

Pupil premium strategy statement – Corby Business Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1191
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Simon Underwood, Principal
Pupil premium lead	Laura Bond, Assistant Principal
Governor / Trustee lead	Princess Ofori

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£242,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£

Part A: Pupil premium strategy plan

Statement of intent

At our Academy we aim to ensure that all students, irrespective of their social or academic challenges, make good progress and achieve high attainment across the curriculum; the focus of our pupil premium strategy is to support disadvantaged students to achieve the best possible outcomes.

High quality teaching is integral to our strategy, with a focus on areas in which disadvantaged pupils require the most support, such as Maths and English, equipping students with the tools to achieve in all their academic studies. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our Academy. Our strategy will consider the disadvantaged students across each key stage and it is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their peers.

Our approach will be responsive to common challenges and individual needs as they arise, we will focus on robust assessments and not assume the impact of disadvantaged; our strategies will work alongside one another and complement the intended outcome, that all students, irrespective of their social or academy challenges can achieve.

Throughout this statement and our commitment to our disadvantaged students we will maintain our core value of delivering opportunities for 'Ambition for All' and supporting students to be determined, ambitious and resilient in all areas whilst they are studying at here Corby Business Academy and raising their expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gap at KS4 outcomes: disadvantaged students make less progress than their non-disadvantaged peers.</p> <p><u>Disadvantage gap data:</u></p> <ul style="list-style-type: none">• P8: 2019 -0.69, 2022 -1.15, 2023 -1.11, 2024 -1.50, 2025 Y10 Pred 3 -0.69• Basics 7+: 2019 -5.1%, 2022 -3.1%, 2023 -3.1%, 2024 -2.8%, 2025 Y10 Pred 3 -0.2%• Basics 5+: 2019 -19.3%, 2022 -34.9%, 2023 -15.5%, 2024 -35.5%, 2025 Y10 Pred 3 -22.4%

	<ul style="list-style-type: none"> Basics 4+: 2019 -18.4%, 2022 -42.4%, 2023 -13.5%, 2024 -29.3%, 2025 Y10 Pred 3 -32.7% <p><u>2024 summer series disadvantage data:</u></p> <ul style="list-style-type: none"> P8 score -0.62 (43 students in total) v 0.41 (157 students) 7+ measure in Maths and English 7% (3 students) v 10% (16 students) 5+ measure in Maths and English 19% (8 students) v 55% (86 students) 4+ measure in Maths and English 44% (19 student) v 77% (121 students) 24 disadvantaged students left without achieving English or Maths at 4+
2	<p>Low Literacy levels – students at KS3 have poor reading levels with a significant number of students lower than their chronological age.</p> <ul style="list-style-type: none"> Year 7 Year 8 Year 9
3	<p>Attendance – disadvantaged students attend less well than their non-disadvantaged peers</p>
4	<p>Aspirations and Cultural Capital – disadvantaged students are less likely to participate in activities that develop cultural capital.</p>
5	<p>Strengthening Parental relationships – families of disadvantaged students are less likely to engage in school activities and communications</p>

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
Attainment at KS4 outcomes – to increase student attainment and narrow the gap between disadvantaged and non-disadvantaged outcomes/	<p>Evidence of P8 and attainment data. Disadvantaged students achieving better or alongside national averages of their peers.</p> <p>A focus on improving BASICS outcomes, Maths and English and ensuring all disadvantage students leave with 4+ in Maths and English.</p>
Literacy – Low Literacy levels to implement robust literacy and reading programmes across the key stages to reduces the number of pupils whose reading age is below their chronological age by the start of KS4.	<p>Implementation of reading tests across KS3 twice a year to measure progress.</p> <p>Reading pathways to support different cohorts, including targeted phonics interventions for students whose reading age is very below average.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
Attendance	To have sustained high attendance demonstrated by:

	<ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils improved, the attendance gap between disadvantaged students their non-disadvantaged students reduced reduce the percentage of students who are persistently absent.
Aspirations and Cultural Capital	Ensure all disadvantage students can participate in trips, in-school activities and clubs; to reduce the barriers for student access.
Strengthening Parental relationships	To implement a families programme which provides additional support for students of disadvantaged backgrounds, this support will work alongside whole-school strategies.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £191,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop high-quality teaching which responds to the needs of all pupils, including the disadvantaged.	Evidence indicates that high quality teaching is the most important tool schools must utilise to improve student attainment and progress.	1, 2, 3
Continued development of high-quality teaching through the CPD programme	Research shows that high quality teaching can narrow the disadvantage gap. The newly reformed ECT and NPQ frameworks exemplify a growing consensus that promoting effective profession development plays a crucial role in improving class practice and student outcomes. EEF: Effective Professional Development	1, 2, 3
Improve literacy in all subjects in line with the EEF Improving Literacy in Secondary Schools guidance.	To implement a literacy programme that challenges the notion that literacy in secondary school is solely the preserve of the English teachers or literacy leads.	1, 2, 3

	<p>The programme will place emphasis that every teacher communicate through academic language, and that reading, writing, speaking and listening are at the heart of students knowing more and being able to do more.</p> <p>EEF: Improving Literacy in Secondary Schools</p>	
--	---	--

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for students in need of additional support, delivered in addition to, and linked with normal lessons.</p> <p>Primary focus will be on support with English and Maths/Literacy and Numeracy.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those who are falling behind.</p> <p>Tutoring programmes will be implemented with the EEF: Making a Difference with Effective Tutoring</p>	1, 2, 3
<p>One to one and small group tuition for students in need of handwriting support, delivered in addition to, and linked with normal lessons.</p>	<p>According to the EEF's guidance report, 'pupils' writing skills – including spelling, handwriting and typing – need to become automatic so they can concentrate on the content of their writing'</p> <p>EEF Handwriting: Speed and Fluency</p>	1, 2, 3
<p>Delivering well-evidenced numeracy and literacy teaching assistant interventions for students that require additional support.</p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, linking learning to the classroom teaching.</p> <p>Teaching Assistant Interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To have sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils improved, the attendance gap between disadvantaged students their non-disadvantaged students reduced reduce the percentage of students who are persistently absent. 	<p>To embed the good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>Working alongside the pastoral and attendance staff appointed to improve attendance.</p> <p>Training for form tutors to support and improve attendance of all students.</p>	4, 5, 6
<p>Ensure all disadvantage students can participate in trips, in-school activities and clubs; to reduce the barriers for student access.</p>	<p>As well as being valuable, arts participation can have a positive impact on wellbeing and education outcomes, including English and maths, when interventions are linked to academic targets.</p> <p>Arts participation Teaching and Learning Toolkit EEF</p>	4, 5, 6
<p>To implement a families programme which provides additional support for students of disadvantaged backgrounds, this support will work alongside whole-school strategies.</p>	<p>To support families of disadvantaged students by ringfencing funds to support with the purchasing of uniform, equipment, curriculum and revision materials.</p>	4, 5, 6
<p>Contingency fund for acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £242,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that although there is improvement in some sub-categories within our disadvantaged cohort, our disadvantaged students are still not making the required progress in comparison to their peers.

To help us gauge the performance of our disadvantaged pupils we compared their 2024 summer GCSE results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that there has been significant improvement with behaviour: the FTE data, and wellbeing and only marginal gains in outcomes and attendance.

Based on all the information above, the performance of our disadvantaged pupils did not meet all expectations, however with our revised strategy we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that our focus on behaviour and attendance were effective but our strategies on progress and outcomes were less effective.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
English, Maths and Science Tuition	MyTutor online tutoring platform
GL Assessments	GL Assessments

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.