

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 2022 to 2023 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.

PP	Year 7			PP	Year 8			PP	Year 9		
	PP (47)	Non (160)	Gap		PP (42)	Non (151)	Gap		PP (42)	Non (145)	Gap
Above Track	7.40%	8.40%	-1%	Above Track	11.30%	12.90%	-1.60%	Above Track	12.70%	19.20%	-6.50%
On Track	65.10%	70.50%	-5.40%	On Track	61.70%	68.10%	-6.40%	On Track	50.60%	60.80%	-10.20%
Below Track	27.50%	21.10%	6.40%	Below Track	27.10%	19%	8.10%	Below Track	36.60%	20.10%	16.50%

When students arrive in Year 7, they complete Progress tests in English, Maths and Science as well as the CAT 4 to establish their individual baseline data. All students in KS3 also complete the NGRT and NGST tests at several points during the academic year. Based on the data, students were selected for reading or numeracy small group intervention run by HLTA's. 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 year 7 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, having started with 2 in year 7. This model will continue for 2023/2024.

The KS3 tutor time provision includes our PSHE programme – Develop Me, Expectations Education, Positive Mindset Assembly, 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 have one dedicated library lesson a week and the library is open at break, lunch and after school to students from all year groups.

As part of the Careers provision, multiple events for all year groups have taken place, including 'drop down' days, invited guest speakers and raising aspirations

trips to Northampton University. A water sport residential to Wales and a KS4/KS5 Computer Science trip to Disneyland, Paris took place with targeted funding support available to PP students who wished to attend. There have also been Drama trips to the theatre, Geography fieldwork, History trips as well as Music opportunities to perform in various settings, including the Symphony Hall in Birmingham. 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 appropriate pitched transition between these key stages. This has been reflected in adapted KS3 Road Stories and this piece of work continues in 2023/2024. We have also been delighted to welcome the students and staff from PHALC to the Academy for music performances, a science masterclass and a pottery experience.

Like in previous years, the disruption to learning and lack of transition has affected how quickly some of the new Year 7 students have settled in to Academy life, leading to increased levels of anxiety. A new intake questionnaire is completed by primary school teachers for each student to provide valuable prior information and make us aware of those students who will need extra support. 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 and a student questionnaire allows every student the opportunity to name two friends to be placed in their tutor group. In the lead up to a face-to-face Transition Day, weekly newsletters and a welcome booklet are available, answering the commonly asked questions about life at the Academy. During Transition Day, each child meets their tutor and are 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. A recording of various staff reading the poems is available on the Academy website 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.

PP (34 students)	2023(Outcomes)				2022		PP (40 students)	2024(Current Year 11)				2023
	All	PP	Non	Gap	Gap			All	PP	Non	Gap	Gap
Average Total A8	42.95	33.92	45.49	- 11.57↑	-17.77		Average Total A8	47.08	37.93	45.49	-7.56↑	-11.57
Average A8 Grade	4.29	3.39	4.55	-1.16 ↑	-1.77		Average A8 Grade	4.71	3.79	4.94	-1.15 ↑	-1.16
P8	0.11	-0.63	0.32	-0.95 ↑	-1.15		P8	-0.21	-0.08	0.32	-0.40 ↑	-0.95
Basics 7+	8.60%	5.90%	9.30%	-3.4% ↑	-3.1%		Basics 7+	8.50%	2.50%	9.30%	-6.8%↓	-3.40%
Basics 5+	42.90%	29.40%	46.40%	-17%↑	-34.90%		Basics 5+	43.50%	35%	46.40%	- 11.4%↑	-17%
Basics 4+	58.90%	44.10%	62.90%	- 18.8%↑	-42.40%		Basics 4+	69%	52.50%	62.90%	- 10.4%↑	-18.80%

The following strategies have been employed, leading to the improved results above.

- Drop down days for optional subjects including RM, Art and Photography, Health and Social Care, Music, Media and BTEC Sport to ensure completion of coursework/units. Any student who had not completed coursework due to attendance or was struggling with an option subject was subsequently removed from the subject and received English or Maths intervention instead. This supported students to obtain a higher grade in English or Maths, rather than gaining a U grade in the option subject
- Walking Talking mocks for English and Science, plus extra revision sessions for EBacc subjects took place on 'Strike Days'
- PE optional with an extra English session available, taught by English specialist
- Additional session 6 for English and Maths with PP students invited to attend first
- Additional Year 11 parent's evening held with PP students invited to book appointments first. Follow up phonecalls were made to those parents who did not attend
- RSL/ML walks and discussions after each PPE window to ensure all PP students were engaging and given the most effective support available
- Use of 'My Tutor' programme as an additional intervention resource, particularly used by students who dropped an option subject. Those students who found it difficult to engage with this online tutoring were offered face-to-face tutoring instead
- No exam leave – students were taught up until their last exam paper
- Revision sessions held in both February and June half-term as well as Easter holidays

In terms of careers, our careers advisor prioritised appointments with PP students and ensure that they have a 1:1 careers meeting as well as parent/carer summaries. careers programme meets the 8 Gatsby benchmarks and is delivered through tutor time, designated drop down days, external speakers in assemblies and workshops. There have also been raising aspiration trips, including trips to the University of Northampton.

