

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 464 |
| Proportion (%) of pupil premium eligible pupils | 13.8% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-2024 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| Statement authorised by | C. Barrington |
| Pupil premium lead | C. Barrington |
| Governor / Trustee lead | E. Nuttall |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £74,205 |
| Recovery premium funding allocation this academic year | £7,395 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | |
| Tutoring Premium | £739 |
| Total budget for this academic year | £82,339 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to improve and sustain higher attainment, aspirations and accelerate the progress for disadvantaged pupils. Our goal is to make the outcomes for disadvantaged pupils comparable with that of non-disadvantaged pupils nationally. 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.

The strategy that we have devised will focus on the key challenges that are preventing disadvantaged pupils from achieving their full potential:

- Oral language
- Vocabulary
- Self-esteem
- Aspirations
- Prior attainment
- Life experiences and cultural capital
- Attendance

Specific objectives for the use of Pupil Premium funding at Corby Primary Academy include;

- End of Key Stage 1: Close the gaps in attainment between disadvantaged pupils and their peers, all groups to be in line with national
- All year groups: ensure progress for disadvantaged pupils is in line with peers, close the attainment gap.
- Ensure vulnerable children that are at risk of falling behind are identified and then targeted for intervention.
- Ensure more able pupils are pupils are also supported and targeted to achieve full potential.
- Ensure Year 5/6 pupils are 'Secondary School' ready through targeted intervention.
- Ensure that all pupils have the same opportunities in regards to trips and life experiences.

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.

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

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Low prior attainment due to poor oral and written language skills – specifically a lack of vocabulary in EYFS/KS1 which slows progress in subsequent years. 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 (both academic and pastoral) – 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) Lack of parental involvement, especially in reading to their children at home means many of our children start school with far less words less than other children their age. Some children also start school with fewer wider life experiences and cultural capital |

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> | <p>Suitable assessment analysis is used to focus interventions for children with PPG and SEND to meet their specific needs.</p> <p>SENDCo co-ordinates specific support for teachers and teaching assistants to provide suitable resources and intervention for identified children.</p> <p>SENDCo monitors and quality assures provision for pupils.</p> |
| <i>To improve the attainment of key PPG groups across core subjects</i> | <p>PiXL QLA analysis used to target pupils for quality interventions.</p> <p>PiXL analysis over the course of the year shows a reduction in learning gaps.</p> <p>Interventions planned to provide quality first teaching to raise attainment and improve progress in maths and writing for PPG key groups.</p> <p>School led tutoring clearly targeted to close these gaps</p> |
| To ensure all pupils have equal access to wider opportunities such as clubs and trips. | <p>Subsidising the cost of trips and visitors.</p> <p>Prioritising PPG pupils for spaces in clubs.</p> |
| To improve attendance and punctuality rates for PPG children. | <p>Engagement with family support offered by learning mentors.</p> <p>Swift response to those children who are absent or regularly late.</p> <p>To offer free access to breakfast and afterschool club to support good attendance for targeted families</p> |

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: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <i>Programme of QFT 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>Pupils will be targeted for 1 to 1 SEND interventions according to their need. Ensure that the SEND and PP lead work together to close the gap for children</i> | EEF guide to pupil premium, where teaching is consistently good or better, pupils make better progress. | 1,2,3 |

| | | |
|---|--|--|
| <i>who have multi-vulnerabilities to be close in line with their peers—meeting monthly to discuss progress.</i> | | |
|---|--|--|

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

Budgeted cost: £40,000

| 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 EYFS 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. | 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 |

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

Budgeted cost: £32,339

| 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 nurture provision | |
| <i>Music lessons</i> | Supplemented music lessons for PPG children | |

Total budgeted cost: £82,339

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 2022-2023 academic year.

The pupil premium strategy was delivered effectively during 2022-2023 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 gaps are narrowing, they remain widest in the years 1, 2 and 3. The attainment gap for PP children in Reading 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 |
| Spelling Frame | Literacy Shed |
| WellComm | GL Assessments |