention subsequently put in place.

Our PP pupils remain our key focus group in our performance management documentation. For examples our PDD includes a student impact target that focusses on key groups progress including disadvantaged. These targets were modelled and scaffolded for this group of disadvantaged. In addition to all examinable group evidence for review needs to include pupil premium data at class and departmental level.

New strategies this year have also included MDI meetings with a strong link between well-being, academic performance and behaviour for PP students. Continuation of parent and student questionnaires helped to put together a 'safe and effective' afterschool area where resources and laptops were easily accessible.

There has been substantial investment in expanding the Student Care Team with the employment of additional Student Care officers and a Counsellor demonstrating a commitment to the welfare and safeguarding of our students as well as building stronger community links with parents, carers and outside agencies.

Attendances for each year group still remains a high priority. However, this year we saw a new attendance officer. Strategies still continue to be a strong focus on achieving higher attendance rates for PP students. Strategies that were most successful for PP students were same day phone calls; same day home visits; conversations highlighting the impact of lessons missed in terms of hours; discussion in weekly attendance and MDI and weekly scorecard information to Heads of Year to highlight those in PA and those in risk of becoming PA.

The Academy remains committed to the Trust values of 'No child being left behind' as we continue to offer targeted support with purchasing items of school uniform, subsidising the cost of music lessons and contributing towards individual curriculum-based activities.