Holiday revision sessions continue to be priority for Year 11 students, ensuring that PP can access the extra curriculum time. This year we offered revision sessions during February and May half term as well as the Easter holidays across a range of subjects.

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 completed a rigorous training programme enabling quality first teaching. Student voice and learning walks have indicated that there is 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, which follows closely the SEND- 5 a day approach which the Academy is currently in the process of embedding, enabling all PP students to have access to automatic support and the benefit of sittings at the front of the classroom.

The 'Aspirational Families Project' has been introduced and is used with a selection of students, primarily in Key Stage 3. However, it has had limited impact as yet for a variety of reasons. Therefore, it will be re-launched in 2023-24 because of an identified need to improve attendance for disadvantaged students.

The attendance figures for 2022-2023 and the strategies which have the most impact are below.

Category	Number of students	2022-2023	2021-2022
Cohort	1025	90.16%	90.39%
Non-PP	781	91.82%	92.91%
PP	244	84.09%	85.96%

	Number of students	2022-2023
Year 7	54	88.84%
Year 8	48	88.48%
Year 9	50	78.47%
Year 10	48	85.47%
Year 11	44	75.95%
Total	244	83.74%

- Daily attendance report is shared with SLT, Safeguarding and HOYs to promote vigilance
- Home visits conducted if required after 3 days of absence
- All tutor classes have been given attendance posters to display and there is an allocated attendance display board with Year group attendance advertised
- Parental communication has been sent to promote attendance and provide guidance around percentage expectation and protocol to follow in the event of school absence
- All tutors and students regularly discuss attendance to reinforce expectations
- Use of visual screens around the Academy to highlight the previous week attendance and minutes late, promoting a higher focus on attendance
- The attendance team are now more challenging of the Local Authority with persistent absence/school refusal

Unfortunately, PP attendance is slightly lower than in 2021-2022, reflective of the drop in the whole Academy attendance as well and the gap between Non-PP and PP attendance remains the same. The number of suspensions given to PP students is

also affecting attendance and several strategies have been implemented to support the Academy's behaviour system.

- Appointment and start of new pastoral structure with KS3 and 4 behaviour AAPs. This is building capacity and vigilance.
- Leadership changes on Y8 significant year group. Support and coaching in place for new leader. Now in place for inexperienced Head of Y9.
- Tutor Time provision continued to be strengthened and is responsive to PD trends highlighted in data analysis.
- Expectations Education has been embedded through Tutor Time for KS3.
- Relaunch of duty rota for unstructured time and transition. Greater staff presence. Inclusion of support staff and business support teams-building on 'team sport'
- Multi-Disciplinary Intervention meetings weekly with Student Support Officers, Heads of Year, Assistant Principals, SENCO, Attendance team to discuss key individuals, including the monitoring of Alternative Provisions.
- Triangulation of behaviour and safeguarding information, as well as police initiatives, societal news and contextual needs of the community supported and addressed through the Personal Development curriculum.
- Continuing to embed the Ready, Respectful and Safe ethos amongst all year groups.
- Behaviour briefing structures now in place with pastoral team-focusing on follow up and support at an individual level.
- Relaunch of reset room with tighter procedures in place. This is ongoing with the further appointment of Inclusion Officers made in preparation for 2023-2024
- Relaunch of after school detention in line with stage 2 behaviour rather than lunch

Our focus for targeted intervention has been in English and Maths and done in conjunction with our funding from the National Tutoring Programme. Reading intervention using the Fresh Start Programme has been used effectively to support our weakest year 7 readers. Accelerated Reader has been re-introduced for years 7 and 8 as part of a timetabled English library lesson and the English department use Star Reading data to triangulate NGRT data to identify the students most in need of intervention. Our literacy coordinator has continued to develop a whole school literacy strategy to support disadvantaged pupils. There are 3 strands – strand 1: Provide targeted vocabulary instruction in every subject, strand 2: Develop students' ability to read complex and academic text and strand 3: Break down complex writing tasks. The Academy is now in a position to focus on strand 3 and CPD has been delivered to all staff on Training days.

Continuation of using 'SatchelOne' supports learning outside the classroom. This programme monitors and prompts parents/carers and students that there is work to complete. This is monitored by the relevant AP and information shared with Middle Leaders.

Provision for our EAL students is improving with the aid of the Flash Academy platform which is used to assess newly arrived EAL students and appropriate intervention/support subsequently put in place.

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 and swimming lessons and contributing towards individual curriculum-based activities.