

Pupil premium strategy statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 Primary Academy
Number of pupils in school	460
Proportion (%) of pupil premium eligible pupils	14.2% (65)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	A Evans
Pupil premium lead	A Evans
Governor / Trustee lead	E Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,559
Recovery premium funding allocation this academic year	£6,654
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Tutoring Premium	£6,966
Total budget for this academic year	£77,179

Part A: Pupil premium strategy plan

Statement of intent

At Corby Primary Academy, we strive to ensure achievement for all; overcoming barriers to learning for disadvantaged pupils is at the heart of our Pupil Premium Strategy. When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

We have identified the barriers of disadvantaged children for the period of this strategy plan, these are:

- *Learning gaps caused by school closures and national lockdowns due to the COVID pandemic*
- *High levels of low attainment in children with PP and SEND*
- *Low attainment, particularly in writing.*
- *Low attendance and persistent absence from school, as well as poor punctuality*

To ensure our strategies are effective, we will:

- *Use diagnostic assessments to identify gaps in learning and set targeted interventions*
- *Use formative and summative assessment to identify accurate starting points and appropriate scaffolding is in place for PP and SEND children*
- *Ensure teaching and learning opportunities are accessible and providing challenge to all pupils*
- *Work closely with families to provide support for attendance and other wider barriers to learning*

Other key statistics:

2021-2022 Academic Year

Pupils (from 2021-2022) who are disadvantaged

	2021-2022			
	Summer 2			
	Main Assessment			
		Reading	Writing	Maths
	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
All Pupils	54	43%	31%	43%
Boys	29	34%	24%	41%
Girls	25	52%	40%	44%
Pupils with SEND	14	21%	14%	29%
Pupils without SEND	40	50%	38%	48%
EAL	7	71%	57%	43%
Not EAL	47	38%	28%	43%

EYFS GLD 2022

Pupils (from 2021-2022) in Reception

		2021-2022					
		Summer 2					
		All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
EYFS GLD	EYFSP	# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
		60	5	55	73%	60%	75%

PP children did not perform as well as Non-PP in achieving GLD in all 17 areas.

KS1 performance data 2022

Pupils (from 2021-2022) in Year 2

		2021-2022					
		Summer 2					
		All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
		# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	Main Assessment	61	9	52	70%	44%	75%
	SAT Scaled Score	61	9	52	51%	33%	54%
Writing	Main Assessment	61	9	52	66%	22%	73%
Maths	Main Assessment	61	9	52	74%	44%	79%
	SAT Scaled Score	61	9	52	66%	33%	71%
Reading/Writing/Maths	Main Assessment	61	9	52	61%	22%	67%

In year 2, the biggest attainment gap between PP and Non-PP pupils is in writing.

KS2 performance data 2022

Pupils (from 2021-2022) in Year 6

		2021-2022					
		Summer 2					
		All Pupils	Disadvantaged	Not Disadvantaged	All Pupils	Disadvantaged	Not Disadvantaged
		# pupils	# pupils	# pupils	% of pupils Expected or higher	% of pupils Expected or higher	% of pupils Expected or higher
Reading	SAT Scaled Score	61	8	53	82%	50%	87%
Writing	SAT Scaled Score	61	8	53	74%	50%	77%
Maths	SAT Scaled Score	61	8	53	84%	63%	87%
Reading/Writing/Maths	SAT Scaled Score	61	8	53	69%	38%	74%

In Year 6, (2021-22 cohort), the gap between PP and Non-PP is 37% in reading, 27% in writing, and 24% in maths. PP children do not do as well as Non-PP in achieving all three subjects (-36%).

Challenges

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

Challenge number	Detail of challenge
1	Attainment for disadvantaged children is mixed across the school.
2	Analysis of disadvantaged pupils' data and discussions with teachers shows that PPG and SEND children require additional support and intervention – gaps are widest for these pupils.
3	Low skills on entry into EYFS for children identified as disadvantaged.
4	Analysis of disadvantaged children's attendance shows that some families need additional support to secure and sustain punctuality and attendance.
5	Parental engagement (appropriate parental support to enable children to make good progress at school)

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
<i>To reduce the difference in progress and attainment for pupils who are disadvantaged compared to non-disadvantaged pupils through quality first teaching.</i>	PIXL analysis will show over the course of the year there is a reduction in learning gaps between disadvantaged and non-disadvantaged pupils.
<i>To improve quality first teaching across the Academy.</i>	Lessons are planned and delivered effectively in line with each subject's intent. Children enjoy their learning and build knowledge progressively which they retain over time. Greater capacity within the Academy to release leaders for quality CPD.
<i>To improve the attainment of children who are both PPG and SEND.</i>	Suitable assessment analysis is used to focus interventions for children with PPG and SEND to meet their specific needs. SENDCo co-ordinates specific support for teachers and teaching assistants to provide suitable resources and intervention for identified children. SENDCo monitors and quality assures provision for pupils.
<i>To improve the attainment of key PPG groups across core subjects</i>	PiXL QLA analysis used to target pupils for quality interventions. PiXL analysis over the course of the year shows a reduction in learning gaps. Interventions planned to provide quality first teaching to raise attainment and improve progress in maths and writing for PPG key groups.
<i>To improve the attainment in Writing for all PPG children</i>	PiXL QLA analysis used to target pupils for quality interventions.

	School led tutoring clearly targeted to close these gaps
To improve attendance and punctuality rates for PPG children.	Engagement with family support offered by learning mentors. Update to Attendance policy and procedure. Swift response to those children who are absent or regularly late. To offer free access to breakfast and afterschool club to support good attendance for targeted families

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Hold teacher conferencing/audits to understand pupil need</i>	<p>This will ensure that PPG lead and teaching staff know what strategies are needed to improve PPG attainment and progress.</p> <p>PPG leader, together with senior leaders, to monitor and evaluate the provision of QFT and the effective application of CPD to ensure teachers' provision is meeting PPG pupils' needs.</p> <p>Where needed, PPG leader, together with senior leaders, provide coaching support to teachers where needed.</p>	1,2,3,4
<i>Programme of CPD for all teachers, topics to include effective feedback, etc</i>	(EEF) Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress.	1,2,3,4
<i>Programme of CPD for EYFS teachers, topics to include effective long-term planning to ensure prior learning is built upon, developing effective environments to develop children's learning (emphasis on oracy)..</i>	Study by the Education Policy institute states high quality CPD for teachers has a significant effect on pupils learning outcomes	1,2,3
<i>Pupils will be targeted for 1 to 1 SEN interventions according to their need. Ensure that the SEND and PP lead work together to close the gap for children who have multi-vulnerabilities to be close in line with their peers—meeting</i>	EEF guide to pupil premium, where teaching is consistently good or better, pupils make better progress.	1,2,3

<i>monthly to discuss progress.</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistants to support pupil progress, deliver quality interventions and whole class lessons (to release teachers to deliver targeted work) Bottom 20% of readers including PP to experience daily keep up session with specific trained TA.	EEF -Teaching assistants' duties can vary widely from school to school, ranging from providing ad-ministrative and classroom support to providing targeted academic support to individual pupils or small groups. EEF -One to one support Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1,2,3,5
Pastoral learning mentor – targeted, high quality intervention	Learning mentor will have a focus on nurture and behaviour of PPG children as well as providing disadvantaged children with additional interventions to support their learning.	1,2,3,4,5
Nurture learning mentor – ready to learn	Learning mentor to provide meet and greets and morning nurture for PPG children at risk of becoming persistent absent/late	4,5
Plan appropriate interventions to meet needs of PPG pupils	Teachers to be fully aware of the need of pupils within their class and prepare suitable interventions and deliver QFT	1,2,4
Ensure the environment is crafted to encourage role play by creating dedicated space to encourage collaborative activity and facilitate oracy intervention. Role play equipment to promote oracy. Participation in NELI research.	EEF -Improving the quality of provision, for example by training staff to improve the interaction between staff and children, appears to be more promising than increasing the quantity of provision (by providing extra hours in the day), or changing the physical environment of early years settings.	1,2,3
Nuffield Early Language Intervention	DfE renewed funding for programme for 2022-23.	3

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improve attendance figures of PPG pupils</i>	Swift action is taken for those children whose attendance is a concern. Letters sent and 'first day response' phone calls made by FSW to identify if any further support is needed. PPG children who are identified as being regularly late or repeatedly absent will be invited to attend breakfast club / after school club for free. Meetings held with parents/carers to support them so there is improved attendance.	4,5
<i>Payment for PPG children enrichment trips inc. Year 6 residential</i>	Full or part funding at Principal's discretion for trips, visits, clubs and support in purchasing additional resources as required.	
<i>Children to be able to access appropriate school uniform</i>	PPG pupils who require support with the purchasing of school uniform will have this provided in order to promote social equity amongst pupils.	
<i>Health & wellbeing</i>	Targeted sports club access for PPG children PPG lunchtime provision	
<i>Music lessons</i>	Supplemented music lessons for PPG children	

Total budgeted cost: £77,000

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.

The pupil premium strategy was delivered effectively during 2021-22 without disruptions, as in the previous years due to the pandemic. The PPG grant enabled significant pastoral and mental health & wellbeing support for the most vulnerable children. This had a positive impact on their attitudes towards school and social, emotional and behavioural issues.

Whilst the gap has narrowed in KS1, it remains widest in the year 4 and 5. The attainment gap for PP children in Reading and Maths has narrowed. Writing has been identified as needing continued focus moving forward. The use targeted intention support provided by the class teacher has had a positive impact on closing gaps for targeted children.

Attendance for PP children is improving, although there are still some identified children with persistent absence which we continue to address.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	Maths Circle
Nessy	Nessy Learning
Little Wandle Letters & Sounds	Wandle Learning Trust
NELI	Nuffield Early Language Intervention
Spelling Frame